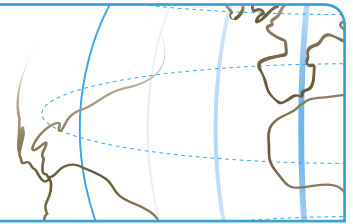


ANNUAL REPORT 2005



NORWEGIAN CENTRE FOR INTERNATIONAL COOPERATION IN HIGHER EDUCATION

P2
2006





Md. Hafizur Rahman from the Norwegian University of Life Sciences, an active participant at the annual winter seminar for Norad Fellows, which is organised by SIU.
Photo: Ragnhild Solvi Berg

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Look up and Discover Norway!



In January 2005 SIU convened a working group from the university and university college sector to make recommendations on a value-based brand name for profiling Norway as an education and research country. This is one of SIU's five principal areas of responsibility, and it was important to be thorough as no other institution has had national responsibility for this task previously.

The recommendations from the group were then used to develop a comprehensive profiling concept with a special design and profile programme. The website www.studyinnorway.no was opened in November with the invitation *Look Up and Discover Norway!* SIU has attached great importance to communicating with the authorities and the university and university college sector during this work.

Mobility under the Erasmus programme has shown positive development in recent years for both students and teachers. Nonetheless, there is much more ground to cover before Norway has exploited the full potential of this scheme. It is satisfying to know that new programmes such as the France programme contribute supplementary schemes for students and teachers. Another aim SIU had in 2005 was to focus on cooperating countries where the primary language is not English by locating the annual course for international coordinators in Germany. Focusing initiatives on individual countries is a strategy we wish to develop.

SIU's mandate also includes the school sector where we have a substantial commitment. Comenius is the EU programme for schools and day-care centres, and aims to strengthen the European dimension in school instruction. In the course of the programme's first ten years one of four Norwegian schools has been involved. The ten-year anniversary was celebrated with the establishment of a special Comenius award, which was presented to the PPS (Pedagogical-Psychological Centre) at Karmøy by Kristin Clemet, Minister of Education and Research. Grundtvig, the adult education programme, had a good year with a record high number of learning partnerships.

Today SIU administers a number of research, scholarship and institution-building programmes with developing countries. As part of

this important activity, SIU and Norad were very happy to launch a new teacher training programme focusing on teaching as a profession in 2005. We also assumed responsibility for the Quota Scheme on behalf of the Ministry of Education and Research and are managing a new scholarship programme with South Africa.

Norwegian institutions of higher education focus strongly on education and research cooperation with the South. The dedication of Norwegian institutions has been absolutely decisive in this respect. Cooperation with the South was a pervasive issue at SIU's conference at Solstrand, called *Bridges of Knowledge*, which attracted academics and decision-makers from Europe, Asia, Africa and Latin America who came to discuss the importance of higher education and research in the war against poverty.

One of the new fields of responsibility SIU was given when it became a government agency was preparing reports and advising public authorities. The new strategy stipulates that SIU wishes to have a proactive role in this field. SIU therefore gave priority to drawing up a proposal for educational cooperation with Central Asia and the South Caucasus, a proposal that the Ministry of Foreign Affairs has found very interesting.

The number of Norwegian students who wish to take part or all of their degree in North America has dropped by more than fifty per cent in recent years. On the political level, one would like to see a reversal of this trend, in part because a number of the world's leading universities are found in North America. SIU has highlighted this problem through a contact seminar in Washington DC and through a special report to the Ministry. We will continue to work on this in 2006.

continues over

New strategy, new organisation, new tasks



SIU's Board of Directors:

From the left: Gunnar Kvåle, Paul J. Manger, Jon Ivar Thompson Eikeland, Ann Kristin Norum (Deputy Chair), Gunn Mangerud (Director of SIU), H el ene Uller , Knut Brautaset (Chair), Marit Selvik Kallekleiv (Board Secretary). Not present: Irene Dahl Andersen, Katrine Elida Aaland and Gunnar Brevik.

This has been an exciting and hectic year for SIU. New duties and fields of work have been added, the number of employees and the total expertise have been increased, and new cooperation relationships have been developed. SIU has a skilled staff, and we see that the organisation is coming into its own. We hope we have been and will continue to be a qualified partner for the institutions so that they have success with their internationalisation strategies. We also intend to serve as the national resource centre contributing to knowledge and discourses on the internationalisation of education and research.

In February SIU's strategy for 2005-2010 was adopted by the board following an open process where SIU employees, the Ministry, Norad and UHR (the National Association of Higher Education Institutions) were heard. The new strategy plan is an overriding steering document that provides direction and content based on SIU's articles of association. The underpinning for the strategy plan is SIU's visions statement: that "SIU shall be a centre of expertise in internationalisation and through its activities contribute to increased quality in education and research."

This shall be accomplished within the framework of the Norwegian government's policies on education and foreign affairs, which lay down a number of guidelines for SIU's internationalisation efforts. The basis is the Quality Reform's focus on internationalisation as an important measure in raising the quality of higher education and the guidelines from the Bologna and Lisbon initiatives centring on the need for lifelong learning. The strategy is also based on Norway's commitment to work actively to satisfy the UN's millennium objectives as they are embedded in the Norwegian action plan for combating poverty in the South towards 2015. It is important to emphasise that Norway intends to contribute actively in the field of education, both bilaterally and multilaterally, aiming to make higher education a collective good and a human right.

Bearing this in mind, SIU's strategy for 2005-2010 addresses specific goals, targets and measures for each of the five main activity areas that come under SIU's articles of association – programme management, profiling, information and communication, competence building and advisory services. The strategy will be operationalised through annual funding from the Ministry and other contract partners and through annual activity plans specifying priorities in the main activity areas.

SIU underwent a major restructuring process in the course of the year. A thorough review and discussion has been undertaken as to how SIU's organisation should optimally be adapted to the role as a state administrative body and the many new duties that this has given us. The main principle for the new organisation is that the division into groups generally follows the funding of the various tasks. The SIU management group consists of the director, information manager and five Heads of Units. Financial and human resources duties continue as a line function. Advisory services and information have been retained as staff duties.

SIU experienced rapid growth in 2005, including a rise in the number of tasks and duties. It is a time-consuming process to harvest the potential and synergy that is available when assembling so many of the international programmes and measures under one roof. Our clear goal and ambition is to develop this in a beneficial way in the years ahead. We are making headway, but still have a way to go before we are where we want to be!



Programme Management – SIU's Core Area

While SIU's duties and competence areas have been significantly expanded in recent years the core area remains the same: Programme management. The majority of SIU personnel are working on these activities daily, and they span a wide geographical and thematic range. The programme management work is divided into three units: The Unit for EU Programmes, the Unit for Development Cooperation and the Unit for International Cooperation Measures.

Results from the programme management in 2005 are presented in the following pages. In two background articles light is thrown on the new EU programme for lifelong learning and research cooperation North-South in the NUFU programme.

Europe – still very active

Peak year for Erasmus

The 2004-05 academic year showed a positive trend for Erasmus for the third year running. With 1279 students and 295 teachers visiting in Europe we finally topped the previous peak year of 1996-97. The opportunity to send students to the new EU member countries and the impact of the exchange element in the Quality Reform will probably increase the benefits to be gained from the Erasmus programme in the years to come.

Spain heads the list of countries receiving Norwegian students in the programme, while Germany's three-year rise takes it to second spot on the list of attractive countries for studies. In June SIU arranged a course on cooperation with Germany in Leipzig, and we hope this will spur greater interest in this country. Following down the list we find France, Great Britain, the Netherlands and Italy.

In 2004-05 Norwegian institutions sent students for the first time to the ten new EU member countries. More than 80 Norwegian students availed themselves of this opportunity, but it may be worth noting that three of the countries, the Czech Republic, Poland and Hungary, received almost all these students. In September SIU cooperated with the Polish Erasmus office to arrange a well-visited contact seminar for Norwegian and Polish educational institutions to generate more interest in Polish-Norwegian cooperation.

Teacher mobility has increased for the fourth year running. The growth of 20 per cent is positive, but also expected, as parts of the mobility under the Erasmus Link programme now have been merged with Erasmus. Fifty-three teachers travelled to seven of the ten new member countries. The highest number of teachers went to Germany, closely followed by Great Britain and Spain.

A steady trend in the Erasmus programme appears to be that while the universities dominate in the area of student exchange, the exchange of academic staff appears to be the domain of the university colleges. The universities send more than half of the Erasmus students, but only 17 per cent of the academic staff.

SIU is pleased with the growth in student and teacher mobility in 2004-05, but also sees a clear potential for better utilisation of the programme. The groundwork for studies abroad has now been laid at the institutions, and SIU will continue to strengthen the positive trend in this programme. Erasmus is encountering more competition for students than before, as most institutions have agreement portfolios with institutions outside Europe. Beyond the practical and financial advantages offered by Erasmus, it is also important to make students aware that the countries in Europe represent attractive places to study with high-quality education.

The Comenius programme turns ten!

"Of all the joint projects in Europe the cooperation on education and culture is the most successful and least controversial." The Comenius programme is a good example of the truth in this statement from EU Commissioner Ján Figel. The programme aims to raise

the quality of and strengthen the European dimension in schools and in teacher training. When introduced in 1995, fifteen EU countries and three EFTA/EEA countries joined. A decade later the cooperation has been expanded by ten new membership countries and three candidate countries. Today Norwegian schools are in contact with schools in 30 European countries. Feedback over the last decade clearly states that the cooperation is useful, valuable and profitable.

In Norway the Comenius ten-year anniversary was celebrated by establishing a special Comenius prize, which will be awarded annually. In 2005 the award was presented to PPS (Pedagogical-Psychological Centre) in the municipality of Karmøy by Kristin Clemet, Minister of Education and Research. SIU has also had made a Comenius plaque for schools participating in the programme.

Around 11,000 pupils and teachers participated in Comenius in 2005. Ten per cent of these received funding to visit colleagues and co-pupils. On average there are eleven projects per county, but the geographical distribution is uneven. There has been a marked decline in the number of school development projects and a corresponding increase in school projects. French dominates the language projects, but there is also interest in languages such as Lithuanian, Polish and Czech.

The number of applicants for individual grants increased by 79 per cent compared to the previous year, and a total of 132 applications were granted. Spanish dominates among foreign languages, followed by English, German and French. Courses dealing with inter-cultural themes and pedagogy/methodology are the most popular general-studies subjects among applicants. It continues to be difficult to recruit language assistants. Of the 19 applicants nine remain, distributed over seven countries. However, more and more schools are showing interest in the language assistant scheme.

In October SIU hosted a Comenius contact seminar together with the University of Stavanger. The theme was "Outdoor Activities and Early Language Learning" and 55 pre-school teachers from 13 countries attended. The newsletter *ComeniusNytt* appeared 11 times in 2005.

Grundtvig – results to be proud of

In the summer of 2005 a survey was published showing that 25 per cent of adults in Norway read and write so poorly that it is difficult for them to satisfy the requirements for active social participation in working life and elsewhere. Understanding the spoken language is even worse. Two of three non-western immigrants have reading and writing difficulties.

This is not a situation that is particular to Norway. We see everywhere that increased requirements for competence put increasing numbers of people at risk of being excluded. The main goal of the Grundtvig programme is to strive through European cooperation to find more and better answers to what promotes inclusion of adults in a society that is rapidly and constantly changing. The programme is five years old this year, and the results now appearing are noteworthy. 2005 has been a year of growth, particularly in the national programme areas. There are now thirty-six learning partnerships, more than ever

before. In the 2004/2005 budget year the number of persons granted funding to travel to contact seminars doubled in comparison to previous years. Other individual grants also increased significantly.

In September SIU hosted its first contact seminar under the Grundtvig programme, where digital competence was the theme. One of the aims was to draw in new institutions, preferably those working in other arenas than the traditional education providers. The results were good, measured in initiated projects, and SIU reaped much praise for the seminar.

In 2005 SIU initiated cooperation with the Norwegian Archive, Library and Museum Authority to reach target groups under their umbrella. This has yielded results. Many have attended our contact seminars and information meetings, and in the next stage this will hopefully lead to project applications.

Inclusion in working life and learning in the workplace are objectives that occupy a central place in Norwegian policy in the field of adult education today. Within the Grundtvig programme there are still few projects relating to this learning arena. The aim for the coming years is to increase the activities in this field.

Arion and Lingua – beneficial Norwegian activities

The Arion scheme within the Socrates programme focuses on specialists and decision-makers within education. Norwegian participation is on a par with the European average. Each year 31 Norwegian administrators on all levels of the education system are given grants allowing them to choose from around 250 courses in other European countries. SIU has requested electronic reports from participants after they have attended the course. In cooperation with the county education authorities, resource centres and schools, SIU annually supports between four and seven courses with around 15 participants from at least ten countries attending each course.

The Lingua measure has a dual purpose: Lingua 1 focuses on the usefulness of learning languages, and Lingua 2 focuses on developing teaching aids in language instruction and learning. This measure complies with the application procedures for centralised EU measures with the first application deadline on 1 November and a new deadline on 1 March the subsequent year for selected projects. After the deadline in 2004 two projects with Norwegian participation were approved for the deadline on 1 March 2005. One of these, of a total of 13, was granted. For the 1 November 2005 deadline five applications with Norwegian participation were received. Four of these have been approved for the next round on 1 March 2006.

The e-learning programme – twice the number of Norwegian participants

The primary aim for the e-learning programme is to support and develop efficient use of ICT in the European education and training systems to attain higher quality and better adaptation to society's requirements when it comes to lifelong learning. A total of eleven Norwegian partners and three coordinators were registered by the application deadline for the e-learning programme in 2005. This is a dramatic rise in the number of participants compared to 2004,

when six Norwegian institutions joined the programme.

In 2005 SIU has published an information leaflet about the programme. This has been distributed at conferences and seminars and sent to potential applicants such as educational institutions and enterprises dealing with education. SIU has also participated at a number of conferences and fairs where e-learning themes have been in focus.

To attain synergy between the Grundtvig and Comenius programmes on the one hand and from eTwinning on the other, SIU has initiated cooperation with the Directorate for Education and Training about this part of the e-learning programme. This has resulted in attempts to find common information channels and meeting places for mutual information about the programmes.

In 2005 there was slightly less Norwegian participation in Minerva, the e-learning programme under the Socrates umbrella, than in previous years. In connection with the e-learning programme a number of information initiatives were carried out in 2005, including in conjunction with Online Educa Berlin. Several international contact seminars were arranged with substantial Norwegian participation, and the number of applications in the autumn of 2005 was high.

Turkey joins Erasmus Link

In the academic year 2004-2005 Turkey tops the statistics in Erasmus Link, the Norwegian shadow programme for cooperation with the EU candidate countries. Whereas ten countries went out of the programme as they became EU members, Turkey entered the field as a strong newcomer to the team which also includes Bulgaria and Romania.

31 of 49 incoming students and 17 of 33 incoming teachers came from Turkey. Among the outgoing teachers 26 of 54 went to Turkey. The positive figures most likely relate to preparatory contact seminars held in Istanbul and Ankara in April 2004.

Unfortunately only five Norwegian students went on exchange through Erasmus Link the year this group became eligible for support. To send more Norwegian students to the candidate countries is a goal for the coming year.

Active Norwegian institutions in Erasmus Mundus

As the national structure for Erasmus Mundus in Norway SIU registered a growing interest in the programme in 2005. It is also encouraging to see that Norwegian universities and university colleges are active participants.

After three application rounds Norwegian institutions are involved in a total of six joint European Masters Courses. One course is coordinated by the University of Oslo.

Within Action 4, "Enhancing attractiveness", Norwegian institutions are especially well represented with participation in four out of 14 promotion projects. The Norwegian University of Science and Technology and the University of Tromsø are both coordinating institutions in Erasmus Mundus promotion projects.



Lifelong Learning – Education throughout Life

VIDAR PEDERSEN/TEXT
INGRID DREYER/PHOTO

While once it could be expected that an education would be valid and a vocation would last throughout a person's lifetime, it is now necessary to be ready and willing to renew and update knowledge and skills continuously to ensure relevancy in the labour market. It is not even certain that the vocation at the start of a young person's career will exist when he or she reaches retirement age. Bearing this in mind, the EU is introducing a new education programme for lifelong learning that starts in 2007.

Pointing out that development in virtually all aspects of society is going faster and faster is not especially original. We are living in a world where technology and knowledge are updated at a pace unparalleled in history, and we are all left with a feeling that time is whisking by more quickly than it used to. This has major consequences for how we think about education, and also for what education, knowledge and skills mean in the society of today and the future.

The concept of lifelong learning is often seen as parallel to adult education. This is not correct, even if adult education as we know it today is an important element in lifelong learning. Instead of saying "adult education" we could rather speak of "adult learning", and this occurs in far more arenas than classical adult education. When competence needs to be constantly renewed, both employers and employees have to ensure that knowledge in an enterprise or organisation is updated.

High ambitions

In Norway, the Competence Reform from the end of the 1990s is so far the most clearly stated initiative for promoting lifelong learning, and there is no doubt Norway was at the forefront of this development. The European Commission published its Memorandum on Lifelong Learning in 2000, and from 2007 the EU's new major education programme for lifelong learning will be initiated, which will include the activities under today's Socrates and Leonardo da Vinci programmes. This programme has high ambitions, aiming to satisfy the goals in the Lisbon declaration from 2000 on making the EU area the world's most competitive, knowledge-based economy by giving reforms on the national level a European dimension. The Commission's proposal for a new education programme expresses clear recognition that education plays an increasingly important role in developing and maintaining a strong and competitive economy, and through this a high welfare level in Europe.



The programme consists of four sector-based sub-programmes, all familiar from the current programme generation:

- Comenius for day-care centres and schools, including the upper secondary level
- Erasmus for higher education
- Grundtvig for adult learning
- Leonardo da Vinci for vocational training and practice

A transversal programme will also be established and will be thematically organised to supplement and support the sector programmes. By assembling its activities in the field of education in one programme, the EU is signalling clearly the wish to see all study programmes as a whole and integrate them more firmly within the framework of lifelong learning.

SIU national agency

In Norway SIU has been appointed as the national agency for the EU's new pro-

gramme, which is an important administrative approach on the national level to attain the desired synergy effect.

“In stead of saying adult education we could rather speak of adult learning, and this occurs in far more arenas than classical adult education.”

After ten years of work with the Socrates programme SIU has amassed solid competence and a comprehensive, close and well-functioning contact network on all levels of the Norwegian education system. For example, we have already satisfied the EU's quantitative goals for the Comenius programme for the coming period, which is that one of 20 pupils will have participated in a Comenius project.

Norwegian education on all levels has gone through major reforms in recent years.

Such reforms are never born in a vacuum but rather reflect the shifting needs of society. We also see quite clearly that the vast majority of the objectives are not particular to Norway, but rather have been expressed in other European countries and by the EU. Nor is there any doubt that in a number of fields we have been at the forefront of development in Europe. However, in other fields we have much to learn, and through participation in mobility and projects within the EU's education programme we both give and receive impulses that will eventually raise the quality of Norwegian education. SIU is looking forward to participating further in the cooperative efforts in European education.

Vidar Pedersen is Head of Unit for EU Programmes at SIU.



International Cooperation Measures

– broad range of activities

Quota scheme for 1100 students

Each year 1100 students benefit from study grants under the Quota scheme. Of these, 800 are from developing countries and 300 from countries in Central and Eastern Europe and Central Asia. The scheme also includes students from the Palestine area.

The quota students take their whole degree level education at Norwegian institutions. Most are taking Master's degrees. The Norwegian State Education Loan Fund lends them money on the same terms as Norwegian students, but for this group the loans are changed into grants when the students return to their countries of origin.

Most institutions of higher education in Norway offer study places for quota students. SIU's responsibility is to distribute quotas to the institutions and ascertain that admissions of quota students are in accordance with the terms laid down in the programme. Allocation of quotas is according to applications for three-year periods.

During the first year SIU developed a sound administrative basis for the Quota Scheme, and much work has gone into drawing up new information material. The Quota Scheme now has its own website in English. It also has a poster and leaflet in English that have been distributed in Norway and abroad.

Supplemental grant scheme for talented Norwegian students

In 2005 SIU undertook a major review to revise and assure the quality of the list of foreign education programmes that qualify for supplemental grants from the Norwegian State Education Loan Fund. The list includes education programmes at institutions in the USA, Canada, Australia, Great Britain, France and Switzerland. The responsibility for the quality assessments of the supplemental grant scheme is now permanently with SIU.

The supplemental grant is support for financing especially high study fees at prestigious institutions abroad. The scheme is flexible in that Norwegian students and institutions may apply to have the list expanded. In 2005 SIU received 54 such applications, and half of these were granted.

The supplemental grant scheme now has its own website.

Recruiting drive for the France programme

Among the programmes administered by SIU, the France programme has a special position in that SIU is responsible for direct recruitment of Norwegian pupils and students to studies in France.

To target the recruitment activities, special attention has been paid in 2005 to developing information and communication measures.

A full presentation of the university and university-college cooperation with France is now available in a brochure, and is also given in fair material with a special graphic profile. The brochure has been distributed to all upper secondary schools with general studies programmes. SIU has also visited 24 upper secondary schools and given presentations at a number of conferences.

The greater emphasis on information activities is a strategic measure to satisfy the aim of filling all the study places allocated to Norwegian students in France. While the demand for places at the language courses at the French-Norwegian centre in Caen so far has been good, there is still some way to go before all the 40 places in economics and technology in Toulouse can be filled. At INSA de Toulouse 13 Norwegian students were admitted to the Master's degree studies in technology. Ten Norwegian students started the Bachelor's and Master's studies in economics at Université Toulouse 1 Sciences Sociales.

New five-year cooperation agreements between SIU and both institutions in Toulouse were signed toward the end of the year, and recruiting activities will continue unabated.





New focus on the Western Balkans

In the autumn of 2005 SIU and the Research Council of Norway signed a new agreement with the Ministry of Foreign Affairs on *Cooperation on higher education and research with countries in the Western Balkans*. The agreement is valid from 2006 to 2009, with annual funding amounting to NOK 15 million. At the 1 December deadline date SIU had received around 70 applications, which represents double the number for the previous deadline. The applications came from both established and new cooperation partners.

The programme covers Albania, Bosnia-Herzegovina, Croatia, Macedonia and Serbia-Montenegro. Prioritised cooperation areas are governance and development of democracy and environmental protection and resource administration. A new board, "Programstyret for Russland og Vest-Balkan" (the programme board for Russia and the Western Balkans), was appointed in 2005.

The new programme is a continuation of *Cooperation Programme with South-Eastern Europe*, which was concluded with a successful conference in Oslo in May. All the 22 projects with funding under the programme attended. In addition to presentations of project results, an evaluation of the programme itself was also presented. The evaluation states that the programme had particularly good results. Both Norwegian representatives and representatives of the Balkan states expressed a strong wish to continue the cooperation.

Long-term cooperation yields results in the Russia programme

The agreement on cooperation in higher education and research with Russia (2002-2006) between the Ministry of Foreign Affairs,

SIU and the Research Council of Norway is entering a final phase. Some of the 12 education and research projects have a history going back more than ten years, which contributes to their good results.

Reports from 2005 show that the projects have made good progress and that solid cooperation has been developed between the institutions during the programme period. This impression was confirmed when SIU visited project participants in St. Petersburg in the spring of 2005. Participants on both sides feel that the cooperation is strengthening the institutions and constitutes an important contribution to internationalisation in Norway and Russia. SIU has had close contact with Norwegian institutions that are interested in further education cooperation with Russia beyond the programme period, which finishes in 2006.

Continued co-responsibility for Nordplus

In collaboration with the Research Council of Norway SIU is co-administrator for Nordplus Junior and Nordplus for higher education. As co-administrator SIU has participated at network meetings, provided advice and guidance and informed about the programme at a number of seminars and conferences.

SIU has participated in co-administration and discussion meetings with the other Nordic offices controlling the Nordplus family and also participated in the decision process itself. In 2005, the Finnish agency CIMO, which now has the administrative responsibility for Nordplus for higher education, also used SIU's electronic administrative system for processing applications and reports.



“The wealth of Ethiopia:

It has long been known that Ethiopia has an amazing wealth of genetic diversity in its old cultivated plants. Here this diversity is represented by a picture from a local barley field.

One of our first NUFU scholars, Abebe Demisie (PhD 1996) studied landraces of barley and found that Ethiopian barley has a diversity that in some respects deviates distinctly from barley in other regions of the world. But our NUFU scholars find a remarkable variation also in Ethiopia’s wild biodiversity. Fecadu Beyene (PhD 1994), who studied food science, discov-

ered new strains of lactic acid bacteria, and Endalkchew Woldemeskel (2004), whose thesis was on biological nitrogen fixation, found a new and overwhelming diversity in nitrogen fixing bacteria from Ethiopian soils.

At present, one of our current NUFU scholars (Yibrah Beyene) is working on the description of new species of parasitic wasps that could potentially be of value in biological control of insect pests.”

TRYGVE BERG/TEXT AND IMAGE



Partnership for Mutual Development

KJELL PETERSEN/TEXT

–It’s all about partnership and equal cooperation, says Trygve Berg, Associate Professor at the Norwegian University of Life Sciences.

He tells us about solid research findings from years of cooperation with the partnership institution Debub University in Ethiopia in the field of food production and nature management. The NUFU programme (Norwegian Cooperation Programme for Development, Research and Education) has made this research and cooperative effort possible.

–We have had nothing but good experiences with the partnership model in our project. It has contributed to the necessary enthusiasm on both the Norwegian and Ethiopian sides. Both parties have been able to undertake research we have found interesting and useful in an academic context, adds Berg.

Fifteen years of cooperation

On behalf of the Norwegian authorities, SIU manages a number of programmes for universities and university colleges in Norway and in the South. The NUFU programme is an important part of this portfolio. The programme was established in 1991 on the initiative of the director of the University of Bergen at the time, Magne Lerheim. The idea was that Norwegian academics had a responsibility to build research capacity and competence at institutions in developing countries.

According to Berg, the Ethiopia cooperation was one of the first projects to be carried out with NUFU funding. He points out that the formulation of the partnership idea was generally undertaken by the Ethiopians.

–Our cooperation partner in Ethiopia had clear views on what was needed to create a fertile and lasting cooperation, he points out.

Another important aspect was the freedom the partnership idea gave.

–It made it possible to work to satisfy institutional and national aims, for example connected to combating poverty and preserving the environment.

In Berg’s case it turned out that there was a special challenge in this.

–We began our cooperation in Ethiopia under the Mengistu regime, which maintained a policy dominated by strong centralisation, forced mergers of villages and the establishment of agricultural collectives.

“The programme is research-controlled and research-driven, and the academic priorities of the institutions in the South have first preference when project funding is allocated.”

Our partner institution in Ethiopia nevertheless chose a strategy featuring a type of smallholder community we thought would survive the current regime. This was a very difficult process, where participation in the NUFU programme provided important support, he says.

Increasing interest

Much has happened since the start in 1991. Not least, interest in the NUFU programme, both in Norway and in the South, has grown. This interest is clearly witnessed by the substantial number of applications received after all the public announcements. At the start of the fourth period more than 30 institutions from the South and 12 Norwegian institutions are participating. The total project portfolio amounts to more than 70 projects.

The Dutch organisation Nuffic is clear in its conclusion when evaluating the NUFU programme, saying: “The NUFU programme is a

success, considering the relatively modest external investments. The programme is in reality a subsidy scheme, requiring large institutional investments in the form of money and personnel. It has thus been beneficial that the projects have had a solid basis in the academic communities and centrally in the institutions.”

Only three minor changes have been made to the programme format over the years, while the NUFU programme’s central focus is the same. The programme is research-controlled and research-driven, and the academic priorities of the institutions in the South have first preference when projects are selected. The idea of equal cooperation in the form of academic partnership continues to constitute the core of the programme.

Strong development

In Ethiopia, the development of the university sector has been formidable. The academic communities have to deal with strict requirements to produce teachers and educational programmes, which they currently do not have the capacity to do.

–Our activities so far have contributed to building a platform to this end. The institutions that have joined the NUFU cooperation are far better prepared to face these challenges than others, says Trygve Berg, who emphasises that NUFU should not be confused with regular foreign aid.

“We have never felt that we are providing aid, but rather that we have been working with scientific issues of great value for research,” he concludes.



Kjell Pettersen is an adviser at SIU’s Policy Unit, with development cooperation as his area of specialisation.

Development Cooperation

– competence building creates development in the South



The NUFU cooperation – into a new programme period

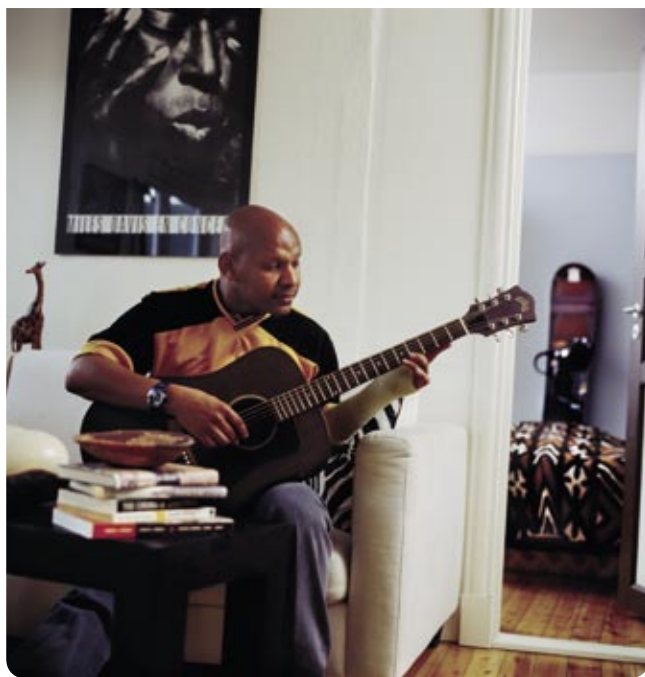
2005 has been dominated by negotiations with Norad on a new agreement for the NUFU programme's fourth period from 2007 to 2011. The agreement is to include research cooperation on capacity and competence building among universities and university colleges in Norway and corresponding institutions in the South. During the first half of the year NUFU's programme board and SIU's administration worked on drafting the new programme, based on the recommendations that were made at a seminar on the NUFU cooperation in Kampala in November 2004. After a number of meetings during the second half of the year Norad and SIU reached agreement on the academic content of the programme, given in the document called *NUFU Programme Document 2007-2011*. The administrative agreement on the NUFU programme's fourth period has also been signed.

The agreement covers long-term cooperation agreements between institutions in the South and institutions in Norway on research cooperation and other competence-building measures at institutions in the South, generally in countries where Norway is heavily involved in development cooperation. SIU deems it very important that the institutional cooperation must be based on the needs and priorities of the institutions in the South. In the new period the NUFU programme will concentrate activities on fewer institutions and countries. The aim is to establish sustainable communities for research and research-based teaching in the South.

Overall, 72 Masters candidates and 11 PhD candidates graduated in 2005. On the Masters level the distribution was 39 women and 33 men, while all the eleven graduating PhD candidates were men. Most of the candidates graduated in the natural sciences (a total of 39 candidates) and social sciences (22 candidates).

The Norad fellowship programme at a crossroads

The agreement in force for the Norad fellowship programme expired on 31 December 2005. As part of the preparations for the next programme period Norad had the 2001-2005 programme period evaluated, and the results appear in the report *Evaluation of the Norad Fellowship Programme*, which was published in August. SIU and members of the Norwegian Association of Higher Education Institutions have been closely involved in drawing up the report, which in contrast to previous evaluations has adopted a comprehensive perspective on the activities in the fellowship programme. The report concludes that the fellowship programme should be based more on demand and that more knowledge and learning capacity must be established in the developing countries. One proposal was to restrict the number of user countries (sender countries), sectors and courses in the fellowship programme.



The evaluation will be used as the basis for formulating the best possible policy for raising the institutional capacity level in the cooperating countries. SIU has reached agreement with Norad on drawing up a programme document and an agreement for a new period of Norad's fellowship programme for 2006-2010, based on Norad's academic guidelines. The documents shall be completed and the agreement signed in the spring of 2006.

A total of 118 candidates were admitted to Norad's fellowship programme in 2005, 41.5 per cent were women, up from 37.1 per cent in 2004. The majority of the total 2144 candidates who applied came from Ethiopia, Uganda, Nepal and Tanzania.

Continuing the Norad Programme in Arts and Cultural Education

The purpose of the Norad Programme in Arts and Cultural Education is to strengthen the awareness of one's own culture, facilitate the professionalisation of artists and cultural genres in the South and give artists and persons working in the culture field confidence in their own knowledge and creativity. The programme will contribute to mutual learning between cooperating institutions and the professional communities in Norway and in the South.

Nine projects have received funding in the fields of dance, music, cultural heritage and visual arts in 2005. Candidates are graduates on the Master's, Bachelor's, diploma and course levels, and three PhD and three Master's degree candidates will graduate in 2006 and 2007.

The agreement in force for the Norad Programme in Arts and Cultural Education expired on 31 December 2005. In meetings and negotiations during the year Norad and SIU have formulated a new programme document and a new agreement for the 2006-2008 period. The intention in the new programme period is to strengthen cultural education institutions in the South and contribute to making art and art genres more professional. By agreement with Norad the start of the programme has been set for the autumn of 2006.

Teacher Education Programme South-North

In May, Norad and SIU signed a three-year agreement on the administration of a pilot programme for cooperation between teacher training institutions in the South and in Norway. The programme's main aim is to improve the quality of teacher training in the South, as a measure for improving basic education and realising the intention of education for everyone. Another intention is to facilitate exchange of competence within teacher training based on priorities decided by the institutions in the South, and based on capacity and competence in the Norwegian institutions. A further aim of the programme is to strengthen internationalisation in Norwegian teacher training.

The total budget for the pilot programme is NOK 13 million for three years – 2005 to 2007. In June 2005 SIU received 20 pilot project applications, and ten of these were granted funding. The distribution between universities and university colleges which were funded is good. On 1 December the deadline expired for applying for project funding in the programme, where nine projects will be funded with up to NOK 1.2 million.

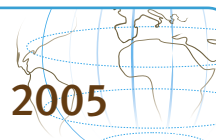
Pilot programme on student exchange between South Africa and Norway

To reinforce and expand the existing cooperation between institutions for higher education in Norway and South Africa, in 2005 Norad and SIU established a pilot programme for student exchange between the two countries. The programme starts in January 2006, with a budget of NOK 3 million for the 2006-2007 programme period.

The pilot programme will grant funding for taking courses at Masters degree level in Norway for South African students who have been admitted to a Masters degree programme at their national institution. The Norwegian institutions shall provide courses in fields of interest and relevance for the partners in the South, and which are considered strategically important for the cooperation between the institutions. The Norwegian institutions undertake to send the same number of students to cooperating institutions in South Africa as they receive.

There is a high degree of interest among Norwegian institutions to participate in this pilot programme. In the summer of 2005 a total of 56 fellowships were distributed over five cooperation agreements between Norwegian and South African institutions.

Norad Fellowship Network Conference 2005



In February SIU organised the first conference for former participants in the Norad fellowship programme in cooperation with the University of Bergen and the Norwegian University of Life Sciences. A total of 59 former research fellows from Uganda, Tanzania, Kenya, Eritrea, Sudan and Ethiopia participated at this alumni conference which took place in Kampala, Uganda.

The main theme for the conference was "The Role and Management of Natural Resources in Local Environments: Theoretical Perspectives meet Empirical Reality". The conference gave participants high dividends in the form of academic updates and the possibility to share experiences.

Profiling Norway as a Venue for Study and Research – a main focus in 2005



SIU has been given the national responsibility to promote Norway abroad as an education and research nation. We have concentrated our efforts on this important focal area in 2005, and SIU feels confident in saying that we are pleased with the result.

In January a working group was convened to develop a value-based platform for the brand name *Study in Norway*. The group consisted of representatives from the National Association of Higher Education Institutions, the Network for Private Colleges of Higher Education, the Ministry of Education and Research and three SIU employees. The working group completed its work in June and submitted a document for development of a brand name where the value concepts of *closeness* and *interaction* were the most important values.

The profiling concept is based on *studies* and *Norwegian experiences*, which are distinctive and easily recognisable when used in international profiling. In the autumn of 2005 the concept was presented to a number of educational institutions and other interested parties with good feedback. The presentation round will continue in 2006.

In the early summer the first Master's degree catalogue was completed. This provides a total overview of all Master's degree programmes in English at Norwegian educational institutions. During the autumn the catalogue was revised and given a new graphic design that reflected the new profiling concept. A new brochure, *Guide to Higher Education in Norway*, was published for the international market. Work on a brochure on how it is to live, work and study in Norway was initiated just before Christmas, and is planned for completion within the first half of 2006.

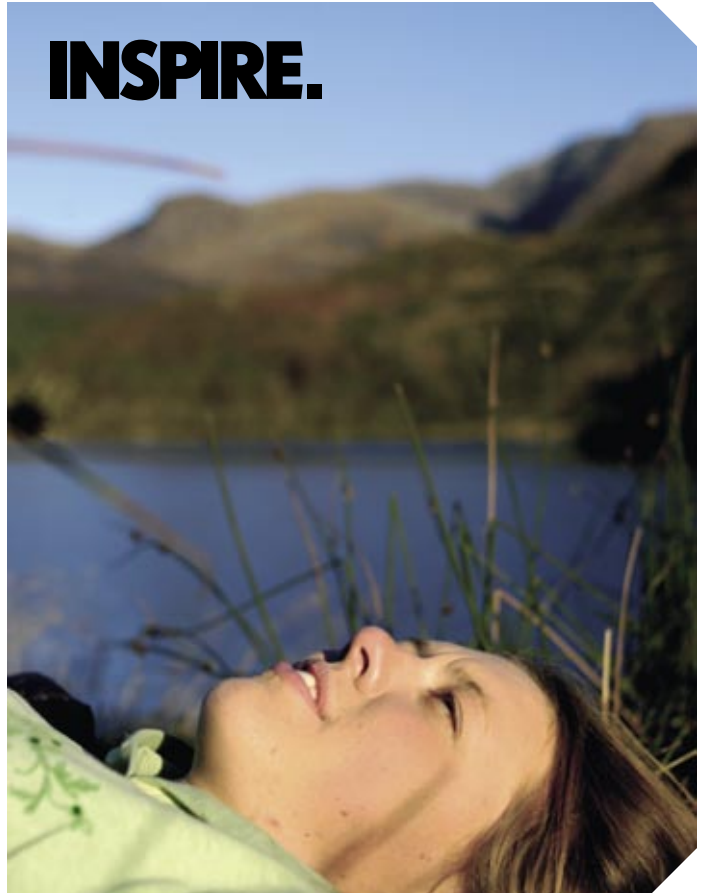
On 30 October the new website www.studinorway.no was officially opened by Norway's ambassador to the US, Knut Vollebæk. The opening took place at an education and research conference in Washington with participation from Norway, the US and Canada. The new website combines comprehensive and useful information about Norway as an education nation with an exciting and modern design.

Another important channel for promoting Norway abroad is education conferences and fairs. SIU coordinated the Norwegian participation at the Nordic fair stand at the NAFSA conference in Seattle in May/June, was responsible for the Norwegian elements of the joint Nordic profiling drive in Japan in June and organised the Norwegian participation at the EAIE conference in Krakow in September. SIU also co-organised two bilateral contact seminars in 2005, where the aim was to strengthen the cooperation on the institutional level between the participating countries. In January a contact seminar was organised in Helsinki between Norwegian and Finnish universities and university colleges on the initiative of the Finnish embassy in Norway and in conjunction with CIMO, SIU's Finnish sister organisation. In September, SIU and the Polish Socrates office hosted a contact seminar in Cracow for Norwegian and Polish universities and university colleges.

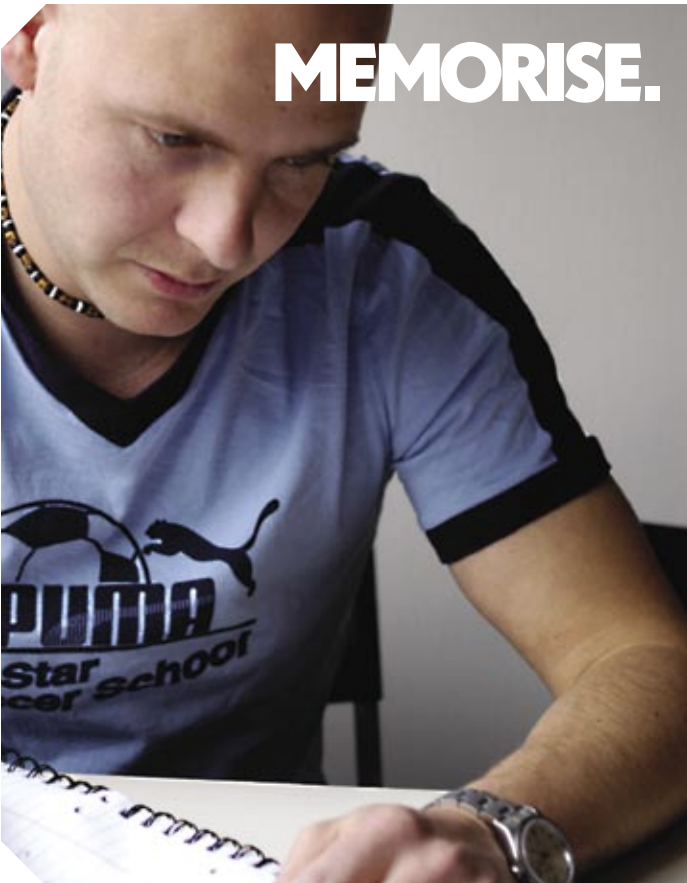
ASPIRE.



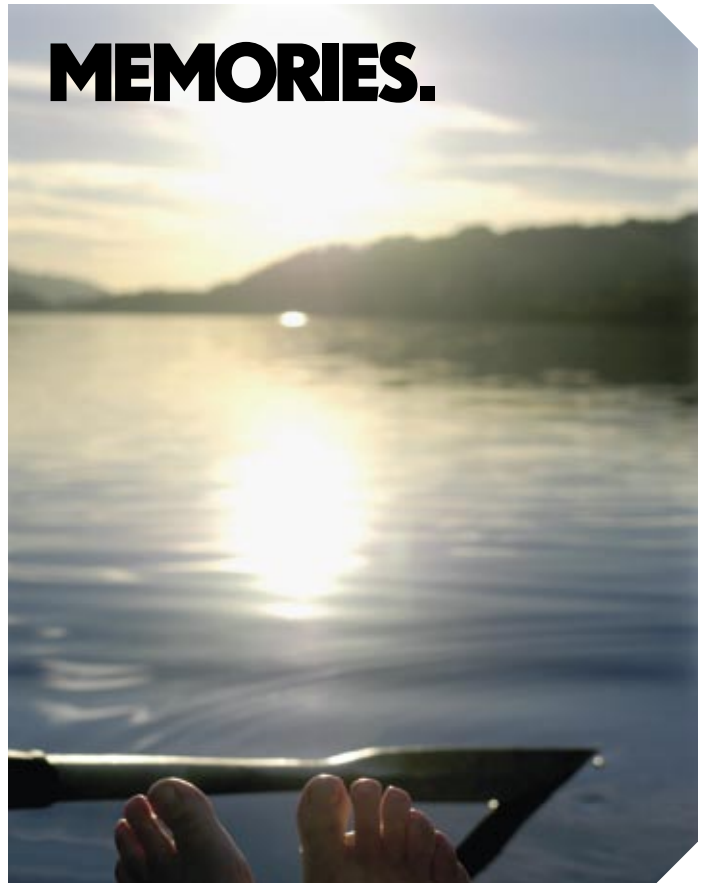
INSPIRE.



MEMORISE.



MEMORIES.



Information and Communication

– continuous challenges



SIU's aim is to contribute to the overriding information measures introduced by the public authorities, with particular responsibility for information on internationalisation of higher education and education mobility. SIU's strategy calls for it to present coordinated and good information that increases interest in internationalisation in the education and research sector.

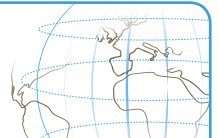
Work on information and communication at SIU was further strengthened by the establishment of a permanent position for a website editor in May. This shows that SIU intends to give priority to and develop the network-based information which today has a central place in the information activities. The most important events in the past year were the opening of, as mentioned above, *www.studyinnorway.no*, the continuous development of this website and the revision of *www.siu.no*, which commenced just before Christmas.

Parallel to strengthening online information, substantial efforts have been made to develop printed information material:

- A new brochure on the France programme
- A new brochure on the quota scheme
- The new Master's degree catalogue, in two editions
- A new brochure to be used for profiling abroad: *Guide to Higher Education in Norway*
- A new information brochure about SIU in Norwegian and English, both an abbreviated and full version
- SIU's strategy and articles of association in brochures, in Norwegian and English

Moreover, a number of brochures relating to programme administration were also updated and renewed. Regular publications, such as the annual report, were also published.

Major Information Tasks in 2005



- *Global Knowledge*: two issues of SIU's international publication on international education and research cooperation were published
- A new issue of *Europavegen* (The European Highway), the newspaper on international cooperation in Europe focusing on children and young people, was published. The magazine is issued by SIU in cooperation with Leonardo and Youth national agencies
- SIU published the magazine *Itinera*, with thematic issues on internationalisation of adult education within the framework of the Grundtvig programme





From the conference *Bridges of Knowledge*. Keynote speakers Lídia Brito and Ulrich Teichler to the left, Kiran Bedi below. Dancers from the Bagamoyo College of Arts, Tanzania, to the right. Photo: Eivind Senneset



Building Competence – long-term gain

One of the five responsibility areas for SIU is “competence building to promote international cooperation in higher education.” SIU shall serve as a national competence centre in the education and research sector for internationalisation and support institutions in their efforts to satisfy their strategic aims, which means that the organisation must at all times employ the foremost expertise in Norway on internationalisation and education. This is a demanding objective.

Due to a somewhat tight budget and comprehensive organisational and personnel changes, competence building has had a lower priority than we would have liked in 2005. The capacity to organise courses has therefore suffered, but still, SIU has been responsible for Erasmus contact seminars in Helsinki and Krakow, a course for international coordinators in Leipzig and a conference on student mobility in Washington DC. We should also mention the conference *Bridges of Knowledge*, where experts from Europe, Asia, Africa and Latin America came to Solstrand in October to discuss the importance of higher education and research in the war against poverty.

SIU employees have also lectured at a number of seminars and conferences abroad and in Norway. It would be too much to list all of them, but the most important missions included lectures for Canadian universities at the Canadian embassy in Oslo, lectures at the Oslo University College’s international strategy seminar, lectures at the University of Bergen on international institution strategies,

lectures in Stockholm on evaluation of Swedish higher education, lectures on foreign aid, education and global competition at CIMO’s (Centre for International Mobility) annual conference, lectures on methods for evaluation of international institutional cooperation at EAIE’s (European Association for International Education) conference in Krakow and lectures at NASULGC’s (National Association of State Universities and Land-Grant Colleges) conference in Newport on the Bologna process in Norway and Europe.

Another important feature of our work in 2005 was SIU’s *Internationalisation Handbook*, which is a detailed manual for use in day-to-day work with internationalisation on the institutional level. The manual deals with everything from overriding issues relating to what internationalisation strategies institutions choose and organisation of international activities to specific examples of agreement texts for exchange and cooperation agreements between Norwegian and foreign educational institutions. Feedback from the sector has been good.

Much of the work in the area of information and communication also has direct relevance for building competence in the sector. The launch of *studyinnorway.no* and the on-going work with SIU’s website means that we are able to collect and make available electronic information for academic staff, administrative personnel and students and pupils coming to Norway or travelling out of Norway. Feedback tells SIU that these measures have been positively received.

SIU also works continuously to raise the competence of its own employees, individually and as a group. An important measure in this context has been the *SIU Forum*, where external and in-house experts inform about relevant topics. Eleven meetings took place in 2005.

Advising, Studies and Service Functions

– SIU’s face to the world

SIU’s policy unit is a pivotal factor in the advisory, review and service functions that SIU, as the national competence centre for internationalisation in the field of education, must provide to external actors and internally in our own organisation.

According to the strategy SIU will have advisory services as a central duty and be proactive, innovative and responsive in this role. SIU shall, moreover, provide knowledge on official Norwegian policy and central internationalisation trends and suggest discussion topics for the sector. In this connection SIU prepares outlines, organises conferences and provides external lectures and representation. An important element of this is the policy unit’s task to initiate new agreements and make sure they are launched, after which it leaves the running of them to the organisation’s ordinary operations.

In 2005 SIU has studied and reported on a number of central topics and programmes, such as the programme cooperation with France, fellowships to the UN system and various mobility-related issues, such as educational cooperation with North America and the challenge of placing more Norwegian students in the US and Canada. SIU has also helped draw up a proposal for educational cooperation with Central Asia and Southern Caucasus, and agreements with the Higher Education Commission in Pakistan on exchanges, and with the Ministry of Foreign Affairs on Norwegian lectureships abroad. SIU has also assumed a national responsibility for following up the work with the fellowship funds under the EEA funding schemes. Work on transferring the new duties relating to the supplemental grant scheme and the quota scheme, establishing the teacher training programme for the South and planning responsibility transfer for the Leonardo da Vinci programme from the Institute of Technology to SIU have also required a high degree of reporting activities.

SIU also finds it important to be visible in knowledge networks and in policy arenas that are important for our activities, and also to develop and maintain contact with central actors in education and research. SIU has therefore participated at a number of conferences in 2005 under the auspices of important prime movers such as the European University Association (EUA), the Academic Cooperation Association (ACA), the European Association for International Education (EAIE), the Association of African Universities (AAU) and Unesco.

A particularly demanding field of work is the many conferences SIU has organised or co-hosted during the year – a total of eleven. These include the launching conference for EEA funds in Hungary and Slovakia. The largest and most important task was the shared responsibility SIU had in connection with the Bologna process and its ministerial conference on higher education in Bergen in May. SIU learned a great deal from facilitating and carrying out this large and important event.

SIU’s Policy Unit



As is the case for any institution with a heavy workload, SIU risks being swamped by details and losing sight of the core ideas underpinning its work. This is one of the reasons why SIU has established a separate policy unit of three persons who are not directly involved in the on-going administration of programmes, but who rather serve as the organisation’s policy advisers, providing advice, reports and evaluations, externally and internally.

To be able to do this the group needs to track the activities of important national and international actors in the field of education and keep updated on internationalisation and research in a wide sense. The group reports directly to the director and has a staff function, but each of the three members also supports an academic group at SIU. The work of these policy advisers is particularly important in the areas of competence building and advisory services.



SIU and IT

– a rapidly changing world

IT operations have had an increase in staff, purchased and installed new equipment and gone through a restructuring process. The aim has been to simplify administration, increase stability of operations and performance, reduce damage from any hardware failure and strengthen security. A central measure has been the partial switch from Windows to Linux as the operating system on the servers. The aim is to complete this switch-over during the first half of 2006.

In development, the ICT unit has handled several important projects. NUFU online was developed in 2005 when the institutional assessments were carried out electronically for the first time. The presentation of NUFU projects on SIU's website was also enhanced. Admission to the fellowship programme was improved as for the first time institutions were able to directly import the basic registration data from SIU. This was enabled through cooperation with the Universities and Colleges Admission Service (UCAS - Samordna opptak) and "Felles studentsystem" (a computer system for administration of studies developed for universities and university colleges in Norway).

In the spring of 2005 work to develop a system for a national database of Master's degree programmes in English was completed. The Master's degree catalogue later became an important part of www.studyinnorway.no, which is the first website developed on the new publication platform SIU has chosen for its future websites.

In the summer of 2005 SIU initiated work to develop a common administrative support system for the programme administration. Using new software the process from application to report will be performed electronically, raising the quality of the programme administration. At the start of 2006 SIU approached the first

important and visible milestone when the first electronic applications were introduced in the new system. Work on this system will continue throughout 2006.

In 2005 SIU has undertaken IT assignments for other institutions. Operations of the ISOC database were funded by the EU Commission in the first half of the year. At the end of the year the database contains information on more than 2500 projects from centralised measures in the Socrates programme. In the autumn of 2005 SIU undertook the assignment to carry out reporting in the Nordplus programme for the round of applications in 2004. The assignment was completed in February 2006.

SIU has also continued operations of IRIS, a web-based system for administration and collection of ERASMUS student reports. The system is accessible to all educational institutions in Europe, and its use is increasing. At the start of 2006 almost 7000 reports on Erasmus students' exchanges stays have been collected. The information can be accessed at www.iris.siu.no.

The Socrates partner search service is another of SIU's electronic services that is experiencing a significant increase in use. Almost 1000 partner searches were registered in this database in 2005.



The SIU management group in 2005, from the left: Paul J. Manger, Kari-Lise Reinertsen, Bjørn Sandnes, Sigurd Trageton, Arne Aarseth, Vidar Pedersen og Gunn Mangerud.

The Staff

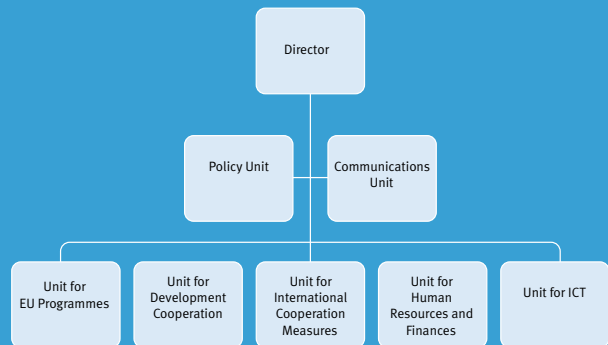
– SIU’s foundation

SIU is a knowledge organisation whose employees have varied academic backgrounds. Most have a Bachelor’s or Master’s degree and several have PhDs. A number of academic fields are represented, such as languages, political science, law, sociology, economics and natural sciences. Our employees speak a total of 17 foreign languages.

For a knowledge organisation such as SIU it is decisive that employee competence is continuously improved. In 2005 a number of measures were implemented to develop individual skills in the form of expertise forums on relevant internationalisation issues.

In January 2005 SIU had 35 permanent and temporary employees. In the course of the year the staff has been expanded with an adviser for Eastern Europe programmes, new programme employees for the quota and supplemental grant programmes, Erasmus Mundus/Erasmus and NUFU, and a website editor, financial adviser and archive officer. The policy advisers have switched positions, an adviser has been hired for the Norad fellowship programme and an IT developer has joined the staff. In addition to the administrative staff, SIU employs a lecturer in Caen and a national expert at the European Commission. SIU has continued to use temporary and contracted labour to maintain operations and for the reporting, profiling and information tasks.

New Organisation Chart



- The main principle for the new organisation is that the division into units generally follows the funding of the various tasks.
- At the end of 2005 SIU had 39 permanent and temporary employees. Twenty-three are women, or 59 per cent of the staff. The average age of SIU’s employees is 43.

Boards and Committees 2005

SIU's Board of Directors 2005



Member	Represents	Deputy Member
<p>Docent Knut Brautaset, Chair Agder University College</p> <p>Rector Gunnar Breivik Norwegian School of Sport Sciences</p> <p>Head of Section Hélène Ullerø University of Oslo (from 01.02.06)</p>	<p>The Norwegian Association of Higher Education Institutions</p>	<p>1 Deputy Professor Gunnar Kvåle University of Bergen (from 01.02.06)</p> <p>2 Deputy Assistant Director Dagrun Kvammen Oslo University College</p> <p>3 Deputy Acting Director of Studies Hilde Skeie, NTNU</p>
<p>Rector Ann Kristin Norum, Deputy Chair The Norwegian School of Dance</p>	<p>Network for Private Colleges of Higher Education</p>	<p>Director Ole Eriksen*) School of Mission and Theology</p>
<p>Division Director Irene Dahl Andersen Østfold Hospital Trust</p>	<p>Ministry of Education and Research</p>	
<p>International Contact Katrine Elida Aaland Norwegian Association of Students (to 30.06.05)</p>	<p>The Student Unions</p>	<p>International Contact Jon Ivar Thompson Eikeland National Union of Students in Norway (to 30.06.05)</p>
<p>Adviser Paul J. Manger</p>	<p>SIU</p>	<p>Higher Executive Officer Siv Andersen</p>
Observers	Represents	Comments
<p>Director General Jan S. Levy</p>	<p>Ministry of Education and Research</p>	
	<p>Ministry of Foreign Affairs</p>	
<p>Senior Adviser Sissel Volan</p>	<p>Norad (Norwegian Agency for Development Cooperation)</p>	
<p>Secretary General Ola Stave</p>	<p>The Norwegian Association of Higher Education Institutions</p>	
<p>College Director Ole Eriksen School of Mission and Theology</p>	<p>Network for Private Colleges of Higher Education</p>	<p>*) Is also deputy member for Norum</p>

Socrates Programme Committees 2005



Erasmus

Member	Represents	Deputy Member
Knut Dueseund (Chair) – Telemark UC John Kristian Sanaker – Uo Bergen Hilde Skeie – NTNU Svein Arild Pedersen – Agder UC	The Norw. Assoc. of Higher Education Institutions	Åse Mørkeset – Ålesund UC Melanie Etchell – Norw. School of Veterinary Science Astrid Revhaug – Uo Tromsø Danuta Tomczak – Østfold UC
Berit Asker – Norwegian Civil Service Union	Norw. Confederation of Trade Unions	
Tove Hauge – Union of Education	The Conf. of Unions for Professionals Confederation of Norwegian Enterprise	Turi Pålserud – Union of Education
Sigrid Lem – The Norw. Assoc. of Researchers Eivind Vad Petersen	The Feder. of Norw. Professional Assoc. National Union of Students in Norway	Bjørn Berg – The Norw. Assoc. of Researchers Jon Ivar Thompson Eikeland (from 01.07.05) Aslak Solumsmoen (to 01.07.05)
Karin-Elin Berg (from 31.08.05) Magnus Holla Syvertsen (to 31.08.05)	Norwegian Association of Students	Katrine Elida Aaland (from 31.08.05) Lene Henriksen (to 31.08.05)
Marit Hallset Svare – Queen Maud's College	Network for Private Colleges of Higher Education	Ingunn Tepstad – Bergen School of Architecture
Observer		
Lene Oftedal	Ministry of Education and Research	Tarjei Skirbekk

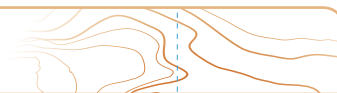
Grundtvig

Member	Represents	Deputy Member
Sturla Bjerkaker (Chair)	The Norw. Assoc. for Adult Learning	Cathrine Thue
Trygve Natvig – Norwegian Union of Municipal and General Employees	Norw. Confederation of Trade Unions	
Marit Dahl	Union of Education	Guri Sandbakken
Torhild Slåtto	Norwegian Association for Distance and Flexible Education	
Odd Haddal	Folk High School Council	Odd Arild Netland
Anne Iversen – Norway Opening Universities	The Norw. Assoc. of Higher Education Institutions	Mona Majgaard – Norway Opening Universities
Observer		
Erik Dahl	Ministry of Education and Research	

Comenius

Member	Represents	Deputy Member
Per Ramberg (Chair) – NTNU	Union of Education	Marit Dahl
Kristine Hansen – Norwegian Union of School Employees	Norw. Confederation of Trade Unions	Per Skau – The Norwegian United Federation of Trade Unions
Thomas Scheen	The Norw. Assoc. of Local and Regional Authorities	Kari-Anne Osborg
Christian Hellevang – Norwegian Car Trade Association	Confederation of Norwegian Enterprise	
Leif Eriksen – Finnmark UC	The Norw. Assoc. of Higher Education Instit.	Morten Kielland – Oslo UC
Observer		
Bodhild Baasland	Norw. Directorate for Education and Training	Lone Lønne Christiansen

Programme Board for Russia and the Western Balkans



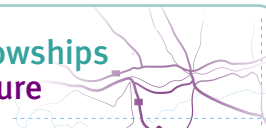
Member	Appointed by	Deputy Member
Professor Jasna Bogunovic Jakobsen – Uo Stavanger Senior Adviser Olav Refsdal – Vestfold UC Associate Professor Elisabet Roman – Narvik UC	SIU	Assistant Professor Frode Lieungh – Telemark UC
Director Gunnar Jorfald – Norwegian Institute for Air Research Associate Professor Alf Håkon Hoel – Uo Tromsø Professor Magny Thomassen – UMB	The Research Council of Norway	Associate professor Tone Bringa – Uo Bergen
One member to be appointed for the Western Balkans Programme	Ministry of Foreign Affairs	
Observers		
Adviser Unni Poulsson – Section for Western Balkans Affairs Assistant Director General Harald Sandhåland - Section for Russia and the Other CIS Countries	Ministry of Foreign Affairs	
Senior Adviser Lene Oftedal	Ministry of Education and Research	

NUFU Programme Board



Member	Represents	Deputy Member
Professor Roger Abrahamsen, Chair – UMB Associate Professor Edvard B. Messelt, Deputy Chair – Uo Oslo Professor Karin Pittman – Uo Bergen Professor Janneche Utne Skaare – Norwegian School of Veterinary Science Director Knut Stenberg – NTNU Professor Anne Marie Støkken – Agder UC Professor Randi Rønning Balsvik – Uo Tromsø	The Norwegian Association of Higher Education Institutions	Associate Professor Trygve Berg – UMB Director Bente Herstad – Uo Oslo Professor Thorkild Tylleskär – Uo Bergen Professor Kristin Tornes – Molde UC Professor Åmund Killingtveit – NTNU Professor Harald Knudsen – Agder UC Professor Carl Erik Schulz – Norwegian College of Fishery Science, Uo Tromsø
Student Sven Tore Relling (to 30.06.06) Student Sara Henriksen (from 01.07.06)	National Union of Students in Norway	Student Eivind Vad Petersson (to 30.06.05) Student Jon Ivar Thompson Eikeland (from 01.07.05)
Observers		
Adviser Øystein Lyngroth – Ministry of Foreign Affairs Special Adviser Liv Tørres – The Research Council of Norway Adviser Lill-Ann Medina - Norad (spring session 2005) Senior Adviser Kristin Hauge – Norad (autumn session 2005)		

Programme Board for Fellowship Programmes Managed by SIU – Fellowships Programme Board for Fellowship Programmes Managed by SIU – Culture



Member	Represents	Deputy Member
Professor Gunnar Bjune, Chair – Uo Oslo Associate Professor Bjørg Bjøntegaard, Deputy Chair – Norwegian Academy of Music Professor Ruth Haug – UMB Professor Bernt Lindtjørn – Uo Bergen Associate professor Arne Eide – Norwegian College of Fishery Science, Uo Tromsø Professor Jon Kleppe – NTNU Associate Professor – Gerd Wikan – Hedmark UC	The Norwegian Association of Higher Education Institutions	Senior Adviser Karen Crawshaw Johansen – Uo Oslo Adviser Knut Myhre – Norwegian Academy of Music Professor Stein Holden – UMB Adviser Bjørn Einar Aas – Uo Bergen Adviser Astrid Revhaug – Uo Tromsø Acting Director of Studies Hilde Skeie – NTNU Associate Professor Jørgen Klein – Hedmark UC
Hanna Holmelin – NSU	National Union of Students in Norway	Not appointed
Observer		
Lena Plau – Norad		Tove Kvil – Norad

SIU Key Figures



Programmes/Agreements	2004 Accounts	2005 Accounts	2006 Allocation
Socrates	31,744,000	34,495,667	34,000,000
Erasmus Mundus	1,000,000	1,000,000	1,000,000
Erasmus Link	500,000	2,000,000	3,000,000 *
Nordplus (NMR)	220,000	-	-
Nordplus Information (NFR)	100,000	100,000	100,000
e-learning Programme	362,000	362,000	362,000
National Experts (UDIR)	-	2,150,000	2,150,000
NUFU	60,412,000	72,845,986	66,179,276
Norad Fellowship Programme	52,500,000	52,500,000	50,000,000 **
Summer School	1,673,000	1,672,730	1,672,730
Courses in the South	3,726,000	4,036,089	4,000,000 **
Norad Programme in Arts and Cultural Education	5,544,000	5,480,000	5,000,000
Norad Teacher Education Programme	-	375,000	5,750,000
South Africa Fellowship Programme	-	-	1,500,000
Tanzania programme	-	450,000	1,100,000
South East Europe	15,000,000	-	-
Russia	11,000,000	11,000,000	11,000,000
EU Candidate Countries	10,000,000	10,000,000	-
Western Balkans	-	-	15,000,000
Norwegian Professors Abroad	-	-	4,730,000
Erasmus EILC	-	500,000	500,000
Management tasks UFD	5,000,000	20,450,000	21,800,000
TOTAL	198,781,000	219,417,472	228,844,006

* Allocation applied for

** Under negotiation

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IN HIGHER EDUCATION

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