| | utdanningsbistand, inkludert utdanning i kriser, fordelt på avtale. 2022. NOI | | | | | ikten over 2023 er markert i gult. | | 2022 | |
|------------------------------|--|--|-----|--|----------|--|----------------------------|-----------|------------|
| reement no. | Agreement title | | | Main sector description | | Sub sector description | Faktisk utbetalt | | |
| ZA-11/1032 ZA-22/0148-1 | Global Partnership for Education (GPE) Fund UNICEE Global Thematic Fund for Education 2022-2025 | | | Basic education Basic education | | Primary education Primary education | 281 000 000 273 857 000 | | 281 273 |
| ZA-22/0148-1 ZA-20/0306-1 | | | | Basic education Emergency Response | | Primary education Education in Emergencies | 273 857 000 153 000 000 | | 273 153 |
| ZA-21/0190 | | | | Basic education | | School feeding | 97 916 915 | | 97 |
| WI-19/0021 | UN Joint Program for Girls Education phase III, Learning for all in Malawi: en | MPTF Office - Multi-Partner Trust Fund Office | 112 | Basic education | 20 | Primary education | 94 000 000 | | 94 |
| L-20/0002 | School Education Sector program support 2022- 2025 | | | Education, level unspecified | 10 | Education policy and administrative management | 62 000 000 | | 62 |
| A-22/0074-5 | Education in emergencies | | | Emergency Response | 12 | Education in Emergencies | 58 000 000 | | 58 |
| L-19/0003 A-22/0120-1 | Education Sector Strategic Plan 2017-2022 UNESCO Education Sector support | | | Education, level unspecified Education, level unspecified | | Education policy and administrative management Education policy and administrative management | 55 000 000 44 900 000 | | 55 44 |
| F-19/0011 | E4D/SOGA Employment and skills for Africa | | | Secondary education | | Vocational training | 43 000 000 | | 44 |
| R-20/0006 | Education Fund 'Accelerating Access Initiative' JFA 0.2 | Jordan Ministry of Planning and International Cooperation | | | 10 | Education policy and administrative management | 35 300 000 | | 35 |
| L-21/0009 | UNDP - Support to education in East Jerusalem 2022-24 | UNDP - UN Development Programme | 111 | Education, level unspecified | 20 | Education facilities and training | 35 000 000 | | 35 |
| A-22/0001 | | | | Emergency Response | | Education in Emergencies | 34 000 000 | | 34 |
| A-20/0058-6 | Protection and Education for Children in Conflict in Ukraine | | | Emergency Response | | Education in Emergencies | 26 249 296 | | 26 |
| 3-17/0002-1 H-15/0011 | Education - ACTED Faryab Ingetrated Rural Development Long-term support to the multi-donor General Education Quality Improvemer | | | Education, level unspecified Basic education | 10 20 | Education policy and administrative management Primary education | 24 830 000 22 000 000 | | 24 22 |
| A-21/0004 | Strengthening Education Systems, Bridging Learning Loss (SESBILL) due to | | | Basic education Basic education | | Primary education Primary education | 22 000 000 | | 22 |
| 19/0002 | Vocational training | ILO - International Labour Organisation | | Secondary education | | Vocational training | 20 380 264 | | 20 |
| -21/0004 | | | | Education, level unspecified | 10 | Education policy and administrative management | 20 194 166 | | 20 |
| -22/0217 | ILO: Norway Contribution to P&B, Outcome 5 (2022-2023) | ILO - International Labour Organisation | 113 | Secondary education | 30 | Vocational training | 20 000 000 | | 20 |
| -19/0261-7 | Integrated Services for better Education in South Sudan | Flyktninghjelpen | 111 | Education, level unspecified | 20 | Education facilities and training | 20 000 000 | | 20 |
| 21/0013 | Increasing access to integrated and inclusive Education and Child Protection | | | Basic education | | Primary education | 20 000 000 | | 20 |
| 19/0261-6 | | | | Basic education | | Primary education | 19 000 000 | | 19 |
| 18/0023-2 | Educationfacilities and training | | | | | Education facilities and training | 18 947 300 | | 18 |
| 18/0373-34 -22/0013 | Children learn and are safe - Somalia School Feeding in Emergency in Cabo Delgado | | | Basic education Basic education | | Primary education School feeding | 18 206 004 18 000 000 | | 18 18 |
| ·22/0013 17/0277-1 | School Feeding in Emergency in Cabo Delgado Education activities in Mali | WFP - World Food Programme Flyktninghjelpen | 111 | Basic education Education, level unspecified | | School feeding Education facilities and training | 18 000 000 17 696 287 | | 18 |
| 19/0001 | UNICEF Education in North East Nigeria | | | Emergency Response | 12 | Education in Emergencies | 17 197 254 | | 17 |
| 16/0236 | Quota scheme student loans 2016-2018 | Statens lånekasse for utdanning | | Post-secondary education | 20 | Higher education | 16 701 844 | | 16 |
| 0/0058-10 | Humanitarian coordination, innovation and response | Redd Barna Norge | 720 | Emergency Response | 12 | Education in Emergencies | 16 585 000 | | 16 |
| 18/0373-14 | Children learn and are safe - Malawi | Redd Barna Norge | 112 | Basic education | | Primary education | 15 949 978 | | 15 |
| 16/0448 | NORPART | | | Post-secondary education | | Higher education | 15 679 869 | | 15 |
| 20/0058-1 | Protection and Education Response for Children in Syria | | | Emergency Response | | Education in Emergencies | 15 182 749 | | 15 |
| -16/0002 -18/0302-17 | | | | Basic education | | Primary education | 15 000 000 15 000 000 | | 15 |
| 18/0302-17 | Education in Emergencies for refugees and displaced persons UNICEF Catalytic funding to support the Education Services Joint Fund | | | Emergency Response Education, level unspecified | 12 | Education in Emergencies Education policy and administrative management | 15 000 000 15 000 000 | | 15 15 |
| 21/0011 | Education for Out of School Children and Adolescents in Pakistan | | | Basic education | | Primary education | 13 400 000 | | 13 |
| 18/0373-23 | Children learn and are safe - Nepal | | | Basic education | | Primary education | 13 225 737 | | 13 |
| 18/0373-37 | Children learn and are safe - South Sudan | | 112 | Basic education | | Primary education | 12 858 382 | | 12 |
| 19/0044-2 | Together for inclusion - Somalia | Atlas-alliansen | 112 | Basic education | 20 | Primary education | 12 803 361 | | 12 |
| 18/0353-12 | Education in Emergency Upper Nile 2019 | | | Basic education | | Primary education | 12 720 000 | | 12 |
| 18/0373-40 | Children learn and are safe - Uganda | | | Basic education | | Primary education | 12 585 494 | | 12 |
| 18/0355-14 | Inclusive quality education and lifelong learning | | | Basic education | 20 | Primary education | 12 375 030 | | 12 |
| -20/0074-7 -18/0373-29 | Safe access to education Children learn and are safe - Niger | Norges Røde Kors Redd Barna Norge | 720 | Emergency Response Basic education | 12 20 | Education in Emergencies Primary education | 12 000 000 11 877 570 | | 13 |
| -18/03/3-29 | Children learn and are sate - Niger Children learn and are safe - Mozambique | | | Basic education Basic education | 20 | Primary education Primary education | 11 8// 5/0 | | 1: |
| -18/0373-17 | Children learn and are sale - Mozambique Children learn and are sale - Lebanon | | | Basic education | 20 | Primary education Primary education | 11 336 160 | | 11 |
| -18/0373-12 | Children learn and are safe - Palestine | | | Basic education | | Primary education | 11 300 122 | | 1: |
| -20/0058-8 | Meeting Urgens Needs for Child Protection and Education in Yemen | | | Emergency Response | | Education in Emergencies | 11 021 550 | | 11 |
| L-18/0373-20 | | | 112 | Basic education | 20 | Primary education | 10 988 379 | | 10 |
| -20/0004 | Leave No Child Out - Building Inclusive, Equitable and Quality Education in G | | | Basic education | | Primary education | 10 568 048 | | 10 |
| 3-14/0004 | | | | Basic education | | Primary education | 10 320 545 | | 10 |
| -19/0044-48 | Together for Inclusion- Somalia | | | Education, level unspecified | 10 | Education policy and administrative management | 10 074 064 | | 10 |
| 22/0074-8 20/0168 | Yemen - mine risk education Boosting digital skills through Digital Tranformation Centres | UNICEF - United Nations Children's Fund ITU - International Telecommunication Union | 720 | Emergency Response Secondary education | 12 30 | Education in Emergencies Vocational training | 10 000 000 10 000 000 | | 10 |
| -22/0001 | Cyclone response - rebuilding of schools | | | Basic education | 20 | Primary education | 10 000 000 | | 10 |
| 18/0017 | | BMZ - German Federal Ministry for Economic Cooperation and Develop | | | 30 | Vocational training | 10 000 000 | | 10 |
| 19/0021 | Support to Technical and Vocational education and Training in East Jerusale | | | Secondary education | | Vocational training | 10 000 000 | | 10 |
| 17/0017 | | | | Post-secondary education | 30 | Advanced technical and managerial training | 10 000 000 | | 10 |
| 18/0355-20 | | | 112 | Basic education | | Primary education | 9 816 712 | | 9 |
| 20/0058-4 | | | | Emergency Response | | Education in Emergencies | 9 766 446 | | 9 |
| 17/0046-4 | | | | Basic education | | Primary education | 9 627 000 | | 9 |
| 19/0044-14 | Together for Inclusion- Uganda | | | Education, level unspecified | 30 | Teacher training | 9 572 744 | | 9 |
| 20/0248 | DHIS2 for EMIS - expansion of pilot to 3 new countries Sudan Norway Academic Cooperation (SNAC) | | | Education, level unspecified Post-secondary education | 82 20 | Educational research Higher education | 9 427 585 9 200 000 | | 9 |
| -22/0006 | Promoting Safe and Protective Environments for children in DRC | | | Emergency Response | 12 | Education in Emergencies | 9 200 000 8 997 185 | | 9 |
| 18/0007 | | BMZ - German Federal Ministry for Economic Cooperation and Develop: | 113 | Secondary education | 30 | Vocational training | 8 926 000 | | 8 |
| 20/0001 | Cooperation between the OSCE Academy and NUPI 2020 - 2023 | NUPI - Norwegian Institute of International Affairs | 114 | Post-secondary education | 20 | Higher education | 8 900 000 | | |
| 18/0353-4 | Strenghtening Equity, Access and Quality in Education 2 (SEAQE2) | ADRA-Norge | 112 | Basic education | 20 | Primary education | 8 875 774 | | 8 |
| 20/0058-9 | Advocacy. Child protection and education in emergencies | | | Emergency Response | | Education in Emergencies | 8 560 000 | | 8 |
| 20/0058-7 | Cross-border Response to the Migration Crisis in Venezuela | | | Emergency Response | | Education in Emergencies | 8 434 859 | | 8 |
| 15/0144 | Programme for cooperation on higher education in Eurasia 2015 - 2020 | SIU - Senter for internasjonalisering av utdanning | | Post-secondary education | | Higher education | | 8 254 500 | |
| -17/0046-8 -19/0253-4 | SEAQE Niger-Children are participating in quality relevant education Enhancing Quality and inclusive Education | | | Basic education Basic education | 20 20 | Primary education Primary education | 8 173 000 8 137 937 | | 8 |
| -19/0253-4 -18/0353-7 | Strenghtening Equity, Access and Quality in Education 2 (SEAQE2) | | | Basic education Basic education | | Primary education Primary education | 8 137 937 8 119 405 | | 8 |
| -20/0058-3 | Ensuring Education and Protection for Syrian Refugee Children in Lebanon | Redd Barna Norge | | Emergency Response | | Education in Emergencies | 7 872 538 | | |
| -21/0293 | Students at risk (StAR) 2022-2025 | HK-dir - Direktoratet for høyere utdanning og kompetanse | 114 | Post-secondary education | | Higher education | 7 732 250 | | |
| -21/0162-42 | NORHED II N-POC - USP | | | Post-secondary education | | Higher education | 7 643 281 | | |
| 19/0044-34 | Together for inclusion - Niger | Atlas-alliansen | 111 | Education, level unspecified | 30 | Teacher training | 7 567 473 | | |
| 17/0001 | | | | Secondary education | | Vocational training | 7 451 000 | | |
| 19/0044-1 | Together for inclusion - Niger | Atlas-alliansen | 112 | Basic education | 20 | Primary education | 7 346 444 | | |
| 21/0002 | Supporting educational reforms in Ukraine programme | The European Wergeland Centre | 111 | Education, level unspecified | 10 | Education policy and administrative management | 3 460 000 | 3 849 000 | |
| 19/0253-7 | Play for the Enhancement of Quality of Education | | | Basic education | 20 | Primary education | 7 050 000 | | |
| 20/0009 | Building the resilience in education in Somali region Refugee Livelihoods Development Impact Bond | Redd Barna Norge Near East Foundation | 112 | Basic education Secondary education | 20 | Primary education Vocational training | 7 000 000 6 970 104 | | |
| 19/0261-1 | Building skills for market-based livelihoods for youth in Assosa | Near East Foundation Flyktninghjelpen | 113 | Secondary education Secondary education | | Vocational training Vocational training | 6 946 282 | | |
| -18/0353-2 | Strenghtening Equity, Access and Quality in Education 2 (SEAQE2) | | | Basic education | | Lower secondary education | 6 751 809 | | |
| | Education in the Sahel - NORCAP secondments | | | Emergency Response | | Education in Emergencies | 6 500 000 | | |
| 19/0044-37 | Together for inclusion- Mozambique | | | Education, level unspecified | 30 | | 6 419 023 | | |
| 19/0044-39 | Together for Inclusion- Uganda | Atlas-alliansen | 111 | Education, level unspecified | 30 | Teacher training | 6 169 594 | | |
| 17/0036 | Handicap International Federation (HI), Inclusive Education in Mali, Niger and | HI - Humanity and Inclusion (former Handicap International) | 112 | Basic education | 20 | Primary education | 6 150 499 | | |
| -19/0253-5 | Enhancing Quality and Inclusive Education | Right to Play | | Basic education | 20 | Primary education | 6 074 757 | | 6 |
| 18/0373-9 | Children learn and are safe - Guatemala | | | Basic education | 20 | Primary education | 6 063 114 | | |
| 20/0003 | General Education Curriculum Reform – Technical Assistance to the Ministry | UNICEF - United Nations Children's Fund | | Education, level unspecified | 10 | Education policy and administrative management | 6 000 000 | | |
| -20/0058-5 -19/0261-3 | | | | Emergency Response | | Education in Emergencies | 5 936 268 | | |
| | Access to quality education for children in Honduras and El Salvador | | | Education, level unspecified | | Education facilities and training Primary education | 5 929 752 | | 5 |
| -19/0261-3 | Together for inclusion - South Sudan | Atlas-alliansen | 440 | Basic education | | | 5 672 192 | | |

| QZA-19/0253-2 | Enhancing Quality and Inclusive Education | Right to Play | 112 | Basic education | 20 | Primary education | 5 438 258 | 5 438 258 |
|--|--|--|---|--|--|--|--|--|
| QZA-18/0353-9 | Strenghtening Equity, Access and Quality in Education 2 (SEAQE2) | ADRA-Norge | | Basic education | | Primary education | 5 327 455 | 5 327 455 |
| QZA-19/0261-4 | Institutionalization of the Better Learning Program (BLP) | Flyktninghjelpen | | Education, level unspecified | 10 | Education policy and administrative management | 5 147 480 | 5 147 480 |
| QZA-18/0355-26 QZA-18/0355-17 | Inclusive quality education and lifelong learning | Strømmestiftelsen Strømmestiftelsen | | Basic education Basic education | | Primary education | 5 128 819 5 101 831 | 5 128 819 5 101 831 |
| QZA-18/0355-17 QZA-22/0046 | Inclusive quality education and lifelong learning Global Digital Library | Strømmestiftelsen Sopra Steria AS | | Basic education Basic education | | Primary education Primary education | 5 101 831 5 093 855 | 5 101 831 5 093 855 |
| QZA-19/0261-2 | Building skills for life and work for post-conflict vulnerable youth | Flyktninghjelpen | | Secondary education | | Vocational training | 5 076 486 | 5 076 486 |
| SSD-20/0001 | UNICEF -Education | UNICEF - United Nations Children's Fund | | Education, level unspecified | | Education policy and administrative management | 5 000 000 | 5 000 000 |
| MMR-21/0008 | Norwegian Refugee Council - Rakhine Programme II | Flyktninghjelpen | | Basic education | | Primary education | 5 000 000 | 5 000 000 |
| MWI-18/0014 MWI-18/0015 | Our Rights, Our Lives and Our Future: Comprehensive sexuality education GIZ Promoting agricultural vocational skills for women in Malawi | UNESCO - UN Educational, Scientific and Cultural Organisation BMZ - German Federal Ministry for Economic Cooperation and Develop | | Basic education | 20 | Primary education Vocational training | 5 000 000 | 5 000 000 |
| QZA-19/0253-1 | Enhancing Quality and Inclusive Education | Right to Play | | Basic education | | Primary education | 4 941 393 | 4 941 393 |
| QZA-18/0373-4 | Children learn and are safe - Colombia | Redd Barna Norge | | Basic education | 20 | Primary education | 4 845 729 | 4 845 729 |
| RAF-19/0044-20 | Together for inclusion - Mozambique | Atlas-alliansen | | Education, level unspecified | | Teacher training | 4 776 203 | 4 776 203 |
| QZA-18/0373-46 QZA-20/0061-16 | Children learn and are safe - SCN Global Education system strengthening Jordan - NORCAP | Redd Barna Norge Flyktninghjelpen | | Education, level unspecified Emergency Response | | Education policy and administrative management Education in Emergencies | 4 649 412 4 630 830 | 4 649 412 4 630 830 |
| QZA-19/0253-6 | Enhancing Quality and Inclusive Education | Right to Play | 112 | Basic education | | Primary education | 4 554 836 | 4 554 836 |
| QZA-18/0355-8 | Inclusive quality education and lifelong learning | Strømmestiftelsen | | Basic education | | Basic life skills for youth | 4 464 102 | 4 464 102 |
| QZA-19/0253-3 | Enhancing Quality and Inclusive Education | Right to Play | | Basic education | | Primary education | 4 402 819 | 4 402 819 |
| RAF-19/0044-43 OZA-18/0355-29 | Together for inclusion- Norway Inclusive quality education and lifelong learning | Atlas-alliansen Strømmestiftelsen | | Education, level unspecified Basic education | 30 20 | Teacher training Primary education | 4 304 419 | 4 304 419 4 171 227 |
| MOZ-18/0355-29 | Inclusive quality education and lifelong learning | Strømmestifteisen BMZ - German Federal Ministry for Economic Cooperation and Develop | | | | Primary education Vocational training | 4 1/1 22/ | 4 1/1 22/ |
| QZA-18/0355-23 | Inclusive quality education and lifelong learning | | | Basic education | 20 | Primary education | 3 985 306 | 3 985 306 |
| QZA-18/0355-11 | | Strømmestiftelsen | | Basic education | | Basic life skills for youth | 3 896 343 | 3 896 343 |
| QZA-20/0191 QZA-21/0162-37 | World Maritime University Fellowship Programme NORHED II Decolonizing Epistemologies | WMU - World Maritime University UiB - Universitetet i Bergen | | Post-secondary education Post-secondary education | | Higher education Higher education | 3 707 914 3 609 324 | 3 707 914 3 609 324 |
| RAF-19/0044-28 | Together for Inclusion- Uganda | Atlas-alliansen | | Post-secondary education Basic education | 20 | Primary education | 3 509 324 3 559 815 | 3 559 815 |
| QZA-19/0266-2 | Family Strengthening Programme - Education MWI | Stiftelsen SOS-Barnebyer | | Basic education | | Primary education | 3 264 000 | 3 264 000 |
| NPL-16/0014 | Tribhuvan University - Innovations in Teaching and Learning | Tribhuvan University | 114 | Post-secondary education | 20 | Higher education | 3 143 500 | 3 143 500 |
| NPL-19/0002 | Promoting quality Education for girls and marginalised communities | Aasaman Nepal | | Basic education | | Primary education | 3 105 894 | 3 105 894 |
| MLI-17/0002 OZA-21/0167-4 | GRET Improve rural Mallan youth employability tutorial apprenticeship | GRET UIS - Universitetet i Stavanger | | Secondary education Post-secondary education | | Vocational training Higher education | 3 080 000 3 075 122 | 3 080 000 3 075 122 |
| QZA-21/0167-4 QZA-18/0355-5 | Inclusive quality education and lifelong learning | | | Basic education | | Basic life skills for youth | 3 028 712 | 3 028 712 |
| QZA-22/0074-13 | Mozambique - Education in emergencies | UNICEF - United Nations Children's Fund | 720 | Emergency Response | 12 | Education in Emergencies | 3 000 000 | 3 000 000 |
| RAF-22/0021 | | | | Education, level unspecified | | Education policy and administrative management | 3 000 000 | 3 000 000 |
| QZA-22/0074-6 QZA-21/0045-2 | Turkey - Education in emergency protection of children and education | UNICEF - United Nations Children's Fund Geneva Call | | Emergency Response Emergency Response | 12 | Education in Emergencies Education in Emergencies | 3 000 000 3 000 000 | 3 000 000 |
| MMR-21/0009 | protection of children and education Enhancing access to education on human rights, democracy and peace in M | | 114 | Post-secondary education | 20 | Education in Emergencies Higher education | 3 000 000 | 3 000 000 |
| MMR-21/0010 | Research Capacity and Coopertion Myanmar (RECCOM) 2 | NUPI - Norwegian Institute of International Affairs | 111 | Education, level unspecified | 82 | Educational research | 3 000 000 | 3 000 000 |
| QZA-21/0324-25 | Intercultural higher education | SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond | | | 20 | Higher education | 2 983 816 | 2 983 816 |
| MAR-19/0001 OZA-18/0353-11 | Promotion of tolerance and prevention of radicalisation in schools | UNDP - UN Development Programme ADRA-Norge | | Education, level unspecified Secondary education | 30 | Teacher training Vocational training | 2 940 000 2 881 315 | 2 940 000 2 881 315 |
| QZA-18/0353-11 QZA-21/0194-1 | Strenghtening Equity, Access and Quality in Education 2 (SEAQE2) NORHED II Inclusive Education in Nepal | OsloMet - Storbyuniversitetet (tidl. HiOA) | | Post-secondary education | | Vocational training Higher education | 2 865 803 | 2 865 803 |
| RAF-19/0044-54 | Together for inclusion - Ethopia | | | Basic education | | Primary education | 2 862 259 | 2 862 259 |
| | Frameagreement 2020_2024 | Atlas-alliansen | | Secondary education | | Vocational training | 2 781 787 | 2 781 787 |
| QZA-21/0194-7 | NORHED II Midwifery Research and Education Quality of Early Years Reading Instructions in Ethiopia and South Sudan | OsloMet - Storbyuniversitetet (tidl. HiOA) Addis Ababa University | | Post-secondary education | | Higher education Higher education | 2 748 813 2 710 477 | 2 748 813 2 710 477 |
| QZA-21/0324-19 | Wisdom and Knowledge of the Peoples, resignify the well-doing of inclusive | | 114 | Post-secondary education Post-secondary education | | Higher education Higher education | 2 710 477 | 2 710 477 |
| RAF-19/0044-23 | Together for inclusion - South Sudan | Atlas-alliansen | | Education, level unspecified | | Teacher training | 2 692 704 | 2 692 704 |
| QZA-21/0162-24 | NORHED II Mathematics for Development | UiB - Universitetet i Bergen | | Post-secondary education | | | 2 617 764 | 2 617 764 |
| | Together for inclusion - Ethiopia | Atlas-alliansen | | Education, level unspecified | | Teacher training | 2 541 132 | 2 541 132 |
| GEO-19/0002 PAL-21/0003 | Inclusive and fair society in Abkazia through access to education | Dansk Flyktningehjælp Undefined | | Basic education Secondary education | 40 | Early childhood education Vocational training | 2 531 317 | 2 531 317 2 500 000 |
| | | | | | | | | |
| PAL-21/0003 QZA-21/0161-9 | Al-Ma'mal Studios (Learning Facilities) NORHED II Climate Change and Infectious Diseases CIDIMOH | UIT - Universitetet i Tromsø - Norges arktiske universitet | | Post-secondary education | | Higher education | 2 500 000 2 471 172 | 2 471 172 |
| | | | 114 | Post-secondary education | 20 | | | |
| QZA-21/0161-9 QZA-21/0182-5 RAF-19/0044-52 | NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Experiments for Dev. of Climate Smart Agriculture Together for inclusion-Ethopia | UIT - Universitetet i Tromsø - Norges arktiske universitet NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) Atlas-alliansen | 114 114 111 | Post-secondary education Post-secondary education Education, level unspecified | 20 20 30 | Higher education Higher education Teacher training | 2 471 172 2 463 443 2 443 305 | 2 471 172 2 463 443 2 443 305 |
| QZA-21/0161-9 QZA-21/0182-5 RAF-19/0044-52 AFG-18/0023-3 | NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Experiments for Dev. of Climate Smart Agriculture Together for inclusion-Ethopia Teacher Education | UIT - Universitetet i Tromsø - Norges arktiske universitet NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) Atlas-alliansen NAC - Afghanistankomiteen | 114 114 111 111 | Post-secondary education Post-secondary education Education, level unspecified Education, level unspecified | 20 20 30 30 | Higher education Higher education Teacher training Teacher training | 2 471 172 2 463 443 2 443 305 2 372 822 | 2 471 172 2 463 443 2 443 305 2 372 822 |
| QZA-21/0161-9 QZA-21/0182-5 RAF-19/0044-52 AFG-18/0023-3 QZA-21/0159-18 | NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Experiments for Dev. of Climate Smart Agriculture Together for inclusion-Ethopia Teacher Education NORHED II Adaptive Environmental Monitoring Networks | UIT - Universitetet i Tromsø - Norges arktiske universitet NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) Atlas-alliansen | 114 114 111 111 114 | Post-secondary education Post-secondary education Education, level unspecified Education, level unspecified Post-secondary education | 20 20 30 30 20 | Higher education Higher education Teacher training | 2 471 172 2 463 443 2 443 305 | 2 471 172 2 463 443 2 443 305 |
| QZA-21/0161-9 QZA-21/0182-5 RAF-19/0044-52 AFG-18/0023-3 QZA-21/0159-18 QZA-19/0256-188 QZA-21/0161-10 | NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Experiments for Dev. of Climate Smart Agriculture Together for inclusion-Ethopia Teacher Education NORHED II Adaptive Environmental Monitoring Networks Frameagreement 2020, 2024 NORHED III Change Change and Infectious Diseases CIDIMOH | UIT - Universitetet i Tromsø - Norges arktiske universitet NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) Altas-alliansen NAC - Alghanistankomiteen NMC - Mghanistankomiteen NMC - Norges teknisk-naturvitenskapelige universitet Altas-alliansen UIT - Universitetet i Tromsø - Norges arktiske universitet | 114 114 111 111 114 111 | Post-secondary education Post-secondary education Education, level unspecified Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education | 20 30 30 20 30 20 | Higher education Teacher training | 2 471 172 2 463 443 2 443 305 2 372 822 2 352 263 2 351 900 2 341 517 | 2 471 172 2 463 443 2 443 305 2 372 822 2 352 463 2 351 900 2 341 517 |
| QZA-21/0161-9 QZA-21/0182-5 RAF-19/0044-52 AFG-18/0023-3 QZA-21/0159-18 QZA-21/0156-18 QZA-21/0161-10 QZA-21/0159-29 | NORHED Il Climate Change and Infectious Diseases CIDIMOH NORHED II Experiments for Dev. of Climate Smart Apriculture Together for inclusion-Ethopia Teacher Education NORHED II Adaptive Environmental Monitoring Networks Frameagreement 2020, 2024 NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Research Bassed Education Hydropower | UIT - Universitetet I Troms» - Norges aftiske universitet NMBU- Norge milje og biovitenskapelige universitet (tidl UMR/NLH) Allas-alliansen NAC - Afghanistankomiteen NTNU - Norges teknisk-natuvitenskapelige universitet Allas-alliansen UIT - Universitetet I Troms» - Norges aftiske universitet NTNU - Norges teknisk-natuvitenskapelige universitet | 114 114 111 111 114 111 114 114 | Post-secondary education Post-secondary education Education, level unspecified Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Post-secondary education | 20 20 30 30 20 30 20 20 | Higher education Teacher training Teacher training Higher education Teacher training Higher education Higher education Higher education Higher education | 2 471 172 2 463 443 2 443 305 2 372 822 2 352 463 2 351 900 2 341 517 2 337 721 | 2 471 172 2 463 443 2 443 305 2 372 822 2 352 463 2 351 900 2 341 517 2 337 721 |
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| CA-210161-0 CA-210162-2 RAF-190042-3 RAF-190042-3 RAF-190042-3 CA-210165-1 RAF-190042-3 CA-210165-1 | NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Experiments for Dev. of Climate Smart Apriculture Together for inclusion-Ethopia Teacher Education NORHED II Adaptive Environmental Monitoring Networks Frameagreement 2020, 2024 NORHED II I Climate Change and Infectious Diseases CIDIMOH NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Research Based Education Hydropower Strengthening numeracy in early years primary education through PD Frameagreement 2020, 2024 NORHED II Indigenous, Interceutural and Communitarian NORHED II Indigenous, Interceutural and Communitarian NORHED II Indigenous, Interceutural and Communitarian NORHED II Hydraulic Research, Laboratory and Dam Safety SURVINION OF THE PROPERTY OF THE | UIT - Universitetet I Tromsa - Norges arktiske universitet NMBU - Norge mill- og biovitrenskapelige universitet (tidl UMB/NLH) Allas alliansen NTNU - Norges teknisk-naturvitrenskapelige universitet Allas alliansen UIT - Universitetet I Tromsa - Norges arktiske universitet NTNU - Norges teknisk-naturvitrenskapelige universitet UIT - Universitetet I Universitetet (tidl. HIGA) NTNU - Norges teknisk-naturvitrenskapelige universitet UNINA - University of Malawi UNIVA - Universitetet (tidl. HIGA) NTNU - Norges teknisk-naturvitrenskapelige universitet NTNU - Norges teknisk-naturvitrenskapelige universitet UNIVA - Norges teknisk-naturvitrenskapelige UNIVA - Universitetet I Erogen UNIVA - Norges teknisk-naturvitrenskapelige UNIVA - Universitetet I Bergen | 114 114 111 114 114 114 114 114 114 114 | Post-secondary education Education, level unspecified Douts-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Education Post-secondary educatio | 20 20 30 30 20 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Higher education Teacher training Teacher training Higher education Teacher training Higher education Teacher training Higher education Primary education Higher education Frimary education Teacher training Early childhood education Higher educa | 2-471.172 2-463.443 2-463.243 2-463.243 2-172.822 2-132.2463 2-132.2463 2-132.2463 2-133.2761 2-133.2761 2-133.2761 2-133.2761 2-133.2761 2-133.2761 2-133.2761 2-134.2761 2-136.2762 2-136 | 2 471 172 2 463 443 305 2 443 305 2 423 305 2 435 463 2 443 305 2 435 463 2 435 463 2 435 463 2 435 463 2 435 463 2 435 463 2 435 463 2 435 463 2 435 463 2 436 2 |
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| CA-210181-5 RAF-19004-12 RAF-19 | NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Experiments for Dev. of Climate Smart Apriculture Together for inclusion-Ethopia Teacher Education NORHED II Adaptive Environmental Monitoring Networks Frameagreement 2020, 2024 NORHED II Adaptive Environmental Monitoring Networks Frameagreement 2020, 2024 NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Indepose. Based Education Hydropower Strengthening numeracy in early years primary education through PD William Control of the Control of Control of the Control of Cont | UIT - Universitetet I Tromsa - Norges arktiske universitet NNBU- Norge mile og biovitenskapelige universitet (tidl UME/NLH) Allas allainsen NTAL - Norges teknisk-naturvitenskapelige universitet NTRU- Norges teknisk-naturvitenskapelige universitet NTRU- Norges teknisk-naturvitenskapelige universitet UIT - Universitetet i Tromsa - Norges arktiske universitet UIT - Universitetet (UII - HI (NI) - Norges teknisk-naturvitenskapelige universitet UIINIAL - University of Malawi Allas - Bilainsen Oslobet - Stortynunbersitetet (UII - HI (NI) - Norges teknisk-naturvitenskapelige universitet UIINIAL - Universitetet (UII - HI (NI) - Norges arktiske universitet UIII - Universitetet (UII - HI (NI) - Norges arktiske universitet UIII - Universitetet (UII - HI (NI) - Norges arktiske universitet UIII - Universitetet (UII - HI (NI) - UII - Universitetet (UII - UII - Universitetet (UII - UII | 114 114 111 111 1114 1114 1114 1114 11 | Post-secondary education Education, level unspecified Courton, level unspecified Post-secondary education Education, level unspecified Post-secondary education Emergency Response Post-secondary education | 20 20 30 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Higher education Teacher training Teacher training Higher education Teacher training Higher education Teacher training Higher education Higher | 2471 172 2463 143 2443 305 243 305 2437 822 2437 822 2372 822 2372 822 2372 731 2381 900 2341 517 2387 218 2381 90 2381 90 2381 90 2381 90 2381 90 2381 90 2382 90 238 | 2 471 172 2 463 443 305 2 443 305 2 372 822 2 353 2463 2 351 260 2 341 517 2 315 200 2 341 517 2 315 200 2 341 517 2 315 200 2 342 216 2 326 217 2 226 226 226 226 226 226 226 226 226 2 |
| CA-2-10191-2 CA-2-10191-2 RAF-19004-2 RAF-19004-2 RAF-19004-2 RAF-19004-2 RAF-19004-2 RAF-19004-1 RAF | NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Experiments for Dev. of Climate Smart Apriculture Together for inclusion-Ethopia Teacher Education NORHED II Adaptive Environmental Monitoring Networks Frameagreement 2202, 2024 NORHED II I Climate Change and Infectious Diseases CIDIMOH NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Research Based Education Hydropower Strengthening numeracy in early years primary education through PD Frameagreement 2202, 2024 NORHED II Indigenous, Intercultural and Communitarian NORHED II Strengther Research and Education NORHED II Strengther Research and Education NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health | UIT - Universitetet I Troms» - Norges arktiske universitet NMBU - Norge mill- og biovitrenskapelige universitet (tidl UMB/NLH) Allas alliansen NTNU - Norges teknisk-naturvitrenskapelige universitet Atlas alliansen UIT - Universitetet i Troms» - Norges arktiske universitet NTNU - Norges teknisk-naturvitrenskapelige universitet UIT - Universitetet (tidl - HIOA) OldoMet - Storbyuniversitetet (tidl - HIOA) OldoMet - Storbyuniversitetetetetetetetetetetetetetetetetetete | 114 114 111 111 111 114 114 114 114 114 | Post-secondary education Education, level unspecified Fourther of the Control of the Control Fourther | 20 20 30 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Higher education Teacher training Teacher training Higher education Teacher training Higher education Teacher training Higher education Higher | 2-471-172 2-463-143 2-463-143 2-463-143 2-143-127-1822 2-137-182 2-137-182 2-135-1463 2-137-171 2-135-1289 2-138-171 2-135-1289 2-128-173 2-128-17 | 2 471 172 2 463 443 305 2 423 305 2 425 326 463 423 305 2 372 822 2 535 2 463 2 355 200 2 341 517 2 315 258 2 301 502 2 385 72 2 301 502 2 385 72 2 2 301 502 2 385 72 2 2 302 502 2 302 502 302 302 302 302 302 302 302 302 302 3 |
| CA-210161-0 CA-210 | NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Experiments for Dev. of Climate Smart Apriculture Together for inclusion-Ethopia Teacher Education NORHED II Adaptive Environmental Monitoring Networks Fraesher Education Education NORHED II Adaptive Environmental Monitoring Networks Frameagement 2022, 2024 NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Strangeth Based Education Hydropower Swrangthening numeracy in early years primary education through PD Frameagement 2022, 2024 Frameagement 2022, 2024 NORHED II Movilery Research and Education NORHED II Movilery Research Laboratory and Dam Safety Sudan. Covid-19 response NORHED II Strangetic Research, Laboratory and Dam Safety Sudan. Covid-19 response NORHED II Strangetic Research, Laboratory and Dam Safety Sudan. Covid-19 response NORHED II Strangetic Research, Laboratory and Dam Safety NORHED II Strangetic Research, Laboratory and Laboratory NORHED II Strangetic Research, Laboratory NORHED II Urban-Suburban Nexus towards OnHealth sproach NORHED II Urban-Suburban Nexus towards OnHealth sproach NORHED II Strangetic Research, Laboratory NORHED II Strangetic Research, Laboratory NORHED II Strangetic Research, Laboratory NORHED II Strangetic Researc | UIT - Universitetet I Tromsa - Norges arktiske universitet NNBB- Norge mile og biovitenskapelige universitet (tidl UMB/NLH) Allas alliansen NRC- Afghanistankomiteten NTNJ- Norges teknisk-naturvitenskapelige universitet Allas alliansen UIT - Universitetet i Tromsa - Norges arktiske universitet NTNJ- Norges teknisk-naturvitenskapelige universitet UIT - Universitetet (UII - HIOA) OlioMet - Stortynuniversitetet (UII - HIOA) OlioMet - HIOA - Norges arktiske universitet UII - Universitetet I Bergen UII - Universitetet I Bergen UII - Universitetet I Bergen UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - Norges arktiske universitet UII - Universitetet I Tromsa - No | 114 114 111 111 114 114 114 114 114 720 114 114 114 114 114 114 114 117 117 118 119 119 119 119 119 119 119 119 119 | Post-secondary education Education, level unspecified Courton, level unspecified Post-secondary education Education, level unspecified Post-secondary education Post-second | 20 20 30 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Higher education Teacher training Teacher training Higher education Teacher training Higher education Teacher training Higher education Higher educa | 2471.172 2463.443 2463.443 2463.243 2463.243 2472.822 247 | 2 471 172 2 463 443 305 2 443 305 2 372 822 2 353 2463 2 353 260 2 341 517 2 313 208 2 347 212 2 313 208 2 347 212 2 313 208 2 347 212 2 313 2 313 2 3 |
| CA-210161-0 CA-210 | NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Exprements for Dev. of Climate Smart Apriculture Together for inclusion-Ethopia Teacher Education NORHED II Adaptive Environmental Monitoring Networks Fraeaher Education 2022, 2024 NORHED II Adaptive Environmental Monitoring Networks Framanagement 2022, 2024 NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II Climate Change and Infectious Diseases CIDIMOH NORHED II II Observed Based Education Hydropower Swrangthening numeracy in early years primary education through PD Framanagement 2022, 2024 NORHED II II Industria 2022, 2024 NORHED II II Industria 2022, 2024 NORHED II II Industria Research Laboratory and Dam Safety Sudan. Covid-19 response NORHED II Strengthening Adoctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening Adoctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II PRICE Health Systems NORHED II STRENGTHERS - Safe Work Conditions Together for inclusion - Sudmit Sudmit NORHED II PRICE Health Systems NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening doctoral education for health in Tanzania NORHED II Strengthening Drogram for the Monte of the North Monte of th | UIT - Universitetet I Tromsa - Norges arktiske universitet NMBU - Norges mill- og biovitrenskapelige universitet (tidl UMB/NLH) Altas alliansen NTNU - Norges teknisk-naturvitrenskapelige universitet Altas alliansen UIT - Universitetet i Tromsa - Norges arktiske universitet NTNU - Norges teknisk-naturvitrenskapelige universitet UIT - Universitetet (tidl - HIGA) Olioblet - Storbyuniversitetet (tidl - HIGA) NTNU - Norges teknisk-naturvitersikapelige universitet UIN - Universitetet Osio UIT - Universitetet Osio UIT - Universitetet Osio UID - Universitetet Osio UID - Universitetet Bergen | 114 114 111 111 111 114 114 1114 1114 | Post-secondary education Education, level unspecified Dout-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Emergency Response Post-secondary education Post-secondary | 20 20 30 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Higher education Teacher training Teacher training Higher education Teacher training Higher education Teacher training Higher education Teacher training Higher education Education Higher educat | 2-471-172 2-463-143 2-443-105 2-473-182 2-483-105 2-373-282 2-373-283 2-383-263 2-381-500 2-341-517 2-337-721 2-337-721 2-337-721 2-337-721 2-338-737 2-338-737 2-338-737 2-338-737 2-338-737 2-338-737 2-338-737 2-338-737 2-338-738-738-738-738-738-738-738-738-738 | 2 471 172 2 463 443 305 2 443 305 2 443 305 2 443 305 2 443 305 2 443 305 2 443 305 2 443 305 2 443 505 2 445 2 455 2 463 2 455 2 463 2 455 2 463 2 455 2 45 |
| CA-210161-0 CA-210 | NORHED II Climate Change and Infectious Diseases CDIMOH NORHED II Experiments for Dev. of Climate Smart Apriculture Together for inclusion-Ethopia Teacher Education NORHED II Adaptive Environmental Monitoring Networks Fraeaher Education NORHED II Adaptive Environmental Monitoring Networks Frameagreement 2020, 2024 NORHED II Climate Change and Infectious Diseases CDIMOH NORHED II Climate Change and Infectious Diseases CDIMOH NORHED II Research Based Education Hydropower Strengthening numeracy in early years primary education through PD Frameagreement 2020, 2024 NORHED II Indigenous, Intercultural and Communitarian NORHED II Indigenous, Intercultural and Communitarian NORHED II Hydriver Research and Education NORHED II Hydriver Research and Education NORHED II Hydriver Research and Education for health in Tanzania NORHED II Hydrael Peater and Education for health in Tanzania NORHED II Stappelening doctoral education for health in Tanzania NORHED II Stappelening doctoral education for health in Tanzania NORHED II Stappel Peaterine with Eclarating (E-Pa) NORHED II Stappel North Education (E-Pa) NORHED II Stappel Peaterine with Eclaration (E-Pa) NORHED II Stappel Peaterine with Eclaration (E-Pa) NORHED II Stappel Peaterine with Eclaration (E-Pa) NORHED II Stappel Peaterine (E-Pa) NORHED II S | UIT - Universitetet I Troms» - Norges arktiske universitet NRBU- Norge mill- og bioviternskapelige universitet (tidl UMB/NLH) Allas alliansen NRD- Afghanistankomiteten NTNU- Norges teknisk-naturvitenskapelige universitet Allas alliansen UIT - Universitetet I Troms» - Norges arktiske universitet NTNU- Norges teknisk-naturvitenskapelige universitet UIT - Universitetet I (tid. HIGA) Allas alliansen Oldoktet - Storbyuniversitetet (tid. HIGA) Oldoktet - Storbyuniversitetet (tid. HIGA) Oldoktet - Storbyuniversitetet (tid. HIGA) NTNU- Norges teknisk-naturvitenskapelige universitet Will Allas alliansen UIT - Universitetet I Orson - Norges arktiske universitet UIT - Universitetet I Orson - Norges arktiske universitet UIT - Universitetet I Orson - Norges arktiske universitet UII - Universitetet I Gergen UII - Universitetet I Gergen UIII - Universitetet I Gergen | 114 114 111 111 111 114 114 1114 1114 | Post-secondary education Education, level unspecified Fourtain, level unspecified Four | 20 20 30 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Higher education Teacher training Teacher training Higher education Teacher training Higher education Teacher training Higher education Higher | 2-471-172 2-463-143 2-463-143 2-463-143 2-143-126 2-143-127-127-127 2-127 2-127 | 2 471 172 2 463 443 305 2 423 305 2 425 3463 2 423 305 2 372 822 2 535 463 2 |

| QZA-21/0324-23 | Inclusive higher ed. for indigenous and afro-descendant women and youth | SAIN Studentones on Akademikernes Internacionale Hielanfond | 114 | Post-secondary education | 20 | Higher education | 1 679 842 | 1 679 842 |
|--|--|--|---|--|--|--|--|--|
| QZA-21/0167-1 | | UIS - Universitetet i Stavanger | | Post-secondary education | | Higher education | 1 675 757 | 1 675 757 |
| RAF-19/0044-17 | Together for Inclusion- Somalia | Atlas-alliansen | | Education, level unspecified | | Teacher training | 1 640 888 | 1 640 888 |
| QZA-21/0162-22 QZA-18/0353-6 | NORHED II CO2-EOR for CCUS | UiB - Universitetet i Bergen | | Post-secondary education Secondary education | 20 | Higher education Vocational training | 1 614 325 1 613 251 | 1 614 325 1 613 251 |
| QZA-18/0353-6 QZA-21/0162-17 | Strenghtening Equity, Access and Quality in Education 2 (SEAQE2) NORHED II PRICE Health Systems | ADRA-Norge UiB - Universitetet i Bergen | | Post-secondary education | 20 | Vocational training Higher education | 1 613 251 1 613 161 | 1 613 251 |
| | Evaluation | Strømmestiftelsen | | Basic education | 20 | Primary education | 1 604 318 | 1 604 318 |
| QZA-19/0212-13 | Sustainable Employment through Vocational Training, Khost | Kirkens Nødhjelp | | Secondary education | 30 | Vocational training | 1 603 449 | 1 603 449 |
| | NORHED II Renewable Energy | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | 114 | Post-secondary education | 20 | Higher education | 1 595 079 | 1 595 079 |
| UGA-13/0017 OZA-21/0167-5 | Capacity Building in Education and Research for Economic Gov in Uganda NORHED II Enhanc. Lean Practices in Supply Chains: Digitaliz.4 | MUBS - Makerere University Business School UIS - Universitetet i Stavanger | 114 | Post-secondary education Post-secondary education | 20 | Higher education Higher education | 1 577 461 1 566 745 | 1 577 461 1 566 745 |
| QZA-21/0167-3 | NORHED II Instit. Netw. for Design and Manufact. Educ. and Train. | UIS - Universitetet i Stavanger | | Post-secondary education | 20 | Higher education | 1 558 269 | 1 558 269 |
| RAF-17/0079-1 | Tanzania | BRAC - Building Resources Across Communities | | Basic education | 30 | Basic life skills for adults | 1 540 000 | 1 540 000 |
| RAF-17/0079-2 | Uganda | BRAC - Building Resources Across Communities | | Basic education | 30 | Basic life skills for adults | 1 540 000 | 1 540 000 |
| QZA-21/0178-2 | NORHED II Preparing Media Practitioners NORHED II Adaptive Environmental Monitoring Networks | NLA Høgskolen AS NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education Post-secondary education | 20 | Higher education Higher education | 1 539 637 1 534 182 | 1 539 637 1 534 182 |
| QZA-18/0159-231 | MA-Climate Change Resilience and Inclusion in Vietnam | Digni | | Basic education | 20 | Primary education | 1 530 499 | 1 530 499 |
| QZA-21/0194-10 | NORHED II Indigenous, Intercultural and Communitarian | OsloMet - Storbyuniversitetet (tidl. HiOA) | | Post-secondary education | 20 | Higher education | 1 505 430 | 1 505 430 |
| QZA-21/0161-11 | NORHED II Coastal Marine Resources ECOGIV | UIT - Universitetet i Tromsø - Norges arktiske universitet | | Post-secondary education | 20 | Higher education | 1 478 139 | 1 478 139 |
| QZA-19/0256-172 | Frameagreement 2020_2024 DELF-Conflict transformation inthe Palestinian areas | Atlas-alliansen Digni | | Education, level unspecified Basic education | 30 20 | Teacher training Primary education | 1 475 281 1 468 047 | 1 475 281 1 468 047 |
| QZA-18/0159-35 | | UIT - Universitetet i Tromsø - Norges arktiske universitet | | Post-secondary education | | Primary education Higher education | 1 458 047 | 1 468 047 |
| QZA-21/0159-4 | NORHED II Maternal and Neonatal Health in Malawi | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education | 20 | Higher education | 1 427 890 | 1 427 890 |
| QZA-21/0161-13 | | UIT - Universitetet i Tromsø - Norges arktiske universitet | | Post-secondary education | | Higher education | 1 417 635 | 1 417 635 |
| QZA-21/0178-1 QZA-21/0159-23 | NORHED II Preparing Media Practitioners | NLA Høgskolen AS | | Post-secondary education | 20 | Higher education | 1 413 460 1 410 118 | 1 413 460 1 410 118 |
| QZA-21/0159-23 QZA-18/0353-10 | NORHED II Education and Research within Energy Strenghtening Equity, Access and Quality in Education 2 (SEAQE2) | NTNU - Norges teknisk-naturvitenskapelige universitet ADRA-Norge | | Post-secondary education Basic education | 31 | Higher education Basic life skills for youth | 1 410 118 | 1 410 118 |
| QZA-21/0168-15 | NORHED II Governance for the SDGs (Sust.GOV) | UiO - Universitetet i Oslo | | Post-secondary education | 20 | Higher education | 1 393 859 | 1 393 859 |
| QZA-18/0355-32 | Cross Cutting Issues | Strømmestiftelsen | | Basic education | 20 | Primary education | 1 390 409 | 1 390 409 |
| QZA-21/0168-1 | NORHED II Climate change and ecosystems management - Malawi and Tanz | | | Post-secondary education | 20 | Higher education | 1 385 843 | 1 385 843 |
| QZA-21/0162-8 QZA-21/0324-27 | NORHED II GROWNUT 2 Strengthening of the UAIIN as a public university of special character | UiB - Universitetet i Bergen SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond | | Post-secondary education Post-secondary education | 20 | Higher education Higher education | 1 370 857 | 1 370 857 1 368 273 |
| | | Atlas-alliansen | | Secondary education | | Vocational training | 1 360 727 | 1 360 273 |
| QZA-21/0162-26 | NORHED II CABUTE Teacher Education | UiB - Universitetet i Bergen | 114 | Post-secondary education | 20 | Higher education | 1 359 598 | 1 359 598 |
| QZA-21/0324-20 | DIVERSITY. Intersectional views, decolonial paths | SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond | | Post-secondary education | | Higher education | 1 347 821 | 1 347 821 |
| QZA-21/0194-3 QZA-21/0168-2 | NORHED II Climate change, Energy, Sustainability NORHED II Climate change and ecosystems management - Malawi and Tanz | OsloMet - Storbyuniversitetet (tidl. HiOA) | 114 | Post-secondary education Post-secondary education | 20 | Higher education Higher education | 1 346 572 1 344 764 | 1 346 572 1 344 764 |
| QZA-21/0168-2 QZA-21/0324-9 | Leadership Exploration And Development Project | SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond | 114 | Post-secondary education Post-secondary education | 20 | Higher education Higher education | 1 344 764 | 1 344 764 |
| QZA-21/0162-10 | NORHED II Surgery Specialities | UiB - Universitetet i Bergen | | Post-secondary education | 30 | Advanced technical and managerial training | 1 316 644 | 1 316 644 |
| QZA-21/0162-11 | NORHED II Surgery Specialities | UiB - Universitetet i Bergen | | Post-secondary education | 20 | Higher education | 1 316 644 | 1 316 644 |
| QZA-21/0161-12 QZA-21/0173-3 | NORHED II Coastal Marine Resources ECOGIV NORHED II Transformative Education and Lifelong Learning | UIT - Universitetet i Tromsø - Norges arktiske universitet UIA - Universitetet i Agder | | Post-secondary education Post-secondary education | 20 | Higher education Higher education | 1 310 255 1 295 736 | 1 310 255 1 295 736 |
| | HP-Empowerment of children and young adults in Qinghai, China | Digni | | Secondary education | 30 | Vocational training | 1 293 730 | 1 295 736 |
| QZA-21/0167-6 | | UIS - Universitetet i Stavanger | | Post-secondary education | | Higher education | 1 283 046 | 1 283 046 |
| RAF-19/0044-31 | Together for inclusion - South Sudan | Atlas-alliansen | | Education, level unspecified | | Teacher training | 1 274 372 | 1 274 372 |
| QZA-21/0173-4 | NORHED II Transformative Education and Lifelong Learning | UiA - Universitetet i Agder | | Post-secondary education | | | 1 264 584 1 261 494 | 1 264 584 1 261 494 |
| RAF-21/0013-1 | MM-Community Empowerment for Livelihood And Development (CELAD Quality Education and Protection from violence in Niger | Digni Plan International | 720 | Education, level unspecified Emergency Response | | Education facilities and training Education in Emergencies | 1 251 494 | 1 251 494 |
| RAF-17/0077-3 | | Camfed - Campaign for Female Education | 113 | Secondary education | 20 | Secondary education | 1 250 000 | 1 250 000 |
| QZA-21/0167-2 | NORHED II Impl. simulation-based education in Malawi and Tanzania | UiS - Universitetet i Stavanger | 114 | Post-secondary education | 20 | Higher education | 1 241 062 | 1 241 062 |
| QZA-21/0168-3 | NORHED II Climate change and ecosystems management - Malawi and Tanz | | | Post-secondary education | 20 | Higher education | 1 234 314 | 1 234 314 |
| QZA-18/0159-679 QZA-21/0324-17 | MA-Building Resilience Among Indigenous Bunong Women and Youth Project Hpaji Hparat | Digni SAIH - Studentenes og Akademikernes Internasionale Hielpefond | | Basic education Post-secondary education | 20 | Primary education Higher education | 1 223 576 1 219 770 | 1 223 576 1 219 770 |
| QZA-21/0168-4 | NORHED II Medical and environm, anthropol, for 21st century EA | UiO - Universitetet i Oslo | | Post-secondary education | | Higher education | 1 217 055 | 1 217 055 |
| | | | | | | | | |
| QZA-18/0159-156 | MM-Chabadza, Community development programme | Digni | | Education, level unspecified | | Education facilities and training | 1 187 926 | 1 187 926 |
| QZA-21/0194-2 | MM-Chabadza, Community development programme NORHED II Inclusive Education in Nepal | Digni OsloMet - Storbyuniversitetet (tidl. HiOA) | 111 114 | Post-secondary education | 20 20 | Higher education | 1 179 545 | 1 187 926 1 179 545 |
| QZA-21/0194-2 QZA-21/0159-10 | MM-Chabadza, Community development programme NORHED II Inclusive Education in Nepal NORHED II Citizens Participation in Resource Governance | Digni OsloMet - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet | 111 114 114 | Post-secondary education Post-secondary education | 20 20 20 | Higher education Higher education | 1 179 545 1 169 418 | 1 187 926 1 179 545 1 169 418 |
| QZA-21/0194-2 QZA-21/0159-10 RAF-19/0044-26 | MM-Chabadza, Community development programme NORHED II Inclusive Education in Nepal NORHED II Citizens Participation in Resource Governance Together for inclusion- Niger | Digni OsloMet - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Atlas-alliansen | 111 114 114 111 | Post-secondary education Post-secondary education Education, level unspecified | 20 20 20 30 | Higher education Higher education Teacher training | 1 179 545 | 1 187 926 1 179 545 |
| QZA-21/0194-2 QZA-21/0159-10 RAF-19/0044-26 QZA-21/0159-14 QZA-18/0159-149 | MM-Chabadza, Community development programme NORHED III nichusive Education in Nepal NORHED III Citizans Participation in Resource Governance Together for inclusion- Niger NORHED II Environmental Risk management MM-Community Development Programme | Digni OsloMet - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Atlas-alliansen NTNU - Norges teknisk-naturvitenskapelige universitet Digni | 111 114 114 111 111 | Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified | 20 20 20 30 20 20 | Higher education Higher education Teacher training Higher education Education facilities and training | 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 | 1 187 926 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 |
| QZA-21/0194-2 QZA-21/0159-10 RAF-19/0044-26 QZA-21/0159-14 QZA-18/0159-149 QZA-21/0159-21 | MM-Chabatza, Community development programme NORHED II nicutavise Education in Nepal NORHED II citizens Participation in Resource Governance Together for inclusion. Niger NORHED II Environmental Risk management MM-Community Development Programme NORHED II Environki Costal Politickow with Climate Change | Digni OslotMet - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Atlas-dillarisen NTNU - Norges seknisk-naturvitenskapelige universitet Digni NTNU - Norges seknisk-naturvitenskapelige universitet Digni NTNU - Norges teknisk-naturvitenskapelige universitet | 111 114 114 111 114 111 114 | Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education | 20 20 20 30 20 20 20 | Higher education Higher education Facacher training Higher education Education facilities and training Higher education | 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 | 1 187 926 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 |
| QZA-21/0194-2 QZA-21/0159-10 RAF-19/0044-26 QZA-21/0159-14 QZA-18/0159-149 QZA-21/0159-21 QZA-19/0256-105 | MM-Chabadza, Community development programme NORHED II Inclusive Education in Neyal NORHED II Clitzens Participation in Resource Governance Together for inclusion-Nitger NORHED II Environmental Risk management MM-Community Development Programme NORHED II Crosslink Coastal Pollution with Climate Change Famanagements 2020, 2024 | Digni OlioMet - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Alta-sillansen NTNU - Norges teknisk-naturvitenskapelige universitet Digni NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet Alta-sillansen | 111 114 114 111 114 111 114 111 | Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified | 20 20 20 30 20 20 20 20 | Higher education Higher education Teacher training Higher education Education facilities and training Higher education Education facilities and training Higher education Education facilities and training | 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 1 142 201 | 1 187 926 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 1 142 201 |
| QZA-21/0194-2 QZA-21/0159-10 RAF-19/0044-26 QZA-21/0159-14 QZA-18/0159-149 QZA-21/0159-21 QZA-19/0256-105 QZA-19/0256-105 | MM-Chabadza, Community development programme NORHED II Inclusive Education in Nepal NORHED II Chizens Participation in Resource Governance Together for Inclusion. Niger NORHED II Environmental Risk management MM-Community Development Programme NORHED II Environmental Risk management MM-Community Development Programme NORHED II Crostinic Costati Pollution with Climate Change Frameagreement 2202, 2024 Frameagreement 2202, 2024 | Digni OsloMet - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Atlas-dilainsten NTNU - Norges teknisk-naturvitenskapelige universitet Digni NTNU - Norges teknisk-naturvitenskapelige universitet Atlas-dilainsten Atlas-dilainsten | 111 114 114 111 114 111 114 111 | Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified | 20 20 30 20 20 20 20 20 20 | Higher education Higher education Teacher training Higher education Education facilities and training Higher education Education facilities and training Education facilities and training Education facilities and training | 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 | 1 187 926 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 |
| QZA-21/0194-2 QZA-21/0159-10 RAF-19/0044-26 QZA-21/0159-14 QZA-18/0159-149 QZA-21/0159-21 QZA-19/0256-105 QZA-19/0256-105 | MM-Chabadza, Community development programme NORHED II Inclusive Education in Nepal NORHED II Citizens Participation in Resource Governance Together for inclusion-Niger NORHED II Environmental Risk management MM-Community Development Programme NORHED II Crosslink Coastal Pollution with Climate Change Framagement 2020, 2024 Framagement 2020, 2024 AM Comprehensive development program Yaco and Luribay | Digni OlioMet - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Alta-sillansen NTNU - Norges teknisk-naturvitenskapelige universitet Digni NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet Alta-sillansen | 111 114 114 111 114 111 114 111 111 | Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Education, level unspecified Education, level unspecified | 20 20 30 20 20 20 20 20 20 20 | Higher education Higher education Teacher training Higher education Education facilities and training Higher education Education facilities and training Higher education Education facilities and training | 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 1 142 201 1 142 201 | 1 187 926 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 1 142 201 1 142 201 |
| QZA-21/0194-2 QZA-21/0159-10 QZA-21/0159-14 QZA-18/0159-149 QZA-18/0159-19 QZA-19/0256-105 QZA-19/0256-104 QZA-18/0159-178 QZA-18/0159-178 QZA-19/024-109/07-4 | MM-Chabadza, Community development programme NORHED II Inclusive Education in Nepal NORHED II Citizens Participation in Resource Governance Together for inclusion-Nitger NORHED II Environmental Risk management MM-Community Development Programme NORHED II Crosslink Cosstal Pollution with Climate Change Framagement 2020, 2024 Framagement 2020, 2024 Framagement 2020, 2024 Comprehensive development program Yaco and Luribay Campfed Marginalized girls complete secondary edu. and improve learning | Digni OlioMet - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Altas-alliansen NTNU - Norges teknisk-naturvitenskapelige universitet Digni NTNU - Norges teknisk-naturvitenskapelige universitet Altas-alliansen Altas-alliansen Digni Camfed - Campaign for Female Education Salmt-Studentense og Akademikemes Internasjonale Hjelpefond | 111 114 114 111 114 111 114 111 111 112 113 114 | Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Education, level unspecified Basic education Secondary education Post-secondary education | 20 20 30 20 20 20 20 20 20 20 20 20 | Higher education Higher education Teacher training Higher education Schouchton facilities and training Higher education Schouchton facilities and training Education facilities and training Education facilities and training Primary education Secondary education Secondary education Higher education | 1179 545 1169 418 1164 669 1162 388 1160 545 1150 186 1142 201 1142 201 1142 201 1138 477 1125 000 | 1 187 926 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 1 142 201 1 142 201 1 138 477 1 125 000 1 117 269 |
| QZA-21/0194-2 QZA-21/0159-10 QZA-21/0159-14 QZA-11/0159-14 QZA-11/0159-14 QZA-19/0256-105 QZA-19/0256-104 QZA-18/0159-178 RAF-17/0077-4 QZA-21/0324-29 QZA-21/0162-12 | MM-Chabatza, Community development programme NORHED Inclusive Bicards in In Nepsal NORHED Inclusive Bicards in In Nepsal NORHED II Citizens Participation in Resource Governance Together for inclusion- Miger NORHED II Environmental Risk management MM-Community Development Programme NORHED II Crossifik Cosstal Pollution with Climate Change Frameagreement 2020, 2024 Frameagreement 2020, 2024 MA Comprehensive development program Yaco and Luribay Campfed Marginalized girls complete secondary edu. and Improve learning The Intercultural Popular University NORHED II I CART. | Digni OldoMet - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Atlas-alliansen NTNU - Norges teknisk-naturvitenskapelige universitet Digni NTNU - Norges teknisk-naturvitenskapelige universitet Atlas-alliansen Atlas-alliansen Digni Camfed - Campaign for Female Education SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond US- Universitetet i Bergen | 111 114 114 111 114 111 114 111 112 113 114 114 | Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Education, level unspecified Basic education Secondary education Post-secondary education Post-secondary education Post-secondary education | 20 20 30 20 20 20 20 20 20 20 20 20 20 | Higher education Higher education Teacher training Higher education Education facilities and training Higher education Education facilities and training Education facilities and training Education facilities and training Education facilities and training Primary education Secondary education Higher education Higher education | 1779 545 1 169 418 1 169 418 1 164 469 1 162 388 1 160 345 1 150 186 1 142 201 1 142 201 1 125 000 1 117 769 1 114 209 | 1 187 926 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 1 142 201 1 142 201 1 138 477 1 125 000 1 117 269 1 114 209 |
| QZA-21/0194-2 QZA-21/0159-10 QZA-21/0159-14 QZA-18/0159-149 QZA-18/0159-19 QZA-19/0256-105 QZA-19/0256-104 QZA-18/0159-178 QZA-18/0159-178 QZA-19/024-109/07-4 | MM-Chabadza, Community development programme NORHED II Inclusive Education in Nepal NORHED II Citizens Participation in Resource Governance Together for inclusion-Nitger NORHED II Environmental Risk management MM-Community Development Programme NORHED II Crosslink Cosstal Pollution with Climate Change Framagement 2020, 2024 Framagement 2020, 2024 Framagement 2020, 2024 Comprehensive development program Yaco and Luribay Campfed Marginalized girls complete secondary edu. and improve learning | Digni Ociolotet - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Altas-alliansen NTNU - Norges teknisk-naturvitenskapelige universitet Digni NTNU - Norges teknisk-naturvitenskapelige universitet Altas-alliansen Digni Camfed - Campaign for Female Education SAMI - Studentenses og Akademikkens internasjonale Hjelpefond Uils - Universitetet i Bergen NIMBU - Norges mile og biovitenskapelige universitet (tidl UMB/NLH) | 111 114 114 111 114 111 111 111 112 113 114 114 114 | Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Education, level unspecified Basic education Secondary education Post-secondary education Post-secondary education Post-secondary education | 20 20 30 20 20 20 20 20 20 20 20 20 20 | Higher education Higher education Teacher training Higher education Schouchton facilities and training Higher education Schouchton facilities and training Education facilities and training Education facilities and training Primary education Secondary education Secondary education Higher education | 1179 545 1169 418 1164 669 1162 388 1160 545 1150 186 1142 201 1142 201 1142 201 1138 477 1125 000 | 1 187 926 1 179 545 1 169 418 1 164 669 1 162 388 1 160 545 1 150 186 1 142 201 1 142 201 1 138 477 1 125 000 1 117 269 |
| QZA-21/0194-2 QZA-21/0159-10 QZA-21/0159-10 QZA-21/0159-14 QZA-21/0159-14 QZA-18/0159-14 QZA-18/0256-105 QZA-19/0256-104 QZA-18/0159-178 RAF-17/0077-4 QZA-21/0162-12 QZA-21/0162-12 QZA-21/0162-15 QZA-21/0162-15 | MM-Chabadza, Community development programme NORHED II Inclusive Education in Negal NORHED II Citizens Participation in Resource Governance Together for inclusion-Nitger NORHED II Environmental Risk management MM-Community Development Programme NORHED II Crosslink Cosatal Poliution with Climate Change Framagement 2020, 2024 Framagement 2020, 2024 Framagement 2020, 2024 Tramagement 2020, 2024 No Comprehensive development program Yaco and Luribay Campfed Marginalized girls complete secondary edu. and improve learning NORHED II CARTA NORHED II CARTA NORHED II CARTA | Digni OloMote'- Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Atlas-alliansen NTNU - Norges teknisk-naturvitenskapelige universitet Digni NTNU - Norges teknisk-naturvitenskapelige universitet Atlas-alliansen Digni Camfed - Campaign for Female Education SAMI- Suldenstenes og Akademikensen internasjonale Hjelpefond Uila - Universitetet i Bergen Uila - Universitetet i Bergen Uila - Universitetet i Bergen | 111 114 111 111 111 111 111 111 112 113 114 114 114 114 | Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Education, level unspecified Education, level unspecified Basic education Secondary education Post-secondary education | 20 20 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Higher education Higher education Teacher training Higher education Education facilities and training Primary education Secondary education Higher education Higher education Higher education Higher education Higher education Higher education | 1.79 S45 1.196 418 1.196 418 1.162 688 1.162 586 1.150 186 1.150 186 1.152 187 1.142 201 1.142 201 1.142 701 1.125 000 1.114 209 1.114 209 1.106 699 1.106 739 | 1 187 926 1179 545 1169 418 1 164 669 1162 388 1 160 545 1150 186 1142 201 1 142 201 1 138 477 1 125 000 1 117 269 1 114 209 1 109 669 1 106 739 1 106 739 |
| 02A-21/0194-20 Q2A-21/0194-26 Q2A-21/0159-14 Q2A-18/0159-14 Q2A-18/0159-14 Q2A-18/0159-14 Q2A-18/0159-14 Q2A-18/0159-17 Q2A-18/0159-17 Q2A-18/0159-17 Q2A-21/0152-16 Q2A-21/0152-16 Q2A-21/0152-15 Q2A-21/0152-15 Q2A-21/0152-15 Q2A-21/0152-15 Q2A-21/0152-15 Q2A-21/0152-15 Q2A-21/0152-15 | MM-Chabadza, Community development programme NORHED II Inclusive Education in Nepal NORHED II Citizens Participation in Resource Governance Together for inclusion-Niger NORHED II Environmental Risk management MM-Community Development Programme NORHED II Crosslink Coastal Pollution with Climate Change Framagement 2020, 2024 Framagement 2020, 2024 Framagement 2020, 2024 Campled Marginalized girls complete secondary edu. and improve learning NORHED II LORAT July House Lorent L | Digni OloMokt - Storbyuniversitetet (tidl. HiOA) NTNU - Norges teknisk-naturvitenskapelige universitet Alta-alliansen Digni NTNU - Norges teknisk-naturvitenskapelige universitet Digni NTNU - Norges teknisk-naturvitenskapelige universitet Alta-alliansen Digni Alta-alliansen Olomet - Campaign for Female Education Castler - Studentenen guf Abademiternes Internasjonale Hjelpefond Universitetet li Bergen NMBU - Norges millije- og biovitenskapelige universitet (tidl UMB/NLH) Ulia - Universitetet i Bergen Ulia - Universitetet i Bergen Ulia - Universitetet i Bergen | 111 114 114 111 114 111 111 112 113 114 114 114 114 114 | Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Post-secondary education Education, level unspecified Education, level unspecified Education, level unspecified Education, level unspecified Sasic education Post-secondary education Post-s | 20 20 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Higher education Higher education Teacher training Higher education Education facilities and training Higher education Education facilities and training Education facilities and training Education facilities and training Education facilities and training Primary education Higher education | 1 179 545 1 199 418 1 194 618 1 194 618 1 194 618 1 195 618 1 195 195 1 195 | 1 187 926 1179 545 1169 418 1 164 669 1 162 388 1 160 545 1 150 186 1 142 201 1 138 477 1 125 000 1 117 269 1 114 209 1 106 739 1 106 739 1 106 739 1 105 495 |
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| CAZ-2101942-0 CAZ-2101942-0 CAZ-2101942-0 CAZ-2101942-0 CAZ-2101942-0 CAZ-2101952-1 CA | MM-Chabatza, Community development programme NORHED II Inclusive Education in Neppal NORHED II Citizens Participation in Resource Governance Together for inclusion-Niger NORHED II Citizens Participation in Resource Governance Together for inclusion-Niger NORHED II Environmental Risk management MM-Community Development Program NORHED II Crosslink Cosatal Pollution with Climate Change Framagement 2020, 2024 Framagement 2020, 2024 Campled Marginalized girls complete secondary edu. and improve learning AC Comprehens' and Comprehens' and improve learning Campled Marginalized girls complete secondary edu. and improve learning NORHED II CARTA NORHED II Rorey Economics, Governance Hol Verden - Multiannual agreement 2021-2025 Shaping and Directing the Future: Stephenian HEIs Governance, Access te Framagement 2020, 2024 NORHED II Rorey Economics, Governance Hol Verden - Multiannual agreement 2021-2025 NORHED II Rorey Becometics, Governance Hol Verden - Multiannual Spreement 2021-2025 NORHED II Rorey Becometics, Governance Hol Verden - Multiannual Spreement 2021-2025 NORHED II Rorey Becometics, Morey and secondary schools implementing un DORHED II Rorey and the Control of the Cont | Digni Olohofet - Storfbyuniversitetet (tidl. HIOA) NTNU - Norges teknisk-naturvitenskapelige universitet Alta-alliansen Digni Louiseritetet Lilergen NMBU - Norges milli- og biovitenskapelige universitet (tidl UMB/NLH) Uilli - Universitetet Lilergen NMBU - Norges milli- og biovitenskapelige universitet (tidl UMB/NLH) Uilli - Universitetet Lilergen NMBU - Norges milli- og biovitenskapelige universitet (tidl UMB/NLH) Holl - Hogskelme på Vestlandet Alta-alliansen Digni Liler - Norges milli- og biovitenskapelige universitet (tidl UMB/NLH) Holl Verden Uilli - Universitetet Lilergen Uilli - Universi | 1111 1114 1111 1114 1111 1114 1111 1112 1113 1114 1114 | Post-secondary education Education, level unspecified Bottanicon, level unspecified Bottanicon, level unspecified Bottanicon, level unspecified Bottanicon, level unspecified Basic education, level unspecified Basic education, level unspecified Basic education, level unspecified Basic education Post-secondary education | 20 20 20 20 20 20 20 20 20 20 | Higher education Teacher training Higher education Glucation facilities and training Higher education Glucation facilities and training Firmary education Higher education Figher education Glucation palcy and administrative management Glucation palcy and administrative management Figher education Colucation palcy and administrative management Higher education Higher education Glucation is esserth Higher education | 1 179 545 1 199 418 1 194 669 1 196 148 1 196 669 1 1162 388 1 160 545 1 1105 186 1 1142 201 1 1134 477 1 1135 000 1 1117 269 1 1105 789 1 1106 789 1 1106 789 1 106 789 1 108 787 1 108 542 1 108 787 1 108 542 1 108 787 1 108 588 1 100 647 1 101 288 1 101 201 11 1 101 48 786 1 102 588 1 102 588 1 103 588 1 103 588 1 103 588 1 104 787 1 105 588 1 109 588 1 109 599 1 109 588 1 109 599 1 109 588 1 109 599 1 109 588 1 109 599 1 | 1 187 926 1 179 945 1 169 418 1 164 669 1 164 388 1 160 148 1 160 348 1 150 186 1 160 348 1 150 186 1 142 201 1 142 201 1 142 201 1 142 201 1 142 201 1 142 201 1 106 799 1 106 739 1 106 |

| QZA-18/0159-374 | NPM-Secondary School Project (SEP) | Digni | 111 | Education, level unspecified | 20 | Education facilities and training | 922 947 | 922 947 |
|-----------------------------------|---|---|-----|--|----------|--|--------------------|------------------------|
| QZA-18/0159-327 | NLM-Strengthening Children with disabilities' Development NORHED II HVL | Digni HVL - Høgskulen på Vestlandet | 111 | Education, level unspecified Post-secondary education | 10 | Education policy and administrative management | 921 585 910 399 | 921 585 910 399 |
| OZA-21/0161-5 | NORHED II SAHEL - Visual Anthropology | UIT - Universitetet i Tromsø - Norges arktiske universitet | 114 | Post-secondary education | 20 | Higher education | 910 399 | 910 399 |
| QZA-18/0159-355 | NPM Improvement of Health and Education Services | Digni | 111 | Education, level unspecified | 10 | Education policy and administrative management | 893 296 | 893 296 |
| RAF-19/0044-5 | Together for inclusion - Niger | Atlas-alliansen | 112 | Basic education | 20 | Primary education | 878 457 | 878 457 |
| QZA-21/0324-3 QZA-21/0173-8 | Transforming Cistems: Forging Pathways towards Transgender Liberation in | 1 SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond LIIA - Liniversitetet i Aøder | | Post-secondary education | | Higher education | 869 996 867 192 | 869 996 |
| QZA-21/0173-8 QZA-21/0159-1 | NORHED II Resilient Communities through inclusive education EA NORHED II Enhancing the quality of science and mathematics education | UIA - Universitetet i Agder NTNI I - Norges teknisk-naturvitenskanelige universitet | | Post-secondary education Post-secondary education | | Higher education Higher education | 867 192 856 307 | 867 192 856 307 |
| | NPM-I want to graduate | Digni | | Secondary education | | Secondary education | 853 728 | 853 728 |
| QZA-21/0324-4 | Movement building: Mobilising young people amid a pandemic and beyond | SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond | 114 | Post-secondary education | 20 | Higher education | 850 167 | 850 167 |
| QZA-21/0161-8 | NORHED II SAHEL - Visual Anthropology | UiT - Universitetet i Tromsø - Norges arktiske universitet | 114 | Post-secondary education | | | 846 144 | 846 144 |
| TAN-21/0005-3 QZA-21/0162-39 | NORHED II HVL | HVL - Høgskulen på Vestlandet UiB - Universitetet i Bergen | 114 | | 20 20 | Higher education | 829 106 827 842 | 829 106 827 842 |
| ETH-21/0002-1 | NORHED II Refugees on the Move NORHED II NURTURE - Nurturing SDGs | USN - Universitetet i Bergen USN - Universitetet i Sørøst-Norge | 114 | | 20 | Higher education Higher education | 827 842 823 777 | 82 / 84 Z 82 3 77 7 |
| QZA-21/0168-20 | NORHED II Partnership for Peace: Better HE for Resilient Societies | UiO - Universitetet i Oslo | | Post-secondary education | | Higher education | 821 247 | 821 247 |
| RAF-19/0044-50 | Together for inclusion- | Atlas-alliansen | 111 | Education, level unspecified | 30 | Teacher training | 820 579 | 820 579 |
| QZA-21/0168-16 | NORHED II Women's, children's and nature's rights in env. gov. | UiO - Universitetet i Oslo | | Post-secondary education | | Higher education | 820 024 | 820 024 |
| RAF-21/0013-4 OZA-21/0324-12 | | | | Emergency Response Post-secondary education | | Education in Emergencies Higher education | 818 317 817 033 | 818 317 817 033 |
| QZA-21/0324-12 QZA-21/0194-4 | Promoting Rights Inclusivity Diversity and Empowerment in the Education Son NORHED II Climate change, Energy, Sustainability | OsloMet - Storbyuniversitetet (tidl. HiOA) | | | | Higher education Higher education | 817 033 814 984 | 817 033 814 984 |
| QZA-21/0162-9 | NORHED II Surgery Specialities | UiB - Universitetet i Bergen | | Post-secondary education | | Higher education | 812 094 | 812 094 |
| QZA-18/0159-516 | NOR-Skills for life | Digni | | Secondary education | | Vocational training | 810 903 | 810 903 |
| QZA-21/0194-5 | NORHED II Climate change, Energy, Sustainability | OsloMet - Storbyuniversitetet (tidl. HiOA) | 114 | Post-secondary education | | Higher education | 808 677 | 808 677 |
| QZA-21/0162-18 KOS-18/0021 | NORHED II PRICE Health Systems Support to transitional Justice | UiB - Universitetet i Bergen CBM - Community Building Mitrovica | 114 | Post-secondary education Post-secondary education | | Higher education Higher education | 807 893 804 500 | 807 893 804 500 |
| QZA-21/0159-6 | NORHED II Maternal and Neonatal Health in Malawi | NTNU - Norges teknisk-naturvitenskapelige universitet | 114 | Post-secondary education | | Higher education | 799 483 | 799 483 |
| QZA-21/0194-6 | NORHED II Climate change, Energy, Sustainability | OsloMet - Storbyuniversitetet (tidl. HiOA) | 114 | Post-secondary education | | | 795 851 | 795 851 |
| QZA-21/0159-5 | NORHED II Maternal and Neonatal Health in Malawi | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education | | Higher education | 793 430 | 793 430 |
| QZA-21/0173-2 | NORHED II Gender and digitalization across context | | | Post-secondary education | | | 789 734 | 789 734 |
| QZA-21/0168-7 ETH-21/0002-4 | NORHED II Medical and environm. anthropol. for 21st century EA NORHED II NURTURE - Nurturing SDGs | UiO - Universitetet i Oslo USN - Universitetet i Sørøst-Norge | | Post-secondary education Post-secondary education | | Higher education Higher education | 781 789 777 780 | 781 789 777 780 |
| ETH-21/0002-4 | NORHED II NURTURE - Nurturing SDGs | USN - Universitetet i Sørøst-Norge | | Post-secondary education | 20 | Higher education | 775 481 | 775 481 |
| QZA-21/0168-24 | NORHED II Partnership for Peace: Better HE for Resilient Societies | UiO - Universitetet i Oslo | 114 | Post-secondary education | 20 | Higher education | 771 336 | 771 336 |
| QZA-21/0182-2 | NORHED II Co-creation of Knowledge Climate Adaptation | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | 114 | Post-secondary education | 20 | Higher education | 767 027 | 767 027 |
| QZA-21/0159-28 | NORHED II Socially just and sustainable energy transitions | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education | | Higher education | 759 932 757 481 | 759 932 |
| ETH-21/0002-5 QZA-21/0182-1 | NORHED II NURTURE - Nurturing SDGs NORHED II Co-creation of Knowledge Climate Adaptation | USN - Universitetet i Sørøst-Norge NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | 114 | Post-secondary education | | Higher education Higher education | 757 481 756 949 | 757 481 756 949 |
| OZA-21/0168-22 | NORHED II Partnership for Peace: Better HE for Resilient Societies | UIO - Universitetet i Osio | 114 | Post-secondary education | | Higher education | 756 849 | 756 849 |
| ETH-21/0002-3 | NORHED II NURTURE - Nurturing SDGs | USN - Universitetet i Sørøst-Norge | | Post-secondary education | 20 | Higher education | 748 482 | 748 482 |
| | MA-Holistic Development for Fullness of Life (HDFL) | | | Basic education | | Primary education | 743 219 | 743 219 |
| | MA-Holistic Development for Fullness of Life (HDFL) NORHED II Gender and digitalization across context | Digni UiA - Universitetet i Agder | | Basic education Post-secondary education | | Early childhood education Higher education | 743 219 742 613 | 743 219 742 613 |
| | NOR-Development Support Program for Stone Quarry Affected Communities | | | Post-secondary education Basic education | 20 | Primary education | 742 613 727 959 | 742 613 |
| RAF-19/0044-65 | Together for inclusion-Ethiopia | Atlas-alliansen | | Education, level unspecified | 30 | Teacher training | 724 826 | 724 826 |
| QZA-21/0168-18 | NORHED II Women's, children's and nature's rights in env. gov. | UiO - Universitetet i Oslo | 114 | Post-secondary education | 20 | Higher education | 698 373 | 698 373 |
| QZA-21/0168-17 | NORHED II Women's, children's and nature's rights in env. gov. | UiO - Universitetet i Oslo | 114 | Post-secondary education | | Higher education | 690 485 | 690 485 |
| QZA-21/0159-25 RAF-17/0077-2 | NORHED II Socially just and sustainable energy transitions | NTNU - Norges teknisk-naturvitenskapelige universitet Camfed - Campaign for Female Education | 114 | Post-secondary education Secondary education | | Higher education Secondary education | 689 280 687 500 | 689 280 687 500 |
| OZA-21/0168-21 | Campfed Marginalized girls complete secondary edu. and improve learning NORHED II Partnership for Peace: Better HE for Resilient Societies | UiO - Universitetet i Oslo | | | | Higher education | 684 395 | 684 395 |
| QZA-21/0159-8 | NORHED II Academic capacity in physiotherapy education | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education | | Higher education | 683 338 | 683 338 |
| QZA-21/0173-7 | NORHED II Resilient Communities through inclusive education EA | UIA - Universitetet i Agder | 114 | Post-secondary education | | Higher education | 678 598 | 678 598 |
| QZA-21/0182-10 | NORHED II Climate Smart Agriculture | | | Post-secondary education | | Higher education | 673 528 | 673 528 |
| QZA-18/0159-696 QZA-21/0159-16 | NLM-Jigjiga School Capacity Improvement Project NORHED II Environmental Risk management | Digni NTNU - Norges teknisk-naturvitenskapelige universitet | | Education, level unspecified Post-secondary education | | Education policy and administrative management Higher education | 669 438 669 163 | 669 438 669 163 |
| | WYC-Parkari Community Dev. Program | | | Basic education | 30 | Basic life skills for adults | 656 092 | 656 092 |
| QZA-19/0256-103 | Frameagreement 2020 2024 | Atlas-alliansen | | | 10 | Education policy and administrative management | 652 686 | 652 686 |
| QZA-21/0161-7 | NORHED II SAHEL - Visual Anthropology | UiT - Universitetet i Tromsø - Norges arktiske universitet | 114 | Post-secondary education | | | 650 565 | 650 565 |
| QZA-21/0159-15 | NORHED II Environmental Risk management HP-Empowerment of children and young adults in Qinghai, China | NTNU - Norges teknisk-naturvitenskapelige universitet | 114 | Post-secondary education Basic education | | Higher education Early childhood education | 647 856 645 532 | 647 856 645 532 |
| | NLM-Tana North Water and Sanitation Project | Digni Digni | | Basic education Basic education | | Basic life skills for adults | 645 532 642 866 | 642 866 |
| QZA-21/0159-20 | NORHED II Adaptive Environmental Monitoring Networks | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education | | Higher education | 633 954 | 633 954 |
| QZA-21/0162-28 | NORHED II CABUTE Teacher Education | UiB - Universitetet i Bergen | | Post-secondary education | | Higher education | 622 255 | 622 255 |
| QZA-21/0173-5 | NORHED II Transformative Education and Lifelong Learning | UiA - Universitetet i Agder | | Post-secondary education | | Higher education | 622 189 | 622 189 |
| QZA-18/0159-351 QZA-21/0162-27 | NPM-Technical and Vocational Education and Training Project NORHED II CABUTE Teacher Education | | | Secondary education Post-secondary education | | Vocational training Higher education | 620 158 618 004 | 620 158 618 004 |
| QZA-21/0162-27 | NORHED II CARTA | UiB - Universitetet i Bergen | 114 | Post-secondary education | | Higher education | 601 445 | 601 445 |
| QZA-18/0159-18 | BS-church based literacy for Hadiyaa women | Digni | 112 | Basic education | 30 | Basic life skills for adults | 598 528 | 598 528 |
| QZA-21/0182-8 | NORHED II Climate Smart Agriculture | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | 114 | Post-secondary education | | Higher education | 587 867 | 587 867 |
| QZA-21/0182-3 QZA-18/0159-51 | NORHED II Co-creation of Knowledge Climate Adaptation | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | 114 | Post-secondary education Basic education | 20 30 | Higher education Basic life skills for adults | 583 948 579 133 | 583 948 |
| | DNB-Integrated Program: civil rights/literacy training Totombwana MA-Bonthe District Integrated Development Project | Digni Digni | | Basic education Basic education | | Basic life skills for adults Primary education | 579 133 575 399 | 579 133 575 399 |
| QZA-18/0159-532 | UIO-Education Development in west Arsi zone (EDIWAZ) | Digni | | Basic education | | Primary education | 570 821 | 570 821 |
| | NORHED II Environmental Risk management | | | Post-secondary education | | Higher education | 569 494 | 569 494 |
| | NMS-Miara-Mianatra Project, MLC Inclusive Education Project | Digni | | Basic education | | Primary education | 569 378 | 569 378 |
| QZA-21/0159-3 QZA-19/0256-143 | NORHED II Maternal and Neonatal Health in Malawi Frameagreement 2020_2024 | NTNU - Norges teknisk-naturvitenskapelige universitet Atlas-alliansen | | Post-secondary education Basic education | | Higher education Primary education | 552 457 551 750 | 552 457 551 750 |
| | DNB-Education Lower-Bas-Uele | Digni | | Education, level unspecified | | Teacher training | 525 211 | 525 211 |
| QZA-21/0178-6 | NORHED II Research-based teacher education | NLA Høgskolen AS | 114 | Post-secondary education | | Higher education | 522 470 | 522 470 |
| QZA-21/0182-23 | NORHED II Aquatic Resources West Africa | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | 114 | Post-secondary education | | Higher education | 519 003 | 519 003 |
| QZA-21/0182-12 QZA-21/0159-27 | NORHED II Climate Smart Agriculture | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | 114 | Post-secondary education | 20 | Higher education | 516 763 507 698 | 516 763 |
| QZA-21/0159-27 QZA-21/0168-9 | NORHED II Socially just and sustainable energy transitions NORHED II Medical and environm. anthropol. for 21st century EA | NTNU - Norges teknisk-naturvitenskapelige universitet UIO - Universitetet i Oslo | | Post-secondary education Post-secondary education | | | 507 698 | 507 698 506 763 |
| QZA-18/0159-527 | UIO-Female teacher education program | Digni | | Education, level unspecified | | Teacher training | 505 956 | 505 956 |
| ALB-18/0003 | Promoting education & identifying gaps/needs in Albanian maritime sector | NTNU - Norges teknisk-naturvitenskapelige universitet | 111 | Education, level unspecified | 10 | Education policy and administrative management | 505 900 | 505 900 |
| | MA-Livelihood and education Nepal | Digni | | | | Education facilities and training | 503 367 | 503 367 |
| | NOR-Development Support Program for Stone Quarry Affected Communities | | | Secondary education | | Vocational training | 485 307 482 628 | 485 307 482 628 |
| QZA-21/0159-463 | WYC-Mother Tongue Based Multilingual Education (MTB MLE) in Segen NORHED II SAHEL - Visual Anthropology | Digni UiT - Universitetet i Tromsø - Norges arktiske universitet | 111 | Education, level unspecified Post-secondary education | 10 | Education policy and administrative management Higher education | 482 628 475 356 | 482 628 475 356 |
| QZA-21/0168-8 | NORHED II Medical and environm. anthropol. for 21st century EA | UiO - Universitetet i Oslo | | Post-secondary education | 20 | Higher education | 474 658 | 474 658 |
| QZA-21/0162-35 | NORHED II Water ESSENCE Africa | UiB - Universitetet i Bergen | 114 | Post-secondary education | 20 | Higher education | 474 044 | 474 044 |
| QZA-19/0256-173 | Frameagreement 2020_2024 | Atlas-alliansen | 111 | Education, level unspecified | 30 | Teacher training | 474 033 | 474 033 |
| QZA-21/0159-11 QZA-21/0159-12 | NORHED II Citizens Participation in Resource Governance NORHED II Citizens Participation in Resource Governance | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education Post-secondary education | | | 471 539 471 539 | 471 539 471 539 |
| QZA-21/0159-12 QZA-21/0159-13 | NORHED II Citizens Participation in Resource Governance NORHED II Citizens Participation in Resource Governance | NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education Post-secondary education | | | 471 539 471 539 | 471 539 471 539 |
| QZA-21/0162-36 | NORHED II Water ESSENCE Africa | | | Post-secondary education | | | 471 118 | 471 118 |
| QZA-21/0162-32 | NORHED II Water ESSENCE Africa | UiB - Universitetet i Bergen | 114 | Post-secondary education | 20 | Higher education | 470 928 | 470 928 |
| QZA-21/0162-31 | NORHED II Water ESSENCE Africa | | | Post-secondary education | | | 470 928 | 470 928 |
| QZA-21/0162-30 QZA-21/0162-34 | NORHED II Water ESSENCE Africa NORHED II Water ESSENCE Africa | UiB - Universitetet i Bergen UiB - Universitetet i Bergen | 114 | Post-secondary education Post-secondary education | 20 | Higher education Higher education | 469 023 469 022 | 469 023 469 022 |
| | NORHED II Water ESSENCE Africa NORHED II Water ESSENCE Africa | UIB - Universitetet i Bergen UIB - Universitetet i Bergen | | | | Higher education Higher education | 469 022 469 022 | 469 022 469 022 |
| | | | | , | | - | | |

| | HP Empowering Parenthood in Nepal Frameagreement 2020 2024 | Digni | | Basic education | | Early childhood education | 466 982 | 466 982 |
|--|--|--|---|--|--|--|--|--|
| QZA-19/0256-101 QZA-21/0162-29 | NORHED II Water ESSENCE Africa | Atlas-alliansen UiB - Universitetet i Bergen | | Education, level unspecified Post-secondary education | | reacher training Higher education | 466 332 465 211 | 466 332 465 211 |
| QZA-21/0159-26 | NORHED II Water ESSENCE Arrica NORHED II Socially just and sustainable energy transitions | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education Post-secondary education | | Higher education | 464 715 | 464 715 |
| QZA-21/0159-42 | NORHED II Hydraulic Research, Laboratory and Dam Safety | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education | 20 | Higher education | 458 516 | 458 516 |
| QZA-21/0168-6 | NORHED II Medical and environm. anthropol. for 21st century EA | UiO - Universitetet i Oslo | 114 | Post-secondary education | | Higher education | 456 770 | 456 770 |
| QZA-21/0159-36 | NORHED II Energy Technology Network | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education | | Higher education | 450 734 | 450 734 |
| QZA-21/0182-9 QZA-19/0256-144 | NORHED II Climate Smart Agriculture | | | Post-secondary education | | Higher education | 442 300 441 400 | 442 300 |
| QZA-19/0256-144 QZA-21/0159-35 | Frameagreement 2020_2024 NORHED II Energy Technology Network | Atlas-alliansen NTNU - Norges teknisk-naturvitenskapelige universitet | | Basic education Post-secondary education | | Basic life skills for adults Higher education | 441 400 434 923 | 441 400 434 923 |
| QZA-21/0159-37 | NORHED II Energy Technology Network | NTNU - Norges teknisk-naturvitenskapelige universitet | | | | Higher education | 429 891 | 429 891 |
| QZA-21/0162-14 | NORHED II ICARTA | UiB - Universitetet i Bergen | | Post-secondary education | | Higher education | 421 977 | 421 977 |
| QZA-21/0159-33 | NORHED II Energy Technology Network | NTNU - Norges teknisk-naturvitenskapelige universitet | | | | Higher education | 421 659 | 421 659 |
| QZA-21/0159-32 | NORHED II Energy Technology Network | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education | | Higher education | 421 045 | 421 045 |
| QZA-18/0159-616 QZA-21/0159-9 | NLM-Creation NORHED II Academic capacity in physiotherapy education | Digni NTNU - Norges teknisk-naturvitenskapelige universitet | | Education, level unspecified Post-secondary education | 20 | Teacher training Higher education | 413 105 408 848 | 413 105 408 848 |
| QZA-19/0256-148 | Frameagreement 2020 2024 | Atlas-alliansen | | Secondary education | | Vocational training | 404 883 | 404 883 |
| QZA-19/0256-147 | Frameagreement 2020_2024 | Atlas-alliansen | | Basic education | | Basic life skills for adults | 404 883 | 404 883 |
| QZA-21/0182-26 | NORHED II Aquatic Resources West Africa | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | | | | Higher education | 397 510 | 397 510 |
| | DNB-Education Lower-Bas-Uele | Digni | | Education, level unspecified | | Education facilities and training | 393 909 | 393 909 |
| QZA-21/0168-5 | NORHED II Medical and environm. anthropol. for 21st century EA NLM-Technical and Humanistic Baccalaureate. Jesús Maestro | UiO - Universitetet i Oslo Digni | | Post-secondary education Secondary education | | Higher education Vocational training | 391 674 386 165 | 391 674 386 165 |
| QZA-18/0159-350 | NORHED II Aquatic resources East/Southern Africa | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | | | | Higher education | 375 675 | 375 675 |
| QZA-21/0159-41 | NORHED II Hydraulic Research, Laboratory and Dam Safety | NTNU - Norges teknisk-naturvitenskapelige universitet | | Post-secondary education | | Higher education | 375 231 | 375 231 |
| QZA-21/0182-25 | NORHED II Aquatic Resources West Africa | | | Post-secondary education | | Higher education | 369 516 | 369 516 |
| QZA-21/0182-24 | NORHED II Aquatic Resources West Africa | | | Post-secondary education | 20 | Higher education | 366 437 | 366 437 |
| QZA-21/0182-11 QZA-18/0353-8 | NORHED II Climate Smart Agriculture | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) ADRA-Norge | | Post-secondary education Basic education | | Higher education Basic life skills for youth | 363 918 360 497 | 363 918 360 497 |
| QZA-18/0353-8 QZA-21/0182-4 | Strenghtening Equity, Access and Quality in Education 2 (SEAQE2) NORHED II Co-creation of Knowledge Climate Adaptation | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | | | | Higher education | 356 080 | 356 080 |
| | UIO Girl's education: Learning and thriving | Digni | | Basic education | | Primary education | 341 877 | 341 877 |
| | NMS-Children and Adults learning in the Mother tongue in BGRS | Digni | 112 | Basic education | 30 | Basic life skills for adults | 340 995 | 340 995 |
| QZA-21/0324-21 | Professionalization program for empirical teachers of RACCS - Phase VIII | SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond | | Post-secondary education | | Higher education | 340 007 | 340 007 |
| | Frameagreement 2020_2024 | Atlas-alliansen | | Basic education Secondary education | | Primary education Vocational training | 327 546 319 628 | 327 546 319 628 |
| | NOR-Integr. Progr. for Community Capasity Building MA-Somleng (Voice) Prey Lang | Digni Digni | | Secondary education Basic education | | Vocational training Primary education | 319 628 318 725 | 319 628 318 725 |
| QZA-21/0182-15 | NORHED II Aquatic resources East/Southern Africa | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | 114 | Post-secondary education | 20 | Higher education | 314 649 | 314 649 |
| QZA-19/0256-115 | Frameagreement 2020_2024 | Atlas-alliansen | 111 | Education, level unspecified | 30 | Teacher training | 314 160 | 314 160 |
| QZA-21/0178-3 | NORHED II Preparing Media Practitioners | NLA Høgskolen AS | 114 | Post-secondary education | 20 | Higher education | 312 131 | 312 131 |
| | NPM-FPFK Ubunifu Youth Project | Digni | | Basic education | 30 | Basic life skills for adults | 311 045 | 311 045 |
| QZA-21/0182-16 QZA-21/0182-17 | NORHED II Aquatic resources East/Southern Africa NORHED II Aquatic resources East/Southern Africa | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | | Post-secondary education | 20 20 | Higher education Higher education | 297 853 293 934 | 297 853 293 934 |
| | NORAD Improving Food and Nutrition Security Mali | Caritas Norge | | Basic education | | Basic life skills for adults | 288 269 | 288 269 |
| QZA-19/0256-138 | Frameagreement 2020_2024 | Atlas-alliansen | 112 | Basic education | 20 | Primary education | 281 532 | 281 532 |
| | Frameagreement 2020_2024 | Atlas-alliansen | | Basic education | | Primary education | 279 788 | 279 788 |
| | Frameagreement 2020_2024 Frameagreement 2020_2024 | Atlas-alliansen Atlas-alliansen | | Secondary education | | Vocational training Education facilities and training | 279 788 279 253 | 279 788 279 253 |
| QZA-19/0256-114 QZA-18/0159-623 | DFFF-STREEC | Digni | | Secondary education | 30 | Vocational training | 264 308 | 264 308 |
| QZA-19/0256-106 | Frameagreement 2020_2024 | Atlas-alliansen | | Education, level unspecified | | Teacher training | 261 074 | 261 074 |
| QZA-18/0159-295 | NLM: «Meda Wolabu Community Capacity Enhancement Pilot Project» MW | | | Basic education | | Basic life skills for adults | 259 821 | 259 821 |
| | | Digni | | Basic education | | Basic life skills for adults | 258 237 | 258 237 |
| | NORHED II Aquatic resources East/Southern Africa | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | | Post-secondary education | | Higher education | 246 344 | 246 344 |
| 074 40/0450 400 | MOVE Marchal Community David December | Pleat | | | | | 246 470 | |
| | WYC-Kachhi Community Dev. Program Mahidol University - Capacity Building Initiative for Myanmar | Digni Mahidol University | 112 | Basic education | 30 | Basic life skills for adults | 246 178 243 749 | 246 178 243 749 |
| MMR-13/0027 QZA-18/0159-750 | Mahidol University - Capacity Building Initiative for Myanmar DNB-Organizational development of the protestant university of Congo North | Mahidol University Digni | 112 114 | | 30 20 20 | Basic life skills for adults Higher education Higher education | | 246 178 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 | Mahidol University - Capacity Building Initiative for Myanmar DNB-Organizational development of the protestant university of Congo North FA-Pathways to Empowerment for Sexually Exploited and Vulnerable Wome | Mahidol University Digni Digni | 112 114 114 113 | Basic education Post-secondary education Post-secondary education Secondary education | 30 20 20 30 | Basic life skills for adults Higher education Higher education Vocational training | 243 749 242 813 242 255 | 246 178 243 749 242 813 242 255 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-438 | Mahidol University - Capacity Building Initiative for Myanmar DNB-Organizational development of the protestant university of Congo North FA-Pathways to Empowerment for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Mother tongue in BGRS | Mahidol University Digni Digni Digni | 112 114 114 113 111 | Basic education Post-secondary education Post-secondary education Secondary education Education, level unspecified | 30 20 20 30 30 | Basic life skills for adults Higher education Higher education Vocational training Teacher training | 243 749 242 813 242 255 227 330 | 246 178 243 749 242 813 242 255 227 330 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-438 QZA-21/0182-18 | Mahidol University - Capacity Building initiative for Myanmar DNB-Organizational development of the protestant university of Congo North FA-Pathways to Empowerment for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Mother tongue in BGRS NORHED II Aquatic resources East/Southern Afford. | Mahidol University Digni Digni Digni Digni Digni Nigni Digni Digni Digni | 112 114 114 113 111 114 | Basic education Post-secondary education Post-secondary education Secondary education Education, level unspecified Post-secondary education | 30 20 20 30 30 20 | Basic life skills for adults Higher education Vocational training Teacher training Higher education | 243 749 242 813 242 255 227 330 225 069 | 246 178 243 749 242 813 242 255 227 330 225 069 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-438 QZA-21/0182-18 QZA-21/0182-21 | Mahidol University - Capacity Building Initiative for Myanmar DNB-Organizational development of the protestant university of Congo North FA-Pathways to Empowerment for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Mother tongue in BGRS | Mahidol University Digni Digni Digni Digni Digni Nigni Digni Digni Digni | 112 114 114 113 111 114 114 | Basic education Post-secondary education Post-secondary education Secondary education Education, level unspecified | 30 20 20 30 30 20 | Basic life skills for adults Higher education Higher education Vocational training Teacher training | 243 749 242 813 242 255 227 330 | 246 178 243 749 242 813 242 255 227 330 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-438 QZA-21/0182-18 QZA-21/0182-21 QZA-19/0256-160 QZA-21/0159-31 | Mahdol University - Capacity Building Initiative for Myanmar DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowement for Sexually Exploited and Vulnerable Wome NMS-Children and Adults Isaming in the Mother tongue in BGRS NORHED II Aquatic resources East/Southern Africa NORHED II Aquatic resources East/Southern Africa NORHED II Aquatic resources Teast/Southern Africa NORHED II Aquatic Resources (Teast Agent Farmasgreement 2020, 2024 NORHED II Resourch Based Education Hydropower | Mahidol University Digni I Digni I Digni Jingini NMBU - Norges milija- og biovitenskapelige universitet (tidl UMB/NLH) NMBU - Norges milja- og biovitenskapelige universitet (tidl UMB/NLH) Atlas alliansen NTNU - Norges teknisk-naturvitenskapelige universitet | 112 114 114 113 111 114 114 113 114 | Basic education Post-secondary education Post-secondary education Secondary education Secondary education Education, level unspecified Post-secondary education Post-secondary education Secondary education Post-secondary education Post-secondary education | 30 20 30 30 20 20 30 20 | Basic life skills for adults Higher education Higher education Vocational training Teacher training Higher education Use discussion Use discussion Vocational training Vocational training | 243 749 242 813 242 255 227 330 225 069 224 509 219 058 209 628 | 246 178 243 749 242 813 242 255 227 330 225 069 224 509 219 058 209 628 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-438 QZA-21/0182-18 QZA-21/0182-21 QZA-19/0256-160 QZA-21/0159-31 QZA-21/0159-38 | Mahdol University - Capacity Building Initiative for Myanmar DMB-Cryanizational development of the protestant university of Congo North FA-Pathways to Empowerment for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Moher tongue in BGRS NORHED III Aqualic resources East/Southern Africa Framasgreement 2020, 2024 NORHED III Repearch Based Education Hydropower NORHED III Renyr Technology Network | Mahidol University Digni Digni Digni NiMBU - Norges milja- og biovitenskapelige universitet (tidl UMB/NLH) NiMBU - Norges milja- og biovitenskapelige universitet (tidl UMB/NLH) Altas-alliansen NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet | 112 114 114 113 111 114 114 113 114 114 | Basic education Post-secondary education Post-secondary education Secondary education Education, level unspecified Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education | 30 20 20 30 30 20 20 30 20 20 | Basic life skills for adults Higher education Higher education Vocational training Teacher training Higher education Higher education Higher education Vocational training Higher education Higher education Higher education | 243 749 242 813 242 255 227 330 225 069 224 509 219 058 209 628 198 605 | 246 178 243 749 242 813 242 255 227 330 225 069 224 509 219 058 209 628 198 605 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-684 QZA-18/0159-438 QZA-21/0182-18 QZA-21/0182-21 QZA-21/0159-31 QZA-21/0159-38 QZA-21/0159-34 | Mahdol University - Capacity Building Initiative for Myanmar DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowement for Sexually Exploited and Vulnerable Wome NMS-Children and Adultis Isaming in the Mother tongue in BGRS NORHED II Aquatic resources East/Southern Africa Formeagneement 2020 2024 Frameagneement 2020 2024 NORHED III Aquatic resources East/Southern Africa Frameagneement 2020 2024 NORHED III Energy Technology Network NORHED | Mahidol University Digni 10gni 10gni NMBU - Norges milja- og biovitenskapelige universitet (tidl UMB/NLH) Altas alliansen NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet | 112 114 114 113 111 114 114 113 114 114 | Basic education Post-secondary education Post-secondary education Secondary education Secondary education Secondary education Post-secondary education | 30 20 30 30 20 20 30 20 20 20 | Basic life skills for adults Higher education Higher education Vocational training Teacher training Higher education Vocational training Vocational training Higher education Higher education Higher education Higher education Higher education | 243 749 242 813 242 255 227 330 225 069 224 509 219 058 209 628 198 605 196 684 | 246 178 243 749 242 813 242 255 227 330 225 069 224 509 219 058 209 628 198 605 196 684 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-638 QZA-21/0182-18 QZA-21/0182-21 QZA-21/0182-21 QZA-21/0159-31 QZA-21/0159-38 QZA-21/0159-34 QZA-19/0256-162 | Mahdol University - Capacity Building Initiative for Myanmar DMB-Cryanizational development of the protestant university of Congo North FA-Pathways to Empowerment for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Moher tongue in BGRS NORHED III Aqualic resources East/Southern Africa Framasgreement 2020, 2024 NORHED III Repearch Based Education Hydropower NORHED III Renyr Technology Network | Mahidol University Digni Digni Digni NiMBU - Norges milja- og biovitenskapelige universitet (tidl UMB/NLH) NiMBU - Norges milja- og biovitenskapelige universitet (tidl UMB/NLH) Altas-alliansen NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet | 112 114 114 113 111 114 113 114 114 114 114 | Basic education Post-secondary education Post-secondary education Secondary education Education, level unspecified Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education | 30 20 30 30 20 20 30 20 20 20 20 | Basic life skills for adults Higher education Higher education Vocational training Teacher training Higher education Higher education Higher education Vocational training Higher education Higher education Higher education | 243 749 242 813 242 255 227 330 225 069 224 509 219 058 209 628 198 605 | 246 178 243 749 242 813 242 255 227 330 225 069 224 509 219 058 209 628 198 605 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-638 QZA-21/0182-18 QZA-21/0182-21 QZA-19/0256-160 QZA-21/0159-31 QZA-21/0159-38 QZA-21/0159-34 QZA-19/0256-162 QZA-19/0256-162 | Mahdol University - Capacity Building Initiative for Myanmar DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowerment for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Mother tongue in BGRS NORHED II Aqualic resources East/Southern Africa Framasgreement 2020, 2024 NORHED III Repearch Based Education Hydropower NORHED III Repry Technology Network NORHED III Energy Technology Network NORHED III Energy Technology Network Framasgreement 2020, 2024 | Mahidol University Digni Digni Digni NMBU - Norges milija- og biovitenskapelige universitet (tidl UMB/NLH) NMBU - Norges milija- og biovitenskapelige universitet (tidl UMB/NLH) NMBU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet | 112 114 114 113 111 114 113 114 114 114 113 112 | Basic education Post-secondary education Post-secondary education Secondary education Secondary education Secondary education Secondary education Post-secondary education Secondary education | 30 20 30 30 20 20 30 20 20 20 20 20 | Basic life skills for adults Higher education Higher education Higher education Vocational training Teacher training Higher education | 243 749 242 813 242 255 227 330 225 669 224 509 219 058 209 628 198 605 196 684 | 246 178 243 749 242 813 242 255 227 330 225 069 224 509 219 058 209 628 198 605 196 684 187 764 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-664 QZA-21/0182-18 QZA-21/0182-21 QZA-21/0159-31 QZA-21/0159-31 QZA-21/0159-38 QZA-21/0159-36 QZA-19/0256-162 QZA-19/0256-136 QZA-19/0256-162 QZA-18/0159-683 | Mahdol University - Capacity Building Initiative for Myanmar DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowement for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Mother tongue in BGRS NORHED II Aquatic resources East/Southern Africa NORHED II Aquatic resources East/Southern Africa NORHED II Reaper Security From Pathology Network NORHED II Energy Technology Network NORHED II Energy Technology Network Frameagreement 2020, 2024 NORAD Food Security Programme DRC NORAD Food Security Programme DRC NANAtional Adult Education Association of Liberia - Education Project | Mahidol University Digni 10 gani 10 ga | 112 114 113 111 114 113 114 114 114 114 115 112 112 | Basic education Post-secondary education Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Secondary education Secondary education Secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Sasic education Basic education Basic education Basic education | 30 20 30 30 20 20 20 20 20 20 20 30 30 30 30 30 30 30 30 30 30 30 30 30 | Basic life skills for adults Higher education Higher education Higher education Vocational Training Teacher training Higher education Higher education Vocational training Vocational training Wigher education Secondary education Secondary education Secondary education Basic life skills for adults Basic life skills for adults Basic life skills for adults Basic life skills for adults | 243 749 242 813 242 255 227 330 225 669 224 509 224 509 219 058 209 628 198 605 196 684 187 764 182 296 182 105 | 246 178 243 749 242 813 242 255 227 330 225 069 219 058 209 628 198 605 196 684 187 764 182 996 182 105 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-438 QZA-21/0182-21 QZA-19/0256-160 QZA-21/0159-33 QZA-21/0159-33 QZA-21/0159-34 QZA-19/0256-150 QZA-17/0350-20 QZA-18/0159-38 | Mahdol University - Capacity Building Initiative for Myanmar DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowement for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Mother tongue in BGRS NORHED II Aquatic resources East/Southern Africa NORHED II Aquatic resources East/Southern Africa NORHED II Aquatic resources East/Southern Africa NORHED II Research Based Education Hydropower NORHED II Energy Technology Network NORHED II Energy Technology NoRHED II Energy NO | Mahldol University Digni 1 Digni 1 Digni 1 Digni NMBU - Norges milija- og blovitenskapelige universitet (tidl UMB/NLH) NMBU - Norges milja- og blovitenskapelige universitet (tidl UMB/NLH) Allas-alliansen NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet Allas alliansen Cartras Norge Digni Allas alliansen | 112 114 113 111 114 114 113 114 114 113 112 112 112 | Basic education Post-secondary education Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Basic education | 30 20 30 30 20 20 20 20 20 20 20 30 30 30 30 30 30 30 30 30 30 30 30 30 | Basic life skills for adults Higher education Higher education Higher education Vocational training Teacher training Higher education Basic life skills for adults | 243 749 242 813 242 255 227 330 225 699 224 509 239 628 198 656 196 684 187 774 182 999 164 900 163 773 | 246 178 243 749 242 813 242 255 227 330 225 069 219 058 209 628 198 605 196 684 187 764 182 996 182 105 164 900 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-664 QZA-18/0159-664 QZA-21/0182-18 QZA-21/0182-21 QZA-21/0159-31 QZA-21/0159-31 QZA-21/0159-38 QZA-21/0159-36 QZA-19/0256-162 QZA-19/0256-136 QZA-19/0256-136 QZA-18/0159-683 | Mahdol University - Capacity Building Initiative for Myanmar DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowement for Sexually Exploited and Vulnerable Wome NMS-Children and Adults Isaming in the Mother tongue in BGRS NORHED II Aquatic resources East/Southern Africa NORHED II Aquatic resources East/Southern Africa Finameagreement 2020 2024 NORHED II Renery Technology Network NORHED II Energy Technology Network NORHED II Energy Technology Network NORHED II Energy Technology Network Finameagreement 2020 2024 NORAD Food Security Programme DRC NORHED II Energy Education Project Finameagreement 2020 2024 NORAD Food Security Programme DRC NORHED II Energy Education Project Finameagreement 2020 2024 NORAD Food Security Programme DRC NORHED II Energy Education Project Finameagreement 2020 2024 NORAD Food Security Programme DRC NORHED II Energy Education Project Finameagreement 2020 2024 NORAD Food Security Programme DRC NORHED II Energy North Programme DRC | Mahldol University Digni 10gni 10gni 10gni NMBU - Norges milja- og biovitenskapelige universitet (tidl UMB/NLH) NMBU - Norges milja- og biovitenskapelige universitet (tidl UMB/NLH) Altas-allansen NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet Altas-allansen Altas-allansen Caritas Norge Digni Altas-allansen Altas-Allansen Altas-Allansen | 112 114 113 111 114 114 114 113 114 113 112 112 112 111 111 | Basic education Post-secondary education Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Basic education Basic education Basic education Education, level unspecified | 30 20 30 30 20 20 20 20 20 20 30 30 30 30 30 30 30 30 30 30 30 30 30 | Basic life skills for adults Higher education Higher education Higher education Vocational Training Teacher training Higher education Higher education Vocational training Vocational training Wigher education Secondary education Secondary education Secondary education Basic life skills for adults Basic life skills for adults Basic life skills for adults Basic life skills for adults | 243 749 242 813 242 255 227 330 225 669 224 509 224 509 219 058 209 628 198 605 196 684 187 764 182 296 182 105 | 246 178 243 749 242 813 242 255 227 330 225 069 219 058 209 628 198 605 196 684 187 764 182 996 182 105 |
| MMR-13/0027 QZA-18/0159-750 QZA-18/0159-654 QZA-18/0159-664 QZA-18/0159-684 QZA-18/0159-438 QZA-21/0159-31 QZA-21/0159-31 QZA-21/0159-34 QZA-19/0256-162 QZA-19/0256-162 QZA-19/0256-162 QZA-18/0256-052 QZA-18/0353-3 QZA-19/0256-95 | Mahdol University - Capacity Building Initiative for Myanmar DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowement for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Mother tongue in BGRS NORHED II Aquatic resources East/Southern Africa NORHED II Aquatic resources East/Southern Africa NORHED II Aquatic resources East/Southern Africa NORHED II Research Based Education Hydropower NORHED II Energy Technology Network NORHED II Energy Technology NoRHED II Energy NO | Mahldol University Digni 1 Digni 1 Digni 1 Digni NMBU - Norges milija- og blovitenskapelige universitet (tidl UMB/NLH) NMBU - Norges milja- og blovitenskapelige universitet (tidl UMB/NLH) Allas-alliansen NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet NTNU - Norges teknisk-naturvitenskapelige universitet Allas alliansen Cartras Norge Digni Allas alliansen | 112 114 114 113 111 114 113 114 114 113 112 112 112 111 113 113 | Basic education Post-secondary education Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Basic education | 30 20 30 30 20 20 20 20 20 20 30 30 30 30 30 30 30 30 30 30 30 30 30 | Basic life skills for adults Higher education Higher education Higher education Vocational training Teacher training Higher education Higher education Higher education Higher education Higher education Higher education Basic life skills for adults Basic life skills for adults Basic life skills for adults Basic life skills for adults Teacher training Vocational training | 243 749 242 813 242 255 227 330 225 669 224 509 219 058 209 628 158 605 156 684 187 764 182 996 182 105 164 900 163 773 | 246 178 243 749 242 813 242 255 227 330 225 069 224 509 219 058 209 628 198 605 196 684 187 764 182 996 182 105 164 900 163 773 156 127 |
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| MIRK-190027 Q2A-180195-96 Q2A | Mahdol University - Capacity Building Initiative for Myamars DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowement for Sexually Exploited and Vulnerable Wome NMS-Children and Adults Isaming in the Mother tongue in BGRS NORHED II Aquatic resources EastSouthern Africa NORHED II Aquatic resources EastSouthern Africa NORHED II Respect Technology Network NORHED II Energy North NoRHED II Respective North NoRHED II Aquatic resources EastSouthern Africa Frameagreement 2020, 2024 Swengheining Equity, Access and Quality in Education 2 (SEAQE2) Work-North Tongue Based Mutilitiqual Education (MTB MLE) in Segen Frameagreement 2020, 2024 Frameagreement 2020, 2024 NA-Somienje Program (Volco) Frameagreement 2020, 2024 Na-Somi | Mahidol University Digil 10 Igil 11 Ig | 112 114 113 1114 1114 1114 1114 1114 111 | Basic education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Education, level unspecified Education, level unspecified Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Basic education Basic education Basic education Basic education Education, level unspecified Basic education Basic education Basic education Post-secondary education Secondary education Basic education Basic education Post-secondary education Basic education Post-secondary education Basic education Post-secondary education Post-seco | 30 20 30 30 20 20 20 20 20 20 30 30 30 30 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Basic life skills for adults Higher education Higher education Higher education Higher education Higher education Vocational Training Teacher training Higher education Higher education Higher education Higher education Higher education Secondary education Higher education Secondary education Secondary education Session Higher education Secondary education Higher education Higher education Secondary education Higher education Higher education Higher education Higher education Secondary education Higher education Secondary education Higher education Higher education Secondary education Higher education Secondary education Higher education Higher education Primary education Higher education Higher education Secondary education Higher education Primary education Higher educat | 243 749 242 813 242 255 242 813 242 255 247 330 245 696 245 696 245 696 246 696 247 696 248 69 | 246 178 243 749 242 813 242 255 227 7330 225 669 224 509 225 669 224 509 236 665 186 764 187 764 182 996 182 105 164 990 163 773 154 842 141 953 141 953 141 953 141 953 141 953 141 953 141 953 141 953 141 953 141 953 141 953 141 953 141 953 156 527 81 041 76 387 68 946 65 269 62 588 60 165 54 591 53 850 53 850 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 53 850 53 759 54 759 54 759 54 759 55 759 55 759 55 759 56 759 56 759 56 759 56 759 56 759 56 759 56 759 56 759 57 75 |
| MIRK-190027 QZ-1480159-54 QZ-1480159-64 QZ-1480159-64 QZ-1480159-64 QZ-1480159-64 QZ-1480159-64 QZ-1480159-61 | Mahdol University - Capacity Building Initiative for Myammar DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowement for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Mother tropice in BGRS NORHED II Aquatic resources EastSouthern Africa NORHED II Aquatic resources EastSouthern Africa NORHED II Reaper Technology Network NORHED II Reaper Technology Network NORHED II Energy Technology Network NoRHED II Repair NoRHED II NORHED | Mahidol University Digil 10 Igil 10 Ig | 112 114 113 1111 114 114 114 114 114 114 11 | Basic education Post-secondary education Post-secondary education Post-secondary education Education, level unspecified Fost-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Basic education Post-secondary education Secondary education Basic education Basic education Post-secondary education Basic education Basic education Basic education Secondary education Basic education Sesic education Sesic education Post-secondary education Sesic education Secondary education Sesic education Secondary education Sesic education Secondary education Basic education, level unspecified Secondary education Basic education Basic education Post-secondary educati | 30 20 30 30 20 20 20 20 20 20 30 30 30 30 30 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Basic life skills for adults Higher education Higher education Higher education Vocational training Teacher training Higher education Basic life skills for adults Foreign training Vocational training Sociational training Foreign | 243 749 242 813 242 255 242 813 242 255 247 330 245 696 245 696 245 696 246 697 247 697 248 69 | 246 178 243 749 242 813 242 255 227 7330 225 669 224 509 225 669 224 509 236 668 236 668 236 668 236 668 237 764 182 996 182 105 164 990 163 773 154 842 141 953 141 9 |
| MMR.130027 QZA.180195-964 QZA.180195-965 QZA.180195-962 QZA.180195-963 QZA.180195-964 QZA.180195-963 QZA.180195-963 QZA.180195-963 QZA.180195-963 QZA.180195-963 QZA.180195-963 QZA.180195-963 QZA.180195-963 QZA.180195-963 QZA.18028-963 QZA.180195-963 QZA.18028-963 QZA.18028 | Mahdol University - Capacity Building Initiative for Myammar DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowement for Sexually Exploited and Vulnerable Wome NMS-Children and Adults learning in the Mother tongue in BGRS NORHED II Aquatic resources EastSouthern Africa (NORHED II Aquatic resources EastSouthern Africa (NORHED II Aquatic resources EastSouthern Africa (NORHED II Energy Technology Network (NORHED II Energy Northern (NORHED II Energy Nort | Mahidol University Digil 10 Igil 10 Ig | 1112 1114 1113 1114 1114 1114 1114 1114 | Basic education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Education, level unspecified Education, level unspecified Post-secondary education Post-secondary education Post-secondary education Post-secondary education Basic education Basic education Basic education Basic education Basic education Secondary education Basic education Post-secondary education Basic education Basic education Post-secondary education Basic education Secondary education Basic education Basic education Secondary education Basic education Basic education Basic education Basic education Secondary education Secondary education Secondary education Basic education Secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Basic education Post-secondary education | 30 20 30 30 20 20 20 20 20 20 30 30 30 30 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Basic life skills for adults Higher education Higher education Higher education Vocational training Teacher training Higher education Basic life skills for adults Formary education Fasic life skills for adults Secondary education Finany education Primary education Finany education Financy education Financy education Financy education Financy education Financy education Finany education Financy education Higher education | 243 749 242 813 242 255 247 813 242 255 247 813 248 255 247 813 248 269 248 268 249 26 | 246 178 243 749 242 813 242 255 227 330 225 069 224 509 224 509 229 508 209 628 209 628 198 605 196 684 187 794 182 996 141 993 142 993 143 994 153 995 153 894 153 995 153 894 153 995 153 894 153 995 153 894 153 995 153 894 153 995 154 991 154 991 154 991 155 995 155 995 156 995 157 99 |
| MIRK-190027 Q2A-180195-96 Q2A-180195-96 Q2A-180195-96 Q2A-180195-96 Q2A-180195-96 Q2A-180195-96 Q2A-180195-96 Q2A-180195-96 Q2A-180195-96 Q2A-19025-18 Q2A-19025-19 Q2A-1902 | Mahdol University - Capacity Building Initiative for Myamar DMB-Organizational development of the protestant university of Congo North FA-Pathways to Empowement for Sexually Exploited and Vulnerable Wome NMS-Children and Adults Isaming in the Mother tongue in BGRS NORHED II Aquatic resources EastSouthern Africa NORHED II Aquatic resources EastSouthern Africa NORHED II Reaper Technology Network NORHED II Energy North NoRHED II Research Based Education Nydropower Fameagreement 2020, 2024 Frameagreement | Mahidol University Digni 1 Dig | 1112 1114 1113 1114 1114 1113 1114 1113 1112 1113 1112 1113 1112 1113 1114 1112 1113 1114 1112 1113 1114 1112 1114 1112 1114 1112 1114 1112 1114 1112 1114 1112 1114 1 | Basic education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Education, level unspecified Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Post-secondary education Basic education Basic education Basic education Basic education Education, level unspecified Secondary education Secondary education Secondary education Basic education Post-secondary education Basic education Post-secondary education Basic education Post-secondary education | 30 20 30 30 30 20 20 20 20 30 30 30 30 30 30 20 20 20 20 20 20 20 20 20 20 20 20 20 | Basic life skills for adults Higher education Section Higher education Higher education Section Higher education Primary education Primary education Primary education Primary education Higher e | 243 749 242 813 242 255 242 813 242 255 247 330 245 696 245 696 245 696 246 696 247 696 248 69 | 246 178 243 749 242 813 242 255 227 7330 225 669 224 509 224 509 234 509 234 509 234 509 235 669 236 666 236 666 237 73 246 267 247 278 248 242 247 278 248 258 249 258 25 |

| LKA-13/0013 | Water and Society - Institutional Capacity Building in Water management | University of Peradeniva. Sri Lanka | 114 Post-secondary education | 20 H | Higher education | -104 325 | | -104 325 |
|-----------------|--|---|----------------------------------|------|--|---------------|--------------|---------------|
| TAN-13/0027 | Capacity Building for Training and Research in Aquatic and Environmental | Sokoine University of Agriculture | 114 Post-secondary education | 20 H | Higher education | -106 423 | | -106 423 |
| MWI-13/0021 | Strenghtening Capacity for Democratic and Economic Governance in Malaw | UNIMA - University of Malawi | 114 Post-secondary education | 20 H | Higher education | -117 961 | | -117 961 |
| UGA-13/0021 | WaSo-Africa - Institutional Capacity Building in Water Management | Makerere University | 114 Post-secondary education | 20 H | Higher education | -146 728 | | -146 728 |
| ETH-13/0018 | Steps toward sustainable forest management with the local communities | Mekelle University (ETH) | 114 Post-secondary education | 20 H | Higher education | -148 531 | | -148 531 |
| NPL-13/0022 | Sustainable natural resources management for climate change adaptation | Kathmandu University | 114 Post-secondary education | 20 H | Higher education | -190 279 | | -190 279 |
| ZAM-13/0009 | Improving the governance and economics of protected areas | Copperbelt University | 114 Post-secondary education | 20 H | Higher education | -216 053 | | -216 053 |
| SDN-13/0013 | 1300748 BORDERLAND DYNAMICS IN EAST AFRICA - NETWORK PROGRAM | Addis Ababa University | 114 Post-secondary education | 20 H | Higher education | -263 580 | | -263 580 |
| HTI-16/0002 | Adressing education and skills Gaps for Vulnerable Youths in Halti | ILO - International Labour Organisation | 111 Education, level unspecified | 10 E | Education policy and administrative management | -298 352 | | -298 352 |
| NPL-13/0021 | Strengthening Research, Education and Advocacy in Conflict, Peace and De | Tribhuvan University | 114 Post-secondary education | 20 H | Higher education | -299 261 | | -299 261 |
| ZIB-13/0009 | Masters and PhD programme for capacity building in law faculties | University of Zimbabwe | 114 Post-secondary education | 20 H | Higher education | -306 596 | | -306 596 |
| SSD-13/0022 | Capacity building of universities for democratic and economic governance a | University of Juba | 114 Post-secondary education | 20 H | Higher education | -343 426 | -15 890 | -359 316 |
| SAF-20/0004 | Quality education as a protective measure in Sahel | Plan International | 720 Emergency Response | 12 E | Education in Emergencies | -366 747 | | -366 747 |
| ETH-13/0014 | 1300839 Linguistic Capacity Building - Tools for the inclusive | Addis Ababa University | 114 Post-secondary education | 20 H | Higher education | -380 219 | | -380 219 |
| QZA-19/0055 | Sponsorship Programme - Safe Schools 27-29 May 2019, Palma, Spain | UNDP - UN Development Programme | 720 Emergency Response | 12 E | Education in Emergencies | -432 642 | | -432 642 |
| ETH-13/0016 | Research and capacity building in climate smart agriculture | Hawassa University | 114 Post-secondary education | 20 H | Higher education | -465 875 | | -465 875 |
| CHN-19/0007 | Norway China Higher Education & Research Exchange 2019 | Diku - Direktoratet for internasjonalisering og kvalitetsutvikling i høyere | 114 Post-secondary education | 20 H | Higher education | | -474 000 | -474 000 |
| ETH-13/0015 | Capacity Building for Climate Smart Natural Resource Management | Mekelle University (ETH) | 114 Post-secondary education | 20 H | Higher education | -658 778 | | -658 778 |
| ETH-13/0024 | Strategic Collaborative Capacity Development in Ethiopia (SACCADE) | Jimma University | 114 Post-secondary education | 20 H | Higher education | -660 383 | | -660 383 |
| ETH-13/0025 | South Ethiopia Network of universities in Public Health | Hawassa University | 114 Post-secondary education | 20 H | Higher education | | -680 000 | -680 000 |
| RSA-13/0010 | Antimicrobal stewardship and conservancy in Africa | University of KwaZulu-Natal | 114 Post-secondary education | 20 H | Higher education | -719 687 | | -719 687 |
| KEN-13/0021 | HI-TRAIN: Health Informatics Training and Research in East Africa | Moi University | 114 Post-secondary education | 20 H | Higher education | -835 083 | | -835 083 |
| NPL-16/0005 | Reconstruction of Schools Damaged by Earthquake in Northern Dolakha | FORUT - Solidaritetsaksjon for utvikling | 111 Education, level unspecified | 20 E | Education facilities and training | -1 021 583 | | -1 021 583 |
| RAF-19/0018 | Capacity Building for Training & Research in Aquatic Health TRAHESA 2020 | NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH) | 114 Post-secondary education | 20 H | Higher education | -1 025 391 | | -1 025 391 |
| QZA-17/0264 | Programme in law and economics | Riga graduate School of Law | 114 Post-secondary education | | Higher education | -3 293 900 | | -3 293 900 |
| LBN-14/0035 | Lebanon Syria Crisis MDTF Phase 2 | IBRD - International Bank for Reconstruction and Development | 112 Basic education | | Primary education | -3 571 311 | | -3 571 311 |
| ETH-17/0011 | Utviklingsfondet Yara - Technical and Vocational Training | Utviklingsfondet | 113 Secondary education | 30 \ | Vocational training | -3 590 138 | | -3 590 138 |
| Øremerket utdar | iningsbistand | | | | | 2 742 097 271 | 10 933 610 2 | 2 753 030 881 |

^{*}Forelapige forbrukstall basert på PTA-uttrekk 02.01.2023. Ekskludert avtaler i fase A.

**Sortert fra høyest til lavest utbetalt beløp

GPE supports low- and low-middle income countries, with the aim of ensuring a quality education for every child. GPE mobilizes partnerships and investments that transform education systems in developing countries, leaving no one behind. Its goal is to accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.

Softly earmanked thematic support for education through UNICEF's thematic funding pool at global level. Girls and boys, in particular the most marginalised and those afected by humanitarian situations, are provided with inclusive and equitable education and learning opportur

Education Cannot Wait [ECW] is a global fund dedicated to education in emergencies. The aim of ECW is to help reposition education as a priority on the humanitarian agenda as well as to contribute to longer term solutions in order to ensure quality, continuity, protection, equity (including support for children and youth with disability) and gender equality are planned education outcomes The programme will support Home Grown School Feeding in Africa SS, in collaboration with AU - AUDA-NEPAD

Nul inint Program for Girls Education phase III, Learning for all Journal to Associate the Programme of Girls Education phase III, Pote I Inin Programme of Girls Education phase III, Learning for all pots on a dolescents, especially the most vulnerable, benefit from quality education, thus improving their life opportunities. The programme is a continuation of the Joint Programme Support to the Nepal government School Sector Ecudation Programme 2022-2025. Vision: To fulfil the aspiration of a 'prosperous Nepal and happy Nepal' through economic and social transformation of learning capable, creative, and value-oriented citizens. Mission: To develop a capable, well-governed, accountable, and competitive public school education system that is able to ensure citizens' right to acquire relevant and quality education comparable to international standards. Object Education in emergencies (EiE) unspecified

Support to the Education Sector Strategy 2017-2022 in Palestine. The ESSP addresses education as a whole with a sector-wide and program-based approach with a focus on inclusiveness, gender equality, education in emergency and child protection. The Norwegian support mainly focuses on school construction and maintenance, transportation of school children, consultations, supervision and program-based approach with a focus on inclusiveness, gender equality, education in emergency and child protection. The Norwegian support mainly focuses on school construction and maintenance, transportation of school children, consultations, supervision and program-based approach with a focus on inclusiveness, gender equality, education in emergency and child protection. The Norwegian support mainly focuses on school construction and maintenance, transportation of school children, consultations, supervision and provision of equipment, furniture and stationary

The matric core support to the programme of work of the Education Sector (Major Programme I) supporting UNESCO's Medium-Term Strategy 2022-2029 (41C/5) and Program and Budget for 2022-2029 (41C/5) and

The main objective of AAI 2.0 is to support the MoE to ensure that all children in Jordan regardless of nationality – including Syrian and non-Syrian refugees, children with disabilities, and out-of-school children – have access to a quality education that promotes life-skills, improved learning outcomes, and work readiness. Further, the AAI 2.0 use Jordan's new "Education Strategic Plan" [ESP] 2018-2022 as strategic framework, which is supported through a combination of off-budget (JFA special a This project aims to enhance access of the Palestinian education system in East Jerusalem and to support the institutional capacity of the Jerusalem Directorate of Education (JDDE) in providing quality education. The overall outcome for the programme is to increase the number of children, including adolescents, and particularly the most vulnerable, accessing safe, inclusive, learning and skills development opportunities in northwest and northeast Nigeria by 2025. To achieve this outcome, the programme will:1. Strengthen the capacity of federal, state, and local governments to develop costed plans, public financing, and budget tracking to deliver safe, quality education, including for the most marginaliz

Protection and Education for Children in Conflict in Ukraine. Protection of children, education in emerger

Improve youth and women's education and employability levels. The General Education Quality Improvement Project for Equity aims to assist the Government in Ethiopia to improve internal efficiency, equitable access, and quality in general education

The project aims to address learning loss experienced during the protongeed closure of schools due to the Covid-19. The disruption in learning has inevitably had a negative impact on the efforts to improve learning outcomes and overall quality of education. It has compounded the pre-existing education disparities and reduced opportunities for learning continuation for the vulnerable groups in poor, rural communities. The project outcomes include improved knowledge and compet Vocational training in the South and Grand Anse in Haiti for vulnerable people, espacially young women in the agricultural sector

nent ownership in Education using the Abyei model; gain donor buy- in and present to donors as a success to be replicated for the whole country by the various education donors in South Sudan

Thematic support to ILOs Programme and Budget 2022-23, Oucome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market.

Through this project, NRC South Sudan aims to increase access to learning opportunities in a safe, inclusive and protected environment, by crisis-affected children and youths in South Sudan.
Improve learning through equitable access to resilient and quality education and child protection services for emergency-affected children in Northern Ethiopia and to scale up Education Cannot Wait Multi Year Resilience Plan and with a focus on inclusiveness and girls education. Outcome 1: Equitable access to safe, protective and conducive pre-primary and primary learning envi NRC will assist children and youth to enjoy quality education for their cognitive, emotional, and psychological development in protected environments. Access, inclusion, and retention will be built around supporting access to education, first phase response by minimising interruption to learning caused by displacement, and provision of alternative pathways for over-aged to access the regular primary cycle.

Education - the long term goal is to contribute so that all children start in, participate and complete a full cycle of primary and secondary education, and aquire basic literacy, numeracy and life-skils, enabling them to oursue further education and find gainful employment.

In partnership with civil society, academia and Government, the program will seek to support children to learn and to be safe at school. Focus will be on the most marginalised groups of children with disabilities, etcl. This will include policy development, advocacy, teacher training amongst others. Other Partners: TASS, Puntland Minority Women Development Organization (PMWDO), PUNSAA, SSWC, SOSCENSA, SCRC, SONUT, PDON, CECS
W/P will deliver school feeding to shock-affected so shool interests and increase school entering in take-home rations modally with a duration of two school interests and increase school entering and school and nutrition needs as a platform to engage with improvement of Cases, unally and genomate vinces, purply and secondary displacement in the regions of Timulatura and food, Mills. The project is collaboration between RNA, Mills. The project is reposit and increase in the regions of Timulatura and food, Mills. The project is reposit and in the regions of Timulatura and food. All mills are project in the regions of Timulatura and food in the region of Timulatura

Support to education in emergencies in order to increase access to and quality of education and vocational training for girls, boys and adolescents and protection efforts in North East Nigeria.

Quota scheme student loans - annual reinbursment to Statens Lânekasse to cover students loans, Due to be phased out from school year 2016/2017

Humanitarian coordination, innovation and resonnse. Child protection and education in emergencies

hip with civil society, academia and Government, the program will seek to support children to learn and to be safe at school. Focus will be on the most marginalised groups of children (girls, children with disabilities, etc). This will include policy development, advocacy, teacher training amongst others. Other partners: APVI, CASDO, Livingstonia Synod and Blantyre Synod, CSEC, FEDDMA, Montfort Special Needs Education (SNE) College

The aim of NORPART, the Norwegian Partnership Programme for Global Academic Cooperation, is to enhance the quality of higher education in Norway and developing countries through academic cooperation and mutual student mo

Protection and Education Response for Children in Syria. Child Protection and Education in Emergencies

Support to the common fund for education in Niger, the agreement being signed by the Ministry of Foreign Affairs, the fund being coordinated by the Prime Ministrer's Office, but implemented by the six ministries which are part of the educational sector

Education in Emergencies for refugees and displaced persons. Gender is a strategic element in the program, based on a gender analysis.

Catalytic funding to support the Education Services Joint Fund. The government needs capacity building and education is expected in the expected program of the Education Services Joint Fund (ESJF). Support to the Technical insplication for project will regard out of school children in Balcohistant, KP and Sindh provinces to complete primary and indicel-level education through improved access to flexible education opportunities and Accelerated Learning Programmes (ALPS). mentation Consultant and also to the Fiduciary agent is part of this agreement. Norways contribution to the ESJF needs for it to have the right implact to be supported by technical staff to help improve the capacity of government, at nation

In partnership with civil society, academia and Government, the program will seek to support. Children to learn and to be safe at school. Focus will be on the most marginalised groups of children (girds, children with disabilities, etc.). This will include policy development, advocacy, teacher training amongst others. Other partners: Social Service Center (SOSEC) Dailekh, KIRDARC, Everest Club (EC) Dailekh, KIRDARC, Everes

Direct provision in CDBC's school, and in home-based education, identification, awareness raising

Promote stability and peace through strengthening of safe and inclusive education to conflict-affected children in Nasir and/or Maiwut counties

In past mershio with civil society, academia and Government. The program will seek to support, children to learn and to be safe at school. Focus will be on the most marginalised groups of children (pirks, children with disabilities, etcl. This will include oolicy development, advocacy, teacher training amongst others. Other partners: Forum for Education NGOs in Urganda (FENUL/New Vision, Urganda National Teachers Union (UNATUI/NUDIPU/READ for Life Thrive Guilu. DOS. Ayambogo University Straight

Formal and/or non-formal education for disadvantaged groups enables rights-holders to increasingly have their rights me

Safe access to education

In partnership with civil society, academia and Government, the program will seek to support: children (girds, children with disabilities,etc). This will include policy development, advocacy, teacher training amongst others. Other partners: Coalition ASO-EPT, MOUINGANE, FASSALI, Réseau Quest et Centre Africain de Recherche en Education (ROCARE), ONEE Katutu, FNPH
In partnership with civil society, academia and Government, the program will seek to support: children to learn and to be safe at school. Focus will be on the most marginalised groups of children (girls, children with disabilities,etc). This will include policy development, advocacy, teacher training amongst others. Other partners: DOSSOAL, MEPT- The Movement of Education for AII, FAMOO- Forum of Organizations of People with Disability, Girls Child Rights - GCR in partnership with civil society, scademia and Government, the program will seek to support children to learn and to be safe at school. Focious will be not manipulsized groups of children (girls, children with disabilities, ext.). This will include polly development, advocacy, teacher training amongst others. One Partners: NIRWA, NABAA, APWHO, GUPW, The national institution of Social Care and Vocational training (NISCVT)/Enet Atfal Assumoud In partnership with civil society, academia and Government, the program will seek to support children to learn and to be safe at school. Focious will be not managinalized groups of children (girls, children with disabilities, ext.). This will include polity development, advocacy, teacher training amongst others. One Partners: NIRWA, NABAA, PWHO, GUPW, The national institution of Social Development, advocacy, teacher training amongst others. One Partners: NIRWA, NABAA, PWHO, GUPW, The national institution of Social Care and Vocational Training (NISCVT)/Enet Atfal Assumoud In partnership with the program will seek to support children to learn and to be safe at school. Focious will be not not provided to the program will seek to support children to learn and to be safe at school. Focious will be not not support children to learn and to be safe at school. Focious will be not not support children to learn and to be safe at school. Focious will be not support children to learn and to be safe at school. Focious will be not not support children to learn and to be safe at school. Focious will be not not support children to learn and to be safe at school. Focious will be not not support children to learn and to be safe at school. Focious will be not not support children to learn and to be safe at school. Focious will be not not support children to learn and to support children to learn and to be safe at school. Focious will be not not support children to learn and to learn and to be safe at school. Focious will be not not support children to learn and to learn and to learn and to lea

Meeting Urgens Needs for Child Protection and Education in Yemen. Child protection and education in emergencies

In partnership with civil society, academia and Government, the program will seek to support children to learn and to be safe at school. Focus will be on the most marginalised groups of children (girls, children with disabilities, etc). This will include policy development, advocacy, teacher training amongst other

The procopsed partnership project aims to enhance the inclusive education system in Georgia to provide all children, especially children, especially children with special educational needs and disabilities with enabling learning environments and opportunities to best achieve their potential. Children between 3 – 18 years of age, with a specific focus on CWD, national minorities and marginalised children including children who are currently not attending school and are at risk of dropoine out

to programme between UNICEF, WPF and ILD on strengthening the education sector at primary level, through ensuring quality of teacher materials, teachers training, building of cyclone proof classrooms and school cartine programmes.

1) Support to DPOs to become strong and knowledgeable advocates and advisors on inclusive education and early childhood development, and 2) support to governments in developing projects that enables learning on how real change towards inclusive education and early childhood development can be made

Mine risk education (MRE)/ education in emergencies (EiE)

The Digital Transformation Centres (DTC) Initiative has the objective of support ing countries develop digital skills at basic and intermediate levels, particularly in the underserved communities. While a major focus of the project is to support the rolling out of the initiative at large during its pilot phase (covering nine countries). The project argument is the objective of support the rolling out of the initiative at large during its pilot phase (covering nine countries) and leading into the second phase (expanding the number of countries). The project range to people at the bottom of the soci Contribution to the national cyclone response for education sector through ILO's emergency project of rebuilding destroyed school infrastructures in the most hit areas to ensure continuity of education for school children deprived of classes. The rebuilding of disability-sensitive 22 schools will provide training and employment for local youth with strict observance of gender parity according to ILO regulations on recruitment. The support is intended to have a catalytic effect for mobilising more Support to TVET. The main objectives are to provide youth and young adults with sails and practical work experience that will enable them to enter the labour market, and to engage private sector to make the training relevant.

With the overall objective of 'Increasing demand for and access to an improved learning and educational environment for technical and vocational education and training (TVET) in East Jerusalem, the expected results of the project are upgrading and supporting the operationalization of the 3 TVET units in existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing tvet and the project are upgrading and supporting the operationalization of the 3 TVET units in existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools, establishing 2 TVET schools in South of East Jerusalem, upporting an existing vocational schools and vocational schools are upported to the project are upported t

Support to the Federal Ministry of Science and Higher Education (MOSHE) and the implementation of the TVET sector as it sorts under the HoSHE.

Formal and/or non-formal education for disadvantaged groups enables rights-holders to increasingly have their rights met. NOK 5 million in additional funds was added autumn 2020 with the goal of contributing to mitigating and prevention against the Covid-19 pandemic in Niger, through strengthening community capacity to prevent and cope with the pandemic, increasing access to education for out-of-school children in communities affected by lockdowns, and improving household resilience.

Essential Protection and Education for Children in Nigeria, Protection of children, education in emergencies

Essential Protection and Excustant Protection and Excustant in Regiral. Protection of Children, Indigenal, Protection of Children, Indigenal, Protection of Children, Indigenal, Protection of Children, Indigenal, Protection of Children, Uniform Indigenal, Protection of Children, Indigenal, Protection of Children, Indigenal, Protection of Children, Indigenal, Protection of Children, Indigenal, Protection and Evaluation Indigenal Protection Indigenal, Protection and Evaluation Indigenal, Protection and Evaluation Indigenal, Protection and Evaluation Indigenal, Protection Indigenation Indigenal, Protection Indigenal, Protection Indigenal Indigenation Indigenal Indigenal Indigenal Indigenal Indigenal Indigenal

Promoting Safe and Protective Environments for children in Democratic Republic of Congo (DRC). Protection of children and education in emergencies. Vulnerable children include

TVET, Ethiopia. Employment perspectives of refugees and host communities in Gambella region are improved.

The aim is to build a democratically oriented, regionally integrated group of decision-makers in Central Asia. Expected results: Higher education. A strong alumni network, Junior Professional Programs, Further developed status of the OSCE Academy

Learners in South and Central states of Somalia will access, engage and learn in inclusive primary education. SEAQE2 will develop education pathways for marginalised children including out-of-school children, whildren with disabilities and IDPs. Our learner-focused approach, concentrates on quality, equity, inclusion, protection and participation.

Advocacy. Child protection and education in emergencies

Cross-horder Response to the Migration Crisis in Venezuela/Colombia. Child protection and education in emergencie

Inlitiate, develop and on behalf of MFA administer MFAs grants for cooperation in the area of higher education between universities and other institutions in South Caucasus, Central Asia, Moldova, Belanus and Ukraine. The programme consists of two parts: Project Cooperation and scholarship programme. All higher degrees are included; Bachelor, Master, Ph. D. likewise activities related to the administration of relevant education learning and on the programme consists of two parts: Project Cooperation and scholarship programme. All higher degrees are included; Bachelor, Master, Ph. D. likewise activities related to the administration of relevant education learning and on the programme consists of two parts: Project Cooperation and scholarship programme. All higher degrees are included; Bachelor, Master, Ph. D. likewise activities related to the administration of relevant education learning and the programme consists of two parts: Project Cooperation and scholarship programme. All higher degrees are included; Bachelor, Master, Ph. D. likewise activities related to the administration of relevant education learning and the programme consists of two parts: Project Cooperation and scholarship programme. All higher degrees are included; Bachelor, Master, Ph. D. likewise activities related to the administration of relevant education learning and the programme and the Marginalised children access basic education: School management structures have improved capacity/skills to participate in local education planning, decision making, monitoring and resource mobilisation; Local education relevant skills for life.
The objective of the project is to improve entire management structures have improved education to marginalised students: Students access improved learning materials, Students access improved learning materials, Students access improved education to marginalised children, Schools provide quality relevant education to marginalised children, schools p

Ensuring Education and Protection for Syrian Refugee Children in Lebanon. Protection of cjildren, education in emergencies

Support to Students at Risk (StAR), which is a programme that gives students, who have experienced persecution, threats or expulsion from their higher education institution because of their peaceful activism and fight for human rights and democratic change, a chance to finish their education abroad. The programme aims to achieve gender balance in nominations and intake of students,

The aims to build a strong interdisciplinary Pacific cohort of PhD researcher to address urgent challenges for ocean and climate. Research will be structured around six ocean-climate dusters: 1) Stewardship and governance, 2) Securing healthy oceans, slands and oceans, 4) Envisioning a sustainable Blue Pacific 2050 and beyond, 5) Addressing the challenges of global warming and seal level rising, and 6) Pacific cultural heritage Teacher Training on inclusive education, making learning environments more inclusive.

The project overall objective is to decrease poverty levels through increased employment in Burkina Faso. The project will focus in influencing public policies, improve quality vocational training and young people will be trained for sustainable income. The target troup is job seekers between 15-74, in particular underprivileged and at least 50% will be girls. Direct provision in CDBC's school, and in home-based education, identification, awareness raising

Cooperation with the Ministry of Education and Science of Ukraine in support of sustainable and systematic democratic reforms in education, decemtralisation of school governance and modernisation of curricula. Implement SCR1325 through rights-based governance. Gender issues reflected in training.

The objective of the project is to improve minimum proficiency level in reading for children in lower primary Grade 4, and to increase access and retention of girls and children with disabilities previously out of school.

The project will contribute to improved access to and learning outcome through strengthened resilience and learning environement in schools in the crisis ridden Somali-region. The project will align to the Education Cannot Wait Ethiopia Multi Year Resilience Plan building on learning outcome through literacy and numeracy and with a focus on inclusiveness and girls education.

The Project's expected effect(s) on society (long-term impact) is to sustainably improve the ability of households to meet basic needs, and improved confidence, bargaining power, and agency among women. The expected effects for the target group of the Project (Outcome) are (i) ability to develop plans that align skills, experience, and interests with market needs, (ii) increased knowledge of budgeting, risk management, financial managem Learners in East Shewa and West Arsi Zones in Ethiopia will access, engage and learn in inclusive, quality and relevant learning environments in lower and preparatory secondary schools. SEAQEZE will support education pathways for marginalised youth, out-of-school children with disabilities to reintegrate in secondary education.

Learners in acts friends and west Ass zones in actinopia will access, engage and learn in inclusive, quarty and repertant in no mover and preparatory secondary second

The objective of the project is to improve minimum proficiency level in reading for children in lower primary Grade 4, and to increase access and retention of girls and children with disabilities previously out of school

in partnership with civil society, academia and Government, the program will seek to support children to learn and to be safe at school. Focus will be on the most marginalised groups of children lights, children with disabilities,etc). This will include policy development, advocacy, teacher training amongst others. Other partners: APEDIBIMI, Asociación Santiago Jocotán - ASSAIO-, Asociación el Refugio de la Niñez

The purpose of the project is to by 2025, contribute to improved capacity of Education to enable quality assurance of key contents, effective coordination, and implementation of the new curriculum reform Protection and Safe Education for Conflict Affected Children in Palestine. Protection of children in Palestine. Protection of soft bearing in processing the processing the

Direct provision in CDRC's school, and in home-based education, identification, awareness raising

Technical and vocational education and training (TVET): implementation of vocational trainings in photovoltaic electricity, journing and agriculture related activities. The project is targeting 1300 young people from 4 regions of Burkina Faso. Acting for Life has to local partners for the implementation of the project (Assosiation Tin Tua (ATT) and Organisation Catholique pour Development et la Solidarite (OCADES) Burkina Faso.

The objective of the project is to improve minimum proficiency level in reading for children in lower primary Grade 4, and to increase access and retention of girls and children with disabilities previously out of school.

Learners in conflict-affected areas in South East Myanmar will access, engage and learn in inclusive and quality learning environments in primary education. This includes IDPs, refugees, host community children, minorities, those with disabilities and those living in remote areas. SEADE2 will enable dialogue with government of Myanmar & Indigenous Providers of Education on ethnic education provision, contributing towards education reform

The project aims to ensure that the Palestinian Ministry of Education (MoE), supported by the civil society, has the capacity to deliver quality, safe education to all children, offering them the chance to build the social-emotional and academic skills they need to survive and thrive. The cornerstone of the action is the institutionalization of NRC's Better Learning Program (BLP) within the formal education system Formal and/or non-formal education for disadvantaged groups enables rights-holders to increasingly have their rights met

Formal and/or non-formal education for disadvantaged groups enables rights-holders to increasingly have their rights met

Global Digital Library (reading and mathematical skills).

Support to UNICEF's country programme for Education in South Sudan 2020-2021

This project will increase access to quality vocational training courses, while ensuring that youth, (ages 18-24) in post-conflict communities in Kayin State and Tanintharyi Region, are better positioned and equipped to successfully transition from learning centers to work, improving and diversifying livelihoods opportunities.

Conflict and displacement affected communities in central and northern Rakhine State have access to essential serivices and can exercise their rights

This project will contribute to changes so that adolecent and young people in Malawi are empowered, educated, healty and resilient and have the capacity to reach their full potential through receiving good quality comprehensive sexuality education and will focus on competence building for teachers, capacity building for government at all levels, curriculum and policy development and advocasy for CSE in Malawi Support to Agricultural Vocational Skills for Women in Malawi through collaboration with GIZ

The objective of the project is to improve minimum proficiency level in reading for children in lower primary Grade 4 and to increase access and retention of girls and children with disabilities previously out of school

in partnership with chil society, academia and Government, the program will seek to support children to learn and to be safe at school. Focus will be on the most marginalised groups of children with disabilities, etc). This will include policy development, advocacy, teacher training amongst others. Other partners: Fundación Saidarriaga Choncha, Corpoeducación, La Escuela Normal María Immaculada, Universidad Nacional-Arauca, Convivencia Productiva, El Arte de Vivir 1) Support to DPOs to become strong and knowledgeable advocates and advisors on inclusive education and early childhood development, and 2) support to governments in developing projects that enables learning on how real change towards inclusive education and early childhood development can be made

Capacity strengthening and programme development from technical advisors in Save the Children Norway (based in Oslo and overseas) to support education programming for all country programmes included in the framework agreement Secondments to strengthen public education system. NORCAP (Norwegian Capacity Standby Roster). Secondment of personell on short notice to the United Nation and other organisations strengthening their capacity to efficiently protect lives and live

The objective of the project is to improve minimum proficiency level in reading for children in lower primary Grade 4, and to increase access and retention of girls and children with disabilities previously out of school

Formal and/or non-formal education for disadvantaged groups enables rights-holders to increasingly have their rights met; Prevention of child marriage.

The objective of the project is to improve minimum proficiency level in reading for children in lower primary Grade 4, and to increase access and retention of girls and children with disabilities previously out of school.

The outcome on the project is of impore imminimum prometing even in easing for contact in ower primary cause 4, and to include access and retenuor to gove 13 support to 1905 to become strong and knowledgeable advocates and advisors on inclusive education and early childhood development, and 2) support to gove Formal and/or non-formal education for disadvantaged groups enables rights-holders to increasingly have their rights met nments in developing projects that enables learning on how real change towards inclusive education and early childhood development can be made

Support to TVET. The main objectives are to enhance the provision of TVET in Mozambique, by upgrading TVET institutions and their staff to certification required by a new national TVET reform Formal and/or non-formal education for disadvantaged groups enables rights-holders to increasingly have their rights met

Formal and/or non-formal education for disadvantaged groups enables rights-holders to increasingly have their rights met

To build not expacing of interest sector in developing countries, specifically by contributing to developing countries are identified and nominated from their country, provided they meet the University's entry requirements. Candidates who complete and graduate from the MSc programmer return to their nominated employer and become the high-level cade of decisi

The 'Decclorating Epistemologies: the University's entry requirements. Candidates who complete and graduate from the MSc programmer return to their nominated employer and become the high-level cade of decisi

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The 'Decclorating Epistemologies and the University's entry requirements. Candidates who complete and graduate from the MSc programmer return to their nominated employer and become the high-level cade of decisions and the programmer return to their nominated employer and become the high-level cade of decisi

The work includes:11220 Training primary school teachers, 11120 adaptation of schools (ramps, toilets), and 11230 Cwols trained on life skills and school preparedness
School support to vulnerable children, inclusive learning materials, improve school infrastructure for girls and children with disabilities (toilets, water and sanitation, ramps).

In line with the recently adopted Global Coas for Statisticable Development, this project aims to catalyze improvements in the quality of teaching and learning at the basic education level to enable Tribhuvan University and Kathamadu University to take a leading role on the catalyze improvements in the quality of teaching and enamine at the basic education level in Nepal through innovative, transformative and contextualized pedagogical approaches. The project will strengthen the motivation and capacity of a range of stakeholders at the local level, but also at the higher education level to enable Tribhuvan University and Kathamadu University to take a leading role on the catalyze improvements in the quality of teaching and continued in the catalyze improvements. The project will strengthen the motivation and capacity of a range of stakeholders at the local level, but also at the higher education for level in several continued in the catalyze improvements. The project will strengthen the motivation and capacity of a range of stakeholders at the local level, but also at the higher education for level in several continued in the catalyze improvements in the quality of teaching and continued in the project will strengthen the motivation and capacity of a range of stakeholders at the local level, but also at the higher education level in experiments and continued in the project will strengthen the motivation and capacity of a range of stakeholders at the local level, but also at the light education for level in experiments and continued in the project will be a leading role and the light education for light education for light and continued in the light education for light education

The overall objective is to develop a suitable apprenticeship framework that enables young rural Malians to acquire the necessary core competencies in order to meet the needs of rural economy and job market and therefore access to gainful employment.

Formal and/or non-formal education for disadvantaged groups enables rights-holders to increasingly have their rights met; Prevention of child marriage.

Goal: Children in Africa are better protected against attacks on education through increased endorsements, improved implementation of the Safe Schools Declaration and can exercise their right to be heard and participate in peace processes. Outcome 1: Strengthened advocacy and accountability mechanisms for protecting education from attack and military use in Africa Outcome 2: Children, youth groups, CSOs and member states empowered and capacitated to engage on Safe School Declaration and can exercise their right to be heard and participate in peace processes. Outcome 1: Strengthened advocacy and accountability mechanisms for protecting education from attack and military use in Africa Outcome 2: Children, youth groups, CSOs and member states empowered and capacitated to engage on Safe School Declaration and can exercise their right to be heard and participate in peace processes. Outcome 1: Strengthened advocacy and accountability mechanisms for protecting education from attack and military use in Africa Outcome 2: Children, youth groups, CSOs and member states empowered and capacitated to engage on Safe School Declaration and can exercise their right to be heard and participate in peace processes. Outcome 2: Strengthened advocacy and accountability mechanisms for protecting education from attack and military use in Africa Outcome 2: Children, youth groups, CSOs and member states empowered and capacitated to engage on Safe School Declaration and can exercise their right to be heard and participate in peace processes.

Education in emergency (EIE)
Engaging non-state armed actors in protection civilans in armed conflict. Multiyear agreement to support Geneva calls strategy; earmarked for protection protection of children and education

This project aims to ensure continuity of higher education in human rights, democracy and peace – during the current political crisis and for the development of the next generation of Myanmar academics (at tertiary institutions) and civil society actors (in human rights and stakeholders in community iustice and dispute resolution).

Participatory indigenous and intercultural research, higher education and advocacy for indigenous component towards non-discrimination/racism with "traditional" students and professors to strengthen capacity in intercultural education and analysis. The Programme a Support for the promotion of tolerance, how, citizenship in schools and the prevention of risky behaviors/radialisation among youth by activities that contribute to create responsible and committed citizens, in partnership with the Ministry of Educations and fabilita Mohammatain of Oulemas.

Youth in South East Myanmar will access quality, market driven TVET developed in partnership with MOE-DTVET and Karen Education Department. Private sector will engage with TVET, sharing capacity, guiding curriculum, supporting internships and providing feedback to ensure relevance & quality. This targets IDPs, refugees, host community, youth with disabilities, minorities and those living in remote areas.

Inclusive education in Nepal. The goal is the establishment of a robust teaching and research group on inclusive education/special needs at Tribhuvan University.

Direct provision in CDBC's school, and in home-based education, identification, awareness raising

Addressing barriers in mainstream schools: eg attitudal barriers, infrastructural barriers, and developing adapted training materials, as well as teacher training.

Midwleffey Research and Education Development, Plastistins and finance in the societial level the Environment, Plastistins and finance in the societial level the soci

Strategic institutional development/accreditation, curriculum development, 5 study programmes, advocacy to promote intercultural education and strengthening RUIICAY, 3 diplomados, events on inclusion, especially sexual orientation and gener equality.

1) Support to DPOs to become strong and knowledgeable advocates and advisors on inclusive education and early childhood development, and 2) support to governments in developing projects that enables learning on how real change towards inclusive education and early childhood development can be made

The project aims to increase the mathematical literacy in Tanzania and Uganda through better mathematical research, updated and relevant educational programmes in mathematics and mathematical education, and higher vsibility of the departments

1) Support to DPOs to become strong and knowledgeable advocates and advisors on inclusive education and early childhood development, and 2) support to governments in developing projects that enables learning on how real change towards inclusive education and early childhood development can be mad

Towards an inclusive an fairer socitety in Abkhazia through improved access to education. Confict prevention and resolution, peace and security/Civilian peace-building

This project time: Climate Change and Infectious Diseases - A One Health Approach. The project want to establish a professional strain et change and sound-vousable productions. It will serve teenages and young adults who are interested in pursuing careers in the creative industries but require basic initiation in the subject matter and preparatory technical training program in art, design, and media and adulto-wousable productions. It will all serve teenages and vound-vousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable and under-ousable productions. It will serve teenages and vound-vousable productions. It will serve teenages and vousable productions. It will serve teenages and vound-vousable productions. It will serve teenages and vousable productions. It

Experiments for development of climate smart solutions for sustainable intensification of aericulture which holds operate above to transform the existing input subsidy organism to a program that more strongly stimulates Climate Smart Aericulture through reducing storage losses and land degradation. 21 land and water rights in relation to irritation aericulture which holds optential but where institutional challenges need more attention

1) Support to DPOs to become strong and knowledgeable advocates and advisors on inclusive education and early childhood development, and 2) support to governments in developing projects that enables learning on how real change towards inclusive education and early childhood development can be made

The aim of the AdEMNEA (Adaptive Environmental Monitoring Networks for East Africa) project is to design, develop, and deploy a flexible network of data gathering and monitoring stations for meteorological data as well as a wide variety of data including aduio, image, and video data as well as field repports and telementy data, integrating both existing sensing platforms and customised components for specific research areas.

Capacity building of persons with disabilities and their organisations to promote human rights and disability inclusion, and advocate to influence national and local decision making processes

Full project title (limate Change and Infectious Diseases - A One Health Approach. The project will develop innovative and creative high-quality graduates as a future workforce in Uganda and South Sudan. Further, the project want to establish a "Centre of excellence in zoonotic diseases management and climate change" that, with a multidisciplinary approach, will develop mitigation strategies for climate change and zoonotic diseases in the region.

The objective of this project is to strengthen the research-based education in the field of hydropower engineering. The holistic approach for the research is to have 'Effective Production of Hydro Energy', and 'Effective End-use of Hydro Energy' in the Himalayan region. The main focus is on the innovations and solutions to the regional challenge induced by high sediment flows and the effective use of spilled energy.

The project aims at improving quality of mathematics teaching in early years of primary school in Malawi through professional development. An agreement between Norad and University of Malawi (as agreement partner) and University of Stayanger (US) as the Norwegian partners

Teacher Training on inclusive education, making learning environments more inclusive.

Regional Programme for Indigenous, Intercultural and Communitarian higher education and research, including improved gender equality and inclusion of marginalized groups in higher education and research.

Midwifery Research and Education Development, Palestine and Ghana. The intention is to have impact at the societal level through a better qualified and respected midwifery workforce, sustainable quality maternal and newborn health service, evidence-based policies and practice, and knowledge-empowered women.

The project aims to establish a hydraulir censers and education industries (ENTRO). The project brings to gether specialists and create a platform for knowledge and skills, with an objective to establish am safety training and a certification centre.

Support to SC's work on Crusi in Sudan
The overall aim of comprist in Support to SC's work on Crusi in Sudan
The overall aim of longer in Sudan Support to SC's work on Crusi in Sudan Support Strengthening within rock and turnel engineering in Nepal through capacity development for staff through PhD research and training, establishment of turnel engineering laboratory, teaching and supervision, and student exchange.

The project aims to sustainably strengthen doct. educ. in the health sciences in Tanzania by building capacity in HE and research through strength-social training, gender-balanced recruitment and retention policies, PhD Supervision and mentoring, development of PhD courses available through digital teaching and learning, establishing communities of learning among PhD Students and carry out research on health of marginalized population, NCDs and more. Full project title: Fisheries, nutrition, livelihoods, gender and rights in Tanzania. The project seeks to provide resource users, managers and government with evidence-based options to advise and inform their decision-making towards maintaining ecosystem integrity, coastal economy, food security and sustainable livelihoods for ci

E-Pal imins at creat, a comprehens, inclusive and viable E-Learning system for Pal. universities and incl. a series of interventions that addresses the needs of partner instit. and supp. national knowl, generat. in Pal The SATEWORKERS project aims to improve safety and health for workers in Sub-Saharan Africa through novel and expanded Occupational Health capacity development in higher education and research.

The SENUPH II project aims to improve post graduate studies and research in public health, and contribute with the relevant health information to improve the health of peoples in southern Ethiopia. By focusing on infectious diseases, malnutrition and the emerging burden og non-communicable diseases, the project aims to build capacity in higher education both at universities and at the Ministry of Health

Direct provision in CDBC's school, and in home-based education, identification, awareness raising

The project aims to sustainably strengthen doct. educ. in the health sciences in Tanzania by building capacity in HE and research through strength-science in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by building capacity in HE and research through strength-sciences in Tanzania by buil The PRICE - Strengthening the capacity of the primary health case leaders education - project aims to increase the quantity and quality of education and research programmes within Primary Health Care (PHC) in Malawi and Zambia. In cooperation with the PRIMAFAMED network the project will disseminate knowledge throughout the African PHC network

The SAFEWORKERS project aims to improve safety and health for workers in Sub-Saharan Africa through novel and expanded Occupational Health capacity development in higher education and research.

Direct provision in CDBC's school, and in home-based education, identification, awareness raising

The project objective is that marginalized girls in rural Ghana, Malwai, Tanzania, Zambia and Zimbabwe are eroiled and complete secondary school and achieve improved learning outcome. The project will focus on individual support to girls, improved learning enviro Teacher Training on inclusive education, making learning environments more inclusive

NLM and our implementing partner shincon have been asked to continue working to establish ICDP in China. The goal of the project is to see ICDP services provided in all provinces in China, accepted by the government as quality family education

Full project title: The Urban-Suburban Nexus towards One Health approach. "One Health", is a public health approach promoted by the WHO that considers the health of humans, animals and the environment in all policies and programmes. The work involves the development of a novel, competence and evidence-based One Health curricula at MSC. and PhD levels Full project title: The Urban-Suburban Nexus towards One Health approach. "One Health", is a public health approach one Health curricula at MSC. and PhD levels

Education in emergencies (EiE)

School support to vulnerable children, inclusive learning materials, improve school infrastructure for girls and children with disabilities (toilets, water and sanitation, ramps).

The research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal Project is implementation of pedagogical approaches that emphasize student acrining, buth in distant learning and on campus. The content will integrate approaches like outdoor learning multilingual literacy, art-based learning as well as mentoring of student teachers and inclusion of local curricu The CD2-SIOR for CCUS in Colombia and Exuador: Nonveigain energy initial situ project aims to enable the next generation of petroleum engineers: energy engineers, who will have the entire value chain of Carbon Capture Utilization Storage (CCUS) integrated in their education. This will make them more qualified to apply sustainable solutions on contribute to evidence-based development of energy in Latin America. The project views governance, privated STOS 65, promoting effective, accountable and inclusive institutions as a foundational condition and a key "enabler" for all STOSs, and will build HEI capacity for teaching and research in humanities and social sciences for HEI contribution to facilitate implementation of Agenda 2030 and the STOSs. Research on governance, policy coherence, private sector investment and Support to the work on integrated education in Macedonia through practical implementation of the Concept for intercrutural education. estment and SDG implem

Building Resilient Communities through Inclusive Education in EastAfrica: the project seeks to enhance the participation of vulnerable members of society in the southern partners in higher education and in the development process itself

Protective measures through education in Burkina Faso.

The SENDPH II project aims to improve post graduate studies and research in public health, and contribute with the relevant health information to improve the health of peoples in southern Ethiopia. By focusing on infectious diseases, malnutrition and the emerging burden og non-communicable diseases, the project aims to build capacity in higher education both at universities and at the Ministry of Health.

The SENDPH is project aims to improve post graduate studies to build capacity in higher education both at universities and at the Ministry of Health.

The SENDPH is project aims to improve post graduate studies and research in public health, and contribute with the relevant flavor, all pleath types.

The SENDPH is project aims to improve post graduate studies and research in public health, and contribute with the relevant flavor, all pleath types.

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The SENDPH is project aims to build capacity in higher education both at universities and at the Ministry of Health.

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Building Capacity to Crosslink Coastal Pollution with Climate Change - BCS is a strategic north-south-south university collaboration aimed at building knowledge on sustainable management of the coastal research. BCS will address the gap between research needs and practice, education, and the management of the coastal research needs and practice, education, and the management of the coastal research.

The Centre for Sexualities Aids and Gender identity at the University of Pretoria collaborate with five other universities in the region on student leadership and awareness of LGBTQA+ issues. Strengthen student bodies, research and influencing policies for inclusive higher education. At the core of SAHris work are the SDGs and the principle of leaving no-one behind. The programme focuses on groups that have historically been oppressed because they are indigenous, afro-descendants or other The SAHRAS project universal and include a laboral mention and in policy research through the development and implementation and in major and prinary health in a laboral mention and in major and prinary health in a laboral mention and in major and prinary health in a laboral mention and in major and prinary health in a laboral mention and in major and prinary health in a laboral mention and in major and prinary health in a laboral mention and prinary health in a laboral mention and in the programme evaluation. At the core of SAHris work are the SDGs and the principle of leaving no new behind. The programme focuses on groups that have historically been opportunised to exceed the principle of leaving no new behind. The programme focuses on groups that have historically been opportunised in the principle of leaving no new behind. The programme focuses on groups that have historically been opportunised to exceed a laboral mention and the principle of leaving no new behind. The programme focuses on groups that have historically been opportunised to exceed the principle of leaving no new behind. The programme focuses on groups that have historically been opportunised to exceed the principle of leaving no new behind. The programme evaluation of the principle of leaving no new that have been a leave that the principle of leaving no new to exceed the principle of leaving not never the principle of leaving no new Administration of the second call for the Building Skills for Jobs Programme. Support to partnerships for technical and vocational education and training in developing countries.

Alternative, vocational and intercultural education for indigenous youth and women in the Bolivian highlands which includes political advocacy, research production, capacity building/trainings for individuals and local organizations. The project includes protection of indigenous knowledge, traditions and history, where protection of the environment is a central compression of the environment of the project includes protection of indigenous knowledge, traditions and history, where protection of the environment is a central compression of the environment of the project includes protection of indigenous knowledge, traditions and history, where protection of the environment is a central compression of the environment of the project includes protection of indigenous knowledge, traditions and history, where protection of the environment is a central compression of the environment of the environment is a central compression of the environment of the enviro

The project will implement simulation-based education of nurses and midwives in Malawi and Tanzania in order to strengthen the quality of education and research as well as improve access to to education of much needed health personell with a focus on ethics, compassion and respect for the patients. This is in support of identified national needs and priorities

The project will implement simulation-basee education or nutries and manawes in Analysis and in Jaranalia in order to strengthen the quality of education and reases and inclusive education and early childhood development and and early childhood development and and early childhood development and and early childhood and early chi

Evaluation of Speed School / Samvad / Shonglap / Bonga programs

NCA Economic Empowerment programme: Women's economic opportunities are strengthened through training in value chain development and supported to accept women as economic actors. Capacity Building in Renewable Energy Research and Education in Ethiopia - with a focus on competencies related to renewable energy resources assessment and characterization, optimization of renewable energy production technologies, as well as renewable energy planning and system analysis

To strengthen teaching and research capacity at Makerere University Business School (MUBS), with a view of informing and influencing Ugandan national policy formulation and review in the area of energy economics and governance.

The project aims to create new opportunities for marginalized and underpriviedged communities through educational and growth opportunities. Supply chain management (Lean practices) and Industry 4.0-digitalization from producers to end customer through digital tools (vital for national and global markets competitions and backbone for value creation and employment), increasing competence/application of these methods both in academia and in most industries/SMEs are focused. The project aims to strengthen the capacity of partner in the capacity of partner in ordinations in Ethionia to improve the quality of engineering education and TVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. It aligns with the national development plans and nativities to TVFT. This implies to DVFT. This im

Building resources across communities in Uganda

The Peparing Media Practitioners for a Resilient Media in Eastern Africa project area. The project will agade in a three-tiered research project focusing on Media, democracy and introduce Uganda's first PhD programme in the subject area. The project will engage in a three-tiered research project focusing on Media, democracy and introduce Uganda's first PhD programme in the subject area. The project will engage in a three-tiered research project focusing on Media, democracy and of the AdEMNEA (Adaptive Environmental Monitoring Networks for East Africa) project is to design, develop, and deploy a flexible network of data gathering and monitoring stations for meteorological data as well as a wide variety of data including audio, image, and video data as well as field reports and telemetry data, integrating both existing sensing platforms and customised components for specific research areas.

Support vulnerable people in Mekong with the knowledge and skills to cope with climate change. Improve knowledge of boys, girls and educators to act on inclusion, gender and climate change.

Regional Programme for Indigenous, Intercultural and Communitarian higher education and research, including improved gender equality and inclusion of marginalized groups in higher education and research.

Full project tittle: Ecosystem-based management of coastal marine resources (ECOGIV). Marine Resource Economic analysis is a disciplinary approach well suited to analyse economic development and sustainable ecosystem-based management, and recommend policies in relation to these challenges. EcoGIV will develop high level Marine Resource Economics competence for South partners by developing an open international PhD program at NTU.

Teacher Training on inclusive education, making learning environments more inclusive.

The Patestiman people is deeply marked quicknown, making learning environments more inclusive.

The Patestiman people is deeply marked unknowned conflict unknowned conflict. It brough valuing differences are used to see conflict as a way to grow.

Full project title: Faltheries, nutrition, Nivetihoods, gender and rights in Taxansia. The project sees sets to growine resource users, managers and government with evidence-based options to advise and inform their decision-making towards maintaining exceptien integrity, coastal economy, bod security and sustainabile integrity and sustainabile integrity of science and referended prices of the security of Science and referended prices of the source and sustainability of Science and referended prices of the source and sustainability of Science and referended prices of the advantage and sustainability of Science and referended prices of the source and sustainability of Science and referended prices of the source and sustainability of Science and referended prices of the source and sustainability of the advantage and sustainability of Science and referended prices of the source and sustainability of the advantage and sus

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The Preparing Media Practitioners for a Resilient Media in Eastern Africa project aims to produce a better—quality work our contribute to the long resilient of the marine resources (ECOGIV). Marine Resource Economics competence for South partners by developing an open international PhD program in a NTU.
The Preparing Media Practitioners for a Resilient Media in Eastern Africa project aims to produce upgrades in the PhD programme in the subject area. The project will assist the opening of Resource Programme in Media and Communication Studies, and introduce Uganda's Inst PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will assist the opening of PhD programme in the subject area. The project will be provided to the phD programme in the subject area. The project will be provided to the phD pr tion Studies, and introduce Uganda's first PhD programme in the subject area. The project will engage in a three-tiered research project focusing on Media, dem

The project views governance, in particular SOG 16, promoting effective, excountable and inclusive institutions as a foundational condition and a key "enabler" for all SOGs, and will build HEI capacity for teaching and research in humanities and social sciences for HEI contribution to facilitate implementation of Agenda 2030 and the SOGs. Research on governance, policy coherence, private sector investment and SOG implementation can be used in policy making and teaching models as a foundation.

Inclusion of people with disabilities, gender equality, environment and climate change.

The aim is to build expectly towards understanding the state change/variability impacts and human activities on hydro biogeochemical processes and water resources, thus the associated socio-economic consequences, in the Lake Malawi Basin, through human and infrastruct, capac, build, for strengthening environment, change in the control of the control

mental literacy by train, of MSc. PhD and Post-doctoral candidates, policy, management and decision makers and di The GROUNUT-2 project alms to develop a cader of African nutrition scholars and academic leadests to address nutrition disorders and influence nutrition policy, in addition to supporting postgraduate programmes in nutritional epidemiology and locally relevant nutrition research, the project will provide appropriate multi-stakeholder feedback at local, national and international level to inform future partnerships and provide inputs to the wider policy and research on nutrition. The projects will strengthen the Autonomous intercultural indigenous University UNIII, advancing in strategic appearance in instructure and because peoples way of life. Addressing burnings in instructure and because in mainterness which is instructure and between instructure and burning instructure and between instructure and because in mainterness which is instructure and between ins

The CABUTE - Capacity Building for Research-Based Teacher Education project is a consultation project includes four distribution project includes fo

Climate change, Energy, Sustainability, Transformations and Governance. Development of local education and research capacity to deal with reference of successful contained than the ministration of their energy resources, particularly oil and gas, and the implication for crimate change emiliation for change emil Leadershio training for students to equip them to advocate for sexual and reproductive rights and academic fredoom through sexual harrassment policies and prevention in HEI: sensitisation on sexual harrassment of policy makers. Students, teachers will receive training to student leaders and unions in SRHR: enaging regional partners on implementation of SDG4 and SRHR. mainstreaming of gender issues in student unions. At the core of SAIr

The Consolidating Training and Research in Surgery and Related Specialities project aims to strengthen the surgical training programmes in Malawi. The project will promote clinical training and research within a panel of surgical and related specialities, namely general surgery, orthopedics, neurosurgery, radiology and anesthesiology.

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Full project trust in Ecosystem-based management of coastal amaine resources (ECGOVI). Marine Resource Economic canalysis is a disciplinary approach with well builted to analyse economic development and sustainable economic development and sustainable economic analysis is a disciplinary approach with a sustainable economic consists in the sustainable economic consists in exact to the properties of the economic consists in exact to the economic

For young adults empowerment will be sought via expanding their opportunities through yocational, enhancement and soft skills training, job placement services, entrepreneurial coaching and various forms of follow-up

The project aims to create new opportunities for marginalized and underpriviedged communities through educational and growth opportunities. Supply chain management (Lean practices) and industry 4.0-digitalization from producers to end customer through digital tools (vital for national and global markets competitions and backbone for value creation and employment), increasing competence/application of these methods both in academia and in most industries/SMEs are focused. Teacher Training on inclusive education.

Transformative Education and Lifelong Learning for Sustainable Growth: TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for teachers, and creates programs for life-long learning for teaching professionals. TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for teachers, and creates programs for life-long learning for teaching professionals. TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for teachers, and creates programs for life-long learning for teaching professionals. TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for life-long learning for sustainable Growth: TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for life-long learning for sustainable Growth: TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for life-long learning for sustainable Growth: TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for life-long learning for sustainable Growth: TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for life-long learning for Sustainable Growth: TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for life-long learning for Sustainable Growth: TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for life-long learning for Sustainable Growth: TELLS will also co-create open Ph.D. courses for future digital education to lay the foundation for new Ph.D. programs for life-long learning for Sustainable Growth: TELLS will also co-create open P

Protective measures through education in Niger.

The project objective is that marginalized girls in rural Ghana, Malwai, Tanzania, Zambia and Zimbabwe are eroiled and complete secondary school and achieve improved learning outcome. The project will focus on individual support to girls, improved learning environments, strengthened community capacity to support girls education and adoption of best practice in Ministresof Education at national and district levels.

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Activitiands College is building inclusive and conservation and desired posted in intercultural higher education platform for developing young leaders from diverse communities, revitalising indigenous knowledge of humanity. The focus of Kachinland College's is on increasing understanding of Kachin unturre, tradition and languages, as well as human rights and the environment. SAH supports activities which focus on increasing respect for the rights of indigenous species a intertwined medical, environmental and socio-economic changes require social science understanding to complement medical and public health research and guide interventions and policy. The project aims to build and expand cutting-edge training and research in medical-environmental interventions and policy making. This will be done through regional integrated research heavy training and capacity building.

Chabadza is a church based community development programme in Zimbabwe. Africa, based on the Partnership in Development model. Inclusive education in Nepal. The goal is the establishment of a robust teaching and research group on inclusive education/special needs at Tribhuvan University.

This project aims to strengthen partnership between institutions of higher education with an interest in natural resource governance and the transition to more sustainable societies in indonesia. The project seeks to expand the ongoing research-based partnership between the Norwegian Universitat Sadiah Mada (IUGM) by involving new partners from Universitat Sadiah Mada (

1) Support to DPOS to become strong and knowledgeable advocates and adviscors on inclusive education and early childhood development and achievement of Sustainable Development Goals
The main objective of the Environmental Risk Management Under Extremes and Uncertainty-MERT – project is to strengthen capacities of targeted south universities so to provide high quality education, research and outreach in the field of environmental risk and extremes that meet labour market demands, supports sustainable national socio-economic development and achievement of Sustainable Development Goals

CODEVPRO is a church based community development programme, based on the Partnership in Development mode Building Capacity to Crossink Coastal Pollution with Climate Change - BCS is a strategic north-south-university collaboration aimed at building knowledge on sustainable management of marine coastal resources, strengthening and improving existing regional coastal research. BCS will address the gap between research needs and practice, education, and the management of the coastal resources.

Individual adapted education Curriculum development - teaching materials

An integrated development program in the municipalities of Yaco and Luribay.

The project objective is that marginalized girls in rural Ghana, Malwai, Tanzania, Zambia and Zimbabwe are eroilled and complete secondary school and achieve improved learning outcome. The project will focus on individual support to girls, improved learning environments, strengthened community capacity to support girls education and adoption of best practice in Ministiresof Education at national and district levels.

A human rights organization and non-prolit organizations and non-prolit organizations and consummities, unions and academia. In collaboration with several organizations and communities, unions and academia. In collaboration with several organizations and communities, unions and academia. In collaboration with indigenous and Afro-Colombia, in close collaboration with indigenous and Afro-Colombia in collaboration with indigenous and Afro-Colombia indigenous and Afro-Colombia in collaboration with indigenous and a I-CARTA will set up mechanisms to institutionalise a set of previously tested interventions to improve the quality of research training and research to improve public and population health in Africa. The project seeks to produce high-quality early career researchers (ECRS) who grow into research leaders and enhance engagement between the CARTA community (EERC's, supervisors, graduates) and society to influence policy and programmatic change to improve long-term health outcome Energy Economics, Governance and Research Competence Building (EEGREC) - including applied research and promotion of stakeholder engagement towards affordable, clean and reliable lower-carbon energy systems in Uganda and Tanzania. 30% of scholarships are allocated to marginalised groups.

I-CARTA will set up mechanisms to institutionalise a set of previously tested interventions to improve the quality of research training and research train I-CARTA will set up mechanisms to institutionalise a set of previously tested interventions to improve public and population health in Africa. The project seeks to produce high-quality early career researchers (ECRs) who grow into research leaders and enhance engagement between the CARTA community (ERC's, supervison, graduates) and society to influence policy and population health in Africa.

Full project title: Learning is Visual: The LiV project will develop two research-based programmes of study for teachers to ensure a more inclusive and better education for all.

Teacher training courses Protective measures through education in Mali

The Refugees on the Move projectfocuses on the ourrent flight of people away from the collapsing new nation state of South Sudan into the three neighbouring states of Ethiopia, Sudan and Uganda. By looking at refugee movement accros countries in the region, the project is the first academic effort to systematically build a wider regional understanding of opportunities and constraints defining the life worlds of teh refugees.

nics, Governance and Research Competence Building (EEGREC) - including applied research and promotion of stakeholder engagement towards affordable, clean and reliable lower-carbon energy systems in Uganda and Tanzania. 30% of scholarships are allocated to marginalised groups.

Education Action for Marginalized Children Project in Zambia. The project is aimed at providing vulnerable children with quality education in a safe and healthy environment. The primary target groups are vulnerable children in rural communities

This project will equip students, teachers and partners of higher education institution in Myammar with teaching, research and advocacy skills to enable them to enhance their potential and ability to be able to contribute towards building an inclusive, peaceful and democratic society through study programs in democracy, governance, politics and social science teacher training. Training in income generation and handouts of start-up kits.

The Refugues on the Move project flocuses on the current flight of people away from the collapsing new nation state of South Sudan into the three neighbouring states of Ethiopia, Sudan and Uganda. By looking at refuguee movement accros countries in the region, the project is the first academic effort to systematically build a wider regional understanding of oppertunities and constraints defining the life works of the refuguees. A research collaboration aimed at gathering empirical evidence that would feed into the policy formulation and decision making on implementation of UPE and USE. It will establish the extent and nature of the hidden charges and unregulated costs which schools under Universal Primary Education (UPE) and Universal Secondary Education (UPE) charge parents and which then leads to some learners dropping out of school.

The project aims to improve quality and gender equality and gender equality of HE at the partner institutions, through academic research exchange (North-South and South-South) for students and staff; skills development workshops, joint thematic and methodologic PND courses and providing space for new cooperative research on Peace and Conflict, and Human Rights law, raising awarenes of gender roles and adressing regional context (Africa, Latin America and Middle East) and the broader international research

Network and conference

The project will foster increased research production on issues related to SOCIESC and improving the access to the activation material in the organization's outside for researchers, students and provide material in the organization or include policies and improved inclusion of LGBTIQA+ student organizations or inclusive policies increased research production on issues related to Tenevolule energy policies and advantage in an advantage or increased and advantage in Extension of LGBTIQA+ student organizations, outside for researchers, students and provide material for improved inclusion of LGBTIQA+ student organizations or inclusive policies and provide material for improved inclusion of LGBTIQA+ student organizations or inclusive policies and provide material for improved inclusion of LGBTIQA+ student organizations or sustain and provide material for improved inclusion of LGBTIQA+ student organizations or inclusive policies and provide material for improved inclusion of LGBTIQA+ student organizations or inclusive policies and provide material for improved inclusion of LGBTIQA+ student organizations or inclusive policies and provide material for improved inclusion of LGBTIQA+ student organizations organizations or inclusive policies and provide material for improved inclusion of LGBTIQA+ student organizations org

E-Pal aims at creat. a comprehens, inclusive and viable E-Learning system for Pal. universities and incl. a series of interventions that addresses the needs of partner instit. and supp. national knowl, generat. in Pal.

The aim of this project is enhancing the capacity of teacher educators to improve the quality of science and teaching and learning in Ethiopia and South Sudan. The project is a sky-year institutional partnership among Norwegian University of Science and Technology (NTNU), Bahir Dar University (BDU), and the University of Up. It intends to primarily develop the capacity of teacher educators at BDU and UJ, as well as at Colleges of Teacher Education (CTEs).

The GROWNUT-2 project aims to develop a cader of African nutrition as adademic leaders to address nutrition disorders and inlineace nutrition disorders and inlineace nutrition of separate propriet aims of the project aims of t

Strengthmed intercultural approach in higher vocational education with a gender perspective for Indigenus and rural youth. Women, Indigenus and rural youth. Women, Indigenus and people with disabilities, young and poor in 80 livis, have access to inclusive and guality technical thinking, academic freedom and the cultivation of democratic values, when a construction of the secretary of the secre

NRC's approach focuses on three elements: Safety, Well-being and Inclusion The aim of this project is to strengthen the academic capacity in physiotherapy education and research in Nepal as prerequisities to qualify for entry to PhD programs and research.

The overall objective is to include children with disabilities in regular schools in Madagascar.

ECOZI project aims to create a safe, gender sensitive, inclusive and supportive learning environment in teacher training, vocational training centres and poly technical colleges in Zimbabwe. The project will include activities such as training of teachers and students on SRHR and basic counseling skills, review of institutional policies, capacity development of national parliamentarians, and development of policy briefs to influence policy change. The Programme aims to improve capacity, knowledges are not in the project aims to create a safe, gender sensitive, inclusive and supportive learning environment in teacher training, vocational training centres and poly technical colleges in Zimbabwe. The project will include activities such as training of teachers and students on SRHR and basic counseling skills, review of institutional policies, capacity development of national parliamentarians, and development of policy briefs to influence policy change. The project will be a support to the project will be a supp The project will work with poor and vulnerable young people from indigenous, Afro-descendant and mestito peoples of the Caribbean Coast of Nicaragua. The project seeks to create technical capacities and life skills so that they are capable of being leaders in their family, community and territory, developing new and innovative solutions through research, entrepreneurship, new knowledge and aquive competencies in the field of rights, equality and diversity. The Programme aims to improve competencies to the project objective is that marginalized girls in rural Ghana, Making a ranaina, Zambia and Zimbabwe are enoiled and adoltricit levels. Full project twill Englished the project seeks to propriet seeks to provide resource users, managers and government, foods excurring and survive statement of the project seeks to provide resource users, managers and government managers and governmentaling ecoxystem interpreneurs distinguish government in the schools of the project seeks to provide resource users, managers and governmentaling ecoxystem interpreneurs and the project seeks to provide resource users, managers and governmentaling ecoxystem interpreneurs. Onders are the project seeks to provide resource users, managers and governmentaling ecoxystem interpreneurs are the project seeks to provide resource users, managers and governmentaling ecoxystem interpreneurs are the project seeks to provide resource users, managers and governmentaling ecoxystem interpreneurs are the project seeks to provide resource users, managers and governmentaling ecoxystem interpreneurs are the project seeks to provide a support and the project seeks to provide resource users, managers and governmentaling ecoxystem interpreneurs are the project seeks to provide a support and the project seeks to provide a support of the project seeks to provide seeks governmental and the project seeks to provide a support of the projec

The objective of the project is to see children and adults in the Bambassi Mao, Berta, Gumuz, Gwama, Komo and Shinasha lanugage communities benefitting from quality education delivered through the medium of the mother tongue. One of the main outcomes is to develop textbooks, teacher guides and supplementary reading material for priamary school classes. The project starts with pilot classes before local government expands it into other governmental schools.

SEP seeks to improve quality of life for people in Sahil, Semalliand, through increased access to and improved quality of secondary education, (g) in particular for girls; (e) female teachers in secondary education, (g) in particular for girls; (e) female teachers in secondary school, (f) capacity fra access to secondary school expanded The project will strengthen a local DPO as an actor for children with disabilities' rights and improve the accessibility for children with disabilities' rights.

Full project title: Learning is Visual: The LiV project will develop two research-based programmes of study for teachers to ensure a more inclusive and better education for all.

Full project title: Sahel on Sahel: Collaborative Visual Anthropology. The primary goal of this project is to study social and communication processes in the Sahel, by providing Sahelian universities and communities with tools for improving capacities for dialogue and for communicating grassroots perspectives, values and needs

The main objectives are quality care in maternal and children's maternal and children's health, and quality education. All 144 health facilities of the CELPA church are targeted with government-approved training in maternal and children's health, and quality education. All 144 health facilities of the CELPA church are targeted with training in administrative and pedagogical topics. Advocacy for state payment of health and school facilities and staff. Raised awareness of maternal health and children's health, and quality education in local communities. The whole of DR Congo is included. Direct provision in CDBC's school, and in home-based education, identification, awareness raising

The project will capacitate universities to integrate gender identity in teacher training programmes and to reduce transphobia in order to create enabling teaching and learning environments in both the higher and basic education sector.

Bullding Resilient Communities through inclusive Education in EastMrica: the project seeks to enhance the participation of vulnerable members of society in the southern partners in higher education and in the development process itself.

The aim of this project is enhancing the capacity of teacher educators to improve the quality of science and mathematics teaching and learning in Ethiopia and South Sudan. The project is a six-year institutional partnership among Norwegian University of Science and Technology (NTNU), Bahir Dar University (BOU), and the University of Juba (UI). It intends to primarily develop the capacity of teacher educators at BOU and UI), as well as at Colleges of Teacher Education (CTEs).

The project aims specifically at reducing the drop-out rates among girls in the secondary schools, who are in a particularly vulnerable position for dropping out, through early marriages, early pregnancies, cultural transition rites and other causes for drop-outs Creating executive committees in HEI and EE branches in universities, research to support post-school youth advocating, campaigns, creation of platforms to share experiences as well as creating meeting places for students to discuss inclusion strategies.

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The NURTURE project aims to improve the capacity of three education programs (eHealth, informatics, and special needs) in five universities in Ethiopia. The project offers a response to the quest for rethinking higher education, job creation, improved digital access, and inclusion of female and disadvantaged groups.

The project aims to improve quality and gender equality of three education programs (eHealth, informatics, and special needs) in five universities in Ethiopia. The project offers a response to the quest for rethinking higher education, job creation, improved digital access, and inclusion of female and disadvantaged groups.

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The project aims to improve the capacity of the education in Language

1) Support to DPOs to become strong and knowledgeable advocates and advisors on inclusive education and early childhood development, and 2) support to governments in developing projects that enables learning on how real change towards inclusive education and early childhood development are not be made.

The aim is to develop a masters and reserch program (Women's, Children's and Nature's Rights in Environm. Govern.), untiting students and scholars from Kenya, Malawi and Zimbabwe. It will involve online, live and practice-based legal path towards the promotion og inclusive and sustained sustained in the promotion of inclusive education and early childhood development in reserch practice and which will focus on legal theory and governance practice needed to establish an evidence-based legal path towards the promotion og inclusive and sustained in the promotion of inclusive education and early childhood development in reserch practice and which will focus on legal theory and governance practice needed to establish an evidence-based legal path towards the promotion og inclusive and sustained in the promotion of inclusive education and early childhood development in reserch practice and which will focus on legal theory and governance practice needed to establish an evidence-based legal path towards the promotion og inclusive and sustained in the promotion of the pro

Support for the endorsement and implementation of the Safe Schools Declaration in Burkina Faso, Cameroon, Central African Republic, Liberia, Mali, Niger and Sierra Leone.

Jaupout on the enablement and unipermentations on the case assistance of the enablement and unipermentation of the enablement of the enablement of the enablement of the enablement and university enablement of the enablem

The Consolidating Training and Research in Surgery and Related Specialities project aims to strengthen the surgical training programmes in Malawi. The project will promote clinical training and research within a panel of surgical and related specialities, namely general surgery, orthopedics, neurosurgery, radiology and anesthesi Equipping youth for employment through skill training.

Climate change, Energy, Sustainability: Transformations and Governance. Development of local education and research capacity to deal with challenges related to the sustainability of extraction of their energy resources, particularly oil and gas, and the implications for climate change mitigation

The PRICE - Strengthening the capacity of the primary health case leaders education - project aims to increase the quantity and quality of education and research programmes within Primary Health Care (PHC) in Malawi and Zambia. In cooping The project will contribute to the peace and reconciliation by integrating transitional justice and peace building programs in Kosovo's higher education.

The project aim as thuilding capacity in wonderstities in Makey, Malawi University of Science and Technology (MUST) and University of Malawi, Ranuz College of Nursing (KCN). There are also university partners in zambia and South Africa. A focus will be on building capacity to develop and implement training programs in nursing, midwifery, medical microbiology, and obstetric ultrasound and to conduct world class research Climate change, Energy, Sustainability. Transformations and Governance. Development of local education and research capacity to deal with challenges related to the sustainability of extraction of their energy resources, particularly oil and gas, and the implications for climate change mitigation.

The project aims at building capacity in two universities in Malawi, Malawi University of Science and Technology, (MIXST) and University of Malawi, Kamusi College of Plursing (CIV). There is a nambia and South Africa. A focus will be a notification extension to project to develop and in project or project to develop and in project or project to develop and in project to develop and and application of generate university of Science and Technology, (MIXST) and Long and

Intertwined medical, environmental and socio-economic changes require social science undestrateding to complement medical and public health reserch and guide interventions and policy. The project aims to build and expand outling-edge training and research in medical-environmental and socio-economic changes require social science undestrateding to complement medical and public health reserch and guide interventions and policy. The project aims to build and expand outling enter the capacity of three education propress digital access, and inclusion of fermale and disadvantaged groups.

The NURTINE project aims to improve the capacity of three education programs (elevath, informatics, and special needs) in the universities in thin project offers a response to the quest for rethinking higher education in LMICs by prioritizing on quality of education, programs (elevath, informatics, and special needs) in the universities in thin project offers a response to the quest for rethinking higher education in LMICs by prioritizing on quality of education, project aims to improve the capacity of three education programs (elevath, informatics, and special needs) in the universities in thin project offers a response to the quest for rethinking higher education in LMICs by prioritizing on quality of education, proved edigital access, and inclusion of fermale and disadvantaged groups.

The project as many to improve quality and gender equality of IF at the partner institutions, through academic research and Middle East) and the broader international research Co-creating knowledge for local adaptation to climate change in IDCs. Activities include developing capacity or research and educational programs that focuses on vulnerable communities facing diverse climate risks, adopting bottom-up approaches to knowledge co-creation.

This project aims to bill of quadratims to bill of quadratims of the project aims to bill of quadratims of the project aims to bill of quadratims of the project aims of the project aims

Co-creating knowledge for local adaptation to climate change in LDCs. Activities include developing capacity on research and educational programs that focuses on vulnerable communities facing diverse climate risks, adopting bottom-up approaches to knowledge co-creation

The Purplect aims to improve quality and gender equality of the education, processarily and gender equality of the education, pob creaming a secure of the education of female and disadvantaged groups.

The NURTURE project aims to improve equality of three education programs (effeath, informatics, and special needs) in five universities in Ethiopia. The project offers a response to the quest of providing space for new cooperative research on Peace and Conflict, and Human Rights law, raising awareness of gender roles and addressing regional context (Africa, Latin America and Middle East) and the broader international research

The NURTURE project aims to improve the capacity of three education programs (effeath, informatics, and special needs) in five universities in Ethiopia. The project offers a response to the quest of providing space for new cooperative research on the capacity of three education programs (effeath, informatics, and special needs) in five universities in Ethiopia. The project offers a response to the quest of providing space for new cooperative research on Peace and Conflict, and Human Rights law, raising awareness of gender roles and addressing regional context (Africa, Latin America and Middle East) and the broader international research response to the quest of the providing space for new cooperative research on Peace and Conflict, and Human Rights law, raising awareness of gender roles and addressing against a response to the providing space for new cooperative research on Peace and Conflict, and Human Rights law, raising awareness of gender roles and addressing regional context (Africa, Latin America and Middle East) and the broader international research and the providing space for new cooperative research on Peace and Conflict, and Human Rights law, raising awareness of gender roles and addressing against a response to the peace of t

To increase accessibility to qualify education services and life skills for better learning outcome of target children in preschools and primary schools. To increase accessibility to qualify education services and life skills for better learning outcome of target children in preschools and primary schools.

Gender and digitalisation across context (GENDIG): enhancing the understanding and application of gender studies of gender studies of master courses in gender studies will be a central intervention in the project, accompanied by research on the effect this might have on inclusion and quality higher education and the larger society. Some of the planned outputs and indicators are: All children will be enrolled, bring drop-out children back, establish and or train School Management Committees and Parents-Teacher association, communities maintain clean and child friendly schools, access to government services and facilities.

11 Support to DPOs to become strong and knowledgeable advocates and advisors on inclusive education and early childhood development, and 21 support to governments in developing projects that enables learning on how real change towards inclusive education and early childhood development can be made

The aim is to develop a masters and reserch program (Women's, Children's and Mature's Rights in Environm. Govern.), uniting students and scholars from Kenya, Malawi and Zimbabwe. It will involve online, live and practice-based learing and training in reserch methodology that will enable capacity development in reserch practice and which will focus on legal theory and governance practice needed to establish an evidence-based legal path towards the promotion og inclusive and sustainable r.

The aim is to develop a masters and reserch program (Women's, Children's and Mature's Rights in Environm. Govern.), uniting students and scholars from Kenya, Malawi and Zimbabwe. It will involve online, live and practice-based learing and training in reserch methodology that will enable capacity development in reserch practice and which will focus on legal theory and governance practice needed to establish an evidence-based legal path towards the promotion og inclusive and sustainable r. This project aims to build capacity and competence through education, research and outreach to secure a regional workforce with the relevant skills set and knowledge required to implement and demand for a just and sustainable low-carbon energy transition agenda. Main objectives of the project are to: develop programs, improve staff competency and capacity, produce more and better research and strengthen gender equality in education and research the project objective is that marginalized girls in rural Ghana, Malwai, Tanzania, Zambia and Zimbabwe are eroilled and complete secondary school and achieve improved learning outcome. The project will focus on individual support to girls, improved learning environments, strengthened community capacity to support girls education and adoption of best practice in Ministries of Education at national and district levels.

The project aims to improve quality and gender couglity and gender couglity of HE at the partner institutions, through academic research exchange (North-South for students and staff, skills development workshoos, joint thematic and methodologic PPID courses and providing space for new cooperative research on Peace and Conflict, and Human Rights law, raising awarenes of gender roles and adversing regional context (Africa, Latin America and Middle East) and the broader international research

The aim of this project is to strengthen the academic capacity in physiotherapy education and research in Nepal as prerequisite to develop physiotherapy as an integral part in the health service system. The rationale is the lack of qualified work force to staff basic training programs to satisfy the need of physiotherapys as an integral part in the health service system. The rationale is the lack of qualified work force to staff basic training programs to satisfy the need of physiotherapys as an integral part in the health service system. The rationale is the lack of qualified work force to staff basic training programs to satisfy the need of physiotherapys as an integral part in the health service system. Building Resilient Communities through Inclusive Education in EastAfrica: the project seeks to enhance the participation of vulnerable members of society in the southern partners in higher education and in the development process itself.

The overall development goal of the project is to improve the capacity of some schools in Jigiga area by improving the teaching environment and also improve the management comprehence in the school community.

The main objective of the Environmental Risk Management Under Extremes and Uncertainty-MERIT - project is to strengthen capacities of targeted south universities so to provide high quality education, research and outreach in the field of environmental risk and extremes that meet labour market demands, supports sustainable national socio-economic development and achievement of Sustainable Development Goals

To empower the Parkari minority living in Sindh, Pakistan, to ensure sustainable development of their society Education based on individual education plans both at school and home based

The main objective of the Environmental Risk Management Under Extremes and Uncertainty-MERIT – project its to study social and communication processes in the Sahel, by providing Sahelian universities and communities with tools for improving capacities for dialogue and for communicating grassroots perspectives, values and needs.

The main objective of the Environmental Risk Management Under Extremes and Uncertainty-MERIT – project its to strengthen capacities of targeted south universities so to provide high quality education, research and outreach in the field of environmental risk and extremes that meet labour market demands, supports sustainable national socio-economic development and achievement of Sustainable Development Goals.

For children empowerment will be sought through the international Children Development Programme (ICDP) which aims to equip caregivers in the children's homes and parents with empathetic caring and communication skills, in order to encourage better physical, psychological, social and spiritual development for the children. The overall development goal is to partake in improving the livelihoods of the target group through improving the water security, give training in basic health- and sanitation

The am of the AdEMINEA (Adaptive Environmental Monitoring Networks for East Africa) project is to design, develop, and deploy a flexible network of data gathering and monitoring stations for meteorological data as well as a wide variety of data including audio, image, and video data as well as field reports and telemetry data, integrating both existing sensing platforms and customised components for specific research areas.

The CABUT:—Capaciny Building for Research-Based Teacher Education price is a collaboration between professional network reducation and researchers in response to a research assert education, mathematics and music.

Transformation Research Based Teacher Education or specific research assert education in such asserts and research research assert education, mathematics and music.

Transformation Research Based Teacher Education or specific research asserts and research research asserts and research research asserts and research research research asserts and research research asserts and research research asserts and research resear

The project goal is that high school students have access to Technical and Vocational Education and Training (TVET). The objectives are to implement TVET in designated high schools, and sensitize students and their parents on the importance and benefits of TVET. The target groups are students, parents, eachers, and school directors. The theme is Education and the geographic loca. The CABUTE - Capacity Building for Research-Based Teacher Education project is a collaboration between professional teacher educations and researchers in response to an urgent demand for capacity development in the higher education system in Uganda. The project includes four different subjects in teacher education: English, general education, mathematics and music.

I-CARTA will set up menchanisms to institutionalise a set of previously tested interventions to improve the quality of research training and research training and research training and research training and programmatic change to improve long-term health outcomes Hadiya women in the Southern Nation, Nationalities and Peoples region of Ethiopia will through literacy be empowered

Climate smart agriculture in Sub-Saharan Africa: capacity development for improved resistance to climate change, important target groups for the project are staff and students in agriculture, small-scale farmers (particular focus on women and youth), professionals in extension services, policy actors, NGOs and government institutions. University staff and students will be involved through MSc, PhD and post doc scholarships, curriculum development, summer schools and scientific exchanges edge for local adaptation to climate change in LDCs. Activities include developing capacity on research and educational programs that focuses on vulnerable co

Project goal: The socio-cultural and economic conditions of the population in the target areas, 8 church districts, literacy,people's rights, domestic economics

Construction of classroom schools and furnish them, ensure teaching and learning materias are provided in each school constructed and the school governance improved through building the capacities of school structures (CTAs, SMAs etc) and in-service teachers trained. Education assessment, training teachers and school management, increasing quality and learning outcome, and removing hindrances to education, especially for girls. Increasing the local partners capacity to do development work.

The main objective of the Environmental Risk Management Under ExTremes and Uncertainty-MERIT - project is to strengthen capacities of targeted south universities so to provide high quality education, research and outreach in the field of environmental risk and extremes that meet labour market demands, supports sustainable national socio-economic development and achievement of Sustainable Development Goals The overall objective is to include children with disabilities in regular schools in Madagascar

The project aims at building capacity in two universities in Malawi, Malawi University of Science and Technology (MUST) and University of Malawi, Kanuzu College of Nursing (KCN). There are also university partners in zambia and South Africa. A focus will be on building capacity to develop and implement training programs in nursing, midwifery, medical microbiology, and obstetric ultrasound and to conduct world class research.

nclusive education – awareness raising and training to build capacity of teachers and to get schools/communities to work together to enhance inclusive education for learners with disabilitie. Improving educational possibilities for young people: Supply schools with educational materiel, train teachers in new teaching methods, train school managers in administration and management

The research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal Learning and digital learning as well as mentoring of student teachers and inclusion of local curric. Aquatic and Environmental Health in West Africa: capacity development related to fish health and environmental health, with an aim to strengthen the quality and relevance of education in fish health and environmental health and environment

Climate smart agriculture in Sub-Sabaran Africa: canacity development for improved resistance to climate change improved resistance to climate cha This project aims to build capacity and competence through education, research and outreach to secure a regional workforce with the relevant skills set and knowledge required to implement and demand for a just and sustainable low-carbon energy transition agenda. Main objectives of the project are to: develop programs, improve staff competency and capacity, produce more and better research and strengthen gender equality in education and research

Intertwined medical, environmental and socio-economic changes require social science understanding to complement medical and public health reserch and guide interventions and policy. The project aims to build and expand cutting edge training and research in medical-environmental anthropology for East Africa, to support future health and environmental interventions and policy making. This will be done through regional integerated research heavy training and capacity building.

To empower women to play a vital role in the development of their rural communities in Baikh Province, Afghanistian and as a result to increase the communities province, peace-building and independent communities.

Project aims to strengthen the maritime sector in Ablania, and those on maritime completence and evelopment of ports in Ablania. Project also foresees appropriately its in maritime sector in Ablania. Project also foresees appropriately its instructions appropriately instructions and policy making. This will be done through regional integrated research heavy training and expand cutting edge training and research in medical-environmental anthropology for East Africa, to support future health and environmental interventions and policy making. This will be done through regional integrated research heavy training and capacity building.

To empower women to play a vital role in the development of ports in Ablania. Project also foresees are the communities in Baikh Province, Afghanistian and as a result to increase the communities of ports.

The province of the pro

Livelihood project tentatively focusing on education and environment.

The project intensity in course to recursive the uninerability of the communities predominantly Santhal, caused by the ruthless open cast mining and stone crushing in the bordering districts of Jharkhand and West Bengal.

Children in the language communities of the Segen Area People's Zone in Ethiopia (Konso, Ale, Dirayta, Koorete, and Burji) are enabled to learn successfully in their mother-tongue, and are well prepared for further learning and living in language(s) of wider communication

Full project titles sheen on shelf: Collaborative Wisual Anthopology. The primary goal of this project to subury social and communication processes in the Sahel, by providing Sahelian universities and communication that to social control in the social control in t ntal interventions and policy making. This will be done through regional integrated research heavy training and capacity building.

The Water ESSENCE Africa - creating synergy to meet the global challenges project addresses the challanges related to unevenly distributed freshwater. The proejct addresses these challanges through a matrix of three vertical cross-disciplinary issues on health, climate change, and energy, and two or income and digitalisation of education. Teacher Training on inclusive education, making learning environments more inclusive

This project aims to strengthen partnership between the Norwegian University of Science and Technology (NTNU) and University o This project aims to strengthen partnership between institutions of higher education with an interest in natural resource governance and the transition to more sustainable societies in indonesia. The project seeks to expand the ongoing research-based partnership between the Nonweighal Unitows (INTNU) and Universitas Gadjah Mada (UGIM) by involving new partners from Universitas Sangla Beilitumg (UBB), Universitas Susa Centaina (UNIDANA), and Politecinik Neger
This project aims to strengthen partnership between the Nonweighal University of Science and Technology (INTNU) and Universitas Gadjah Mada (UGIM) by involving new partners from Universitas Sangla Beilitumg (UBB), Universitas Susa Centaina (UNIDANA), and Politecinik Neger
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The Water ESSENCE Africa - creating springry to meet the global challenges project addresses the challanges related to unevenly distributed freshwater. The project addresses these challanges through a matrix of three vertical cross-disciplinary issues on health, climate change, and energy, and two horizontal topics: genere equality and digitalisation of education.

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The Water ESSENCE Africa - creating synergy to meet the global challenges project addresses the challanges related to unevenly distributed freshwater. The project addresses these challanges through a matrix of three vertical cross-disciplinary issues on health. climate change, and two horizontal topics: gender equality and digitalisation of education

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This innovative project helps parents and other caregivers gain more understanding of their children's psycho-social development as well as providing them with support to develop competence and confidence in their role as caregivers

1) Support to DPOs to become strong and knowledgeable advocates and advisors on inclusive education and early childhood development, and 2) support to governments in developing projects that enables learning on how real change towards inclusive education and early childhood development can be made

The Water ESSENCE Africa - creating synergy to need the global challenges project addresses the challanges related to unevenly distributed freshwater. The proejct addresses these challanges through a matrix of three vertical cross-discipilinary issues on health, climate change, and energy, and two horizontal topics: gender equality and digitalisation of education.

This project aims to build capacity and competence through education, research and outreach to secure a regional workforce with the relevant skills set and knowledge required to implement and demand for a just and sustainable low-carbon energy transition agenda. Main objectives of the project are to. develop programs, improve staff competency and capacity, produce more and better research and strengthen gender equality in education and research.

The project aims to establish a hydraulic research and education laboratory [HREL] at Mekelle University [MU] through improving laboratory facilities, educating researchers and teachers, train technicians and to enhance competence on dam safety management through a training program at the Eastern Nile Regional Office [ENTRO]. The project brings together specialists and create a platform for knowledge and skills, with an objective to establish dam safety training and a certification centre. Intertwined medical, environmental and socio-economic changes require social science understanding to complement medical and public health research and guide interventions and policy. The project aims to build and expand cutting edge training and research house interventions and policy making. This will be done through regional integrated research heavy training and capacity building. The EnergyNET project is a collaboration between African universities on education and research in the area of Energy Technology. The aim is to jointly increase the quality of educational programs and the research capacities needed to address the technical, socio-economic and environmental challenges related to the transition towards clean and sustainable energy solutions

oprtant target groups for the project are staff and students in agriculture, small-scale farmers (particular focus on women and youth), professionals in extension services, policy actors. NGOs and gove Climate smart agriculture in Sub-Saharan Africa: capacity development for improved resistance to climate change.

Rehabilitation training - independent daily living skills, mobility and orientation etc.

The EnergyNET project is a collaboration between African universities on education and research in the area of Energy Technology. The aim is to jointly increase the quality of educational programs and the research capacities needed to address the technical, socio-economic and environmental challenges related to the transition towards clean and sustainable energy solution. The EnergyNET project is a collaboration between African universities on education and research in the area of Energy Technology. The aim is to jointly increase the quality of educational programs and the research capacities needed to address the technical, socio-economic and environmental challenges related to the transition towards clean and sustainable energy solutions.

I-CARTA will set up mechanisms to institutionalise a set of previously tested interventions to improve the quality of research leaders and enhance engagement between the CARTA community (ERC's, supervisors, graduates) and society to influence policy and programmatic change to improve long-term health outcomes. The EnergyNET project is a collaboration between African universities on education and research in the area of Energy Technology. The aim is to jointly increase the quality of educational programs and the research capacities needed to address the technical, socio-economic and environmental challenges related to the transition towards clean and sustainable energy solutions.

The Energy NET project is a collaboration between African universities on education and research in the area of Energy Technology. The aim is to jointly increase the quality of educational programs and the research capacities needed to address the technical, socio-economic and environmental challenges related to the transition towards clean and sustainable energy solutions

Quality education through introduction and promotion of pedagogical teaching methods
The aim of this project is to strengthen the academic capacity in physiotherapy education and research in Nepal as prerequisite to develop physiotherapy as an integral part in the health service system. The rationale is the lack of qualified work force to staff basic training programs to satisfy the need of physiotherapists in the health sector and the lack of post graduate opportunities to qualify for entry to PND programs and research.

Training in income generation activities and granting small scale loans in the districts Gorkha, Illam, Kailali, Sindhupalchowk and Surkhet.

Rehabilitation training in mobility and orientation etc in the districts Gorkha, Illam, Kailali, Sindhupalchowk and Surkhe

Aquatic and Environmental Health in West Africa: canacity development related to fish health and environmental health with an aim to strengthen the quality and relevance of education in fish health and environmental health and establish research programmes in partner institutions. Recruitment of female students(at least 50%) is a princity

Intertwined medical, environmental and socio-economic changes require social science understanding to complement medical and public health reserva and guide interventions and policy. The social control and expectation and socio-economic changes require social science understanding to complement medical and public health reserva and guide interventions and policy. The social control and expectation and social experts and environmental and socio-economic changes require social science understanding to complement medical and public health reserva and guide interventions and policy. The social control and expectation a

Construction of classrooms for inclusive vocational education, development of quality practical pedagogical curriculum, and capacity building of teachers. Enhanced Capacity for Aquatic Resources in East and South Africa with a focus on fish and environmental health. The objectives of the project are to strengthen the education and research systems of partner institutions, including investment in small-scale infrastructure in order to secure an equitable gender-balanced, more competent and qualified workforce to meet the challenges of the aquacuture industry.

The project aims to establish a hydraulic research and education laboratory (HREL) at Mekelle University (MU) through improving laboratory facilities, educating researchers and teachers, train technicians and to enhance competence on dam safety management through a training program at the Eastern Nile Regional Office (ENTRO). The project brings together specialists and create a platform for knowledge and skills, with an objective to establish dam safety training and a certification centre. Aquatic and Environmental health in West Africa: capacity development related to fish health and environmental health in west africa: capacity development related to fish health and environmental healt

Climate smart agriculture in Sub-Sahara Africa: capacity development for improved resistance to climate change. Important target groups for the salf and students will be involved through MSc, PhD and post doc scholarships, curriculum development, summer schools and scientific exchange Youth in Kapoets state of South Sudan will cases, engage and learn in inclusive, quality and relevant learning environments on relevant incomments on relevant incomments on relevant incomments on relevant incomments on relevant learning environments on relevant learning environments on relevant incomments on relevant learning environments on the relevant learning environments on th

Co-creating knowledge for local adaptation to climate change in LDCs. Activities include developing capacity on research and educational programs that focuses on vulnerable communities facing diverse climate risks, adopting bottom-up approaches to knowledge co-creation increase learning outcome and girl's access to education.

The objective of the project is to see children and adults in the Bambassi Mao, Berta, Gumuz, Gwama, Komo and Shinasha language communities benefitting from quality education delivered through the medium of the mother tongue. One of the main outcomes is to develop and offer Functional Women's Literacy Classes. Each class will last in two years. This component reaches about 1491 direct beneficiaries, Topics also include life skills and women-child health issues.

The main purpose of the project is to provide Caribbean youth who work as preschool and basic education teachers with the necessary and appropriate opportunities with two strategic objectives: first, to improve the quality of the performance of young teachers served by SAIH-FADCANIC in higher education in the Nicarguan Caribbean. The Pro community-based inclusive development through inclusive education, supporting students and their peers and parents, learning materials, awareness raising

Social empowerment through establishing strong civil societies, legal support for land ownership, Environmental protection, Economic empowerment and Gender equality.

The goal of the project is to empower the indigenous communities living in and around Prey Lang forest, a forest subjected to widespread illegal logging

Enhanced Capacity for Aquatic Resources in East and South Africa with a focus on fish and environmental health. The objectives of the project are to strengthen the education and research systems of partner institutions, including investment in small-scale infrastructure in order to secure an equitable gender-balanced, more competent and qualified workforce to meet the challenges of the aquacuture industry Curriculum development - teaching materials

The Preparing Media Practitioners for a Resilient Media in Eastern Africa project with a Eastern Africa project will assist the opening of Rwanda's first local MA programme in Media and Communication Studies, and introduce Usanda's first PhD programme in the subject area. The project will engage in a three-tiered research project focusing on Media, democracy The project will assist youths to find and develop their talents and seek simple training for what will be most suitable for them to be able to become self sufficient and or lead better lives.

Enhanced Capacity for Aquatic Resources in East and South Africa with a focus on fish and environmental health. The objectives of the project are to strengthen the education and research systems of partner institutions, including investment in small-scale infrastructure in order to secure an equitable gender-balanced, more competent and qualified workforce to meet the challenges of the aquacuture industry

Enhanced Capacity for Aquatic Resources in East and South Africa with a focus on fish and environmental health. The objectives of the project are to strengthen the education and research systems of partner institutions, including investment in small-scale infrastructure in order to secure an equitable gender-balanced, more competent and qualified workforce to meet the challenges of the aquacuture industry

Education including literacy for women. inclusive Education: Facilie (literacy education, Awareness raising on inclusive education, Awareness raising on inclusive education targeting families communities and authorities, identification and mobilization of VI-ouoils as well as helping with enrolment and follow up of VI-ouoils, Follow up of VI-ouoils, Follow up of VI-ouoils, Training in Braille (for teachers at target communities and follow up on schools and school environment. Teaching resources, Universal design, assistive devices, etc.

Awareness raising on inclusive education targeting families communities and authorities. Identification and mobilization of visually impaired pupils as well as helping with enrolment and follow up of visually impaired pupils. Training of teachers at colleges and university in skills on how to provide inclusive education for blind and partially sighted students. Braile education. Provide accommodation for blind pupils in inclusive exhouls

Training in income generation activities and granting of small scale funds.

Contraction bear on marginalised population in Eswatini, to offer training primarily in renewable energy and assist such trained candidates in pursuing entrepreneurship and thereby further enhancing highly needed employment and energy access in their region.

The project will contribute to improved living conditions of women and girls through empowering women economically by increasing their average income and mobilize enrollment for girls in school age

The development goal is to contribute to improved livelihoods of pastoralist and agro-pastoral households.

Enhanced Capacity for Aqualic Resources in East and South Africa with a focus on fish and environmental health. The objectives of the project are to strengthen the education and research systems of partner institutions, including investment in small-scale infrastructure in order to secure an equitable gender-balanced, more competent and qualified workforce to meet the challenges of the aquacuture industry.

To enable and empower the Kachhi minority in the Sindh-province of Pakistan, to ensure sustainable development of their society through a mother-tongue based multi-lingual training program of primary and adult education, awareness of basic rights, health care skills, vocational skills, and a saving scheme Capacity building for institutes in Myanmar through Ph.D and Master scholarships at Mahidol University in Thailand.

Develop a viable institution of higher education and university with competent personnel.

Elementary vocational training and secondary level technical education: on-the job training: apprenticeships: including informal vocational training

The objective of the project is to see clinical and adults in the Bambassi Mao, Berta, Gumuz, Gwonan, Knon and Shhasha langage communities benefitting from quality education delivered through the medium of the mother tongue. The third outcome of the project is to see teacher training establishments knowledgable of and able to train mother tongue teachers in MTB MLE and learner-centered learning. This component reaches about 291 direct beneficiaries. Enhanced Capacity for Aquatic Resources in East and South Africa with a focus on fish and environmental health. The objectives of the project are to strengthen the education and research systems of partner institutions. including investment in small-scale infrastructure in order to secure an equitable gender-balanced, more competent and qualified workforce to meet the challenges of the aquacuture industr

Enhanced Capacity for Aquatic Resources in East and South Africa with a focus on fish and environmental health. The objectives of the project are to strengthen the education and research systems of partner institutions, including investment in small-scale infrastructure in order to secure an equitable gender-balanced, more competent and qualified workforce to meet the challenges of the aquacturur industry

Training in income generation and handouts of start-up kits.

The objective of this project is to strengthen the research-based education in the field of hydropower engineering. The holistic approach for the research is to have 'Effective Production of Hydro Energy', and 'Effective End-use of Hydro Energy' in the Himalayan region. The main focus is on the innovations and solutions to the regional challeng The EnergyNET project is a collaboration between African universities on education and research in the area of Energy Technology. The aim is to jointly increase the quality of educational programs and the research capacities needed to address the technical, socio-economic and environmental challenges related to the transition towards clean and sustainable energy solutions

The EnergyNET project is a collaboration between African universities on education and research in the area of Energy Technology. The aim is to iointly increase the quality of educational programs and the research capacities needed to address the technical, socio-economic and environmental challenges related to the transition towards clean and sustainable energy solutions

Braille education. Identification and mobilization of VI-pupils as well as helping with enrollment and follow up of VI-students. Rehabilitation activities: Mobility and Activities of Daily Living

Literacy classes for women to improve their participation in coop

Training of Adult Literacy community facilitators on the usage of NAEAL Adult Education Level 1 curriculum. Learners complete NAEAL study circle program

training of teachers through workshops and on-the-job mentoring, eachings of good practices.

Total or the property of the pro

Training in income generation and microcredit loans Education including literacy for women

113.30 - Vocational training

Teachers in mainstream schools completing the LNLVIP workshop/training of basic Braille Literacy and Inclusive Education skills.

Running the LNLVIP rehabilitation centre where visually impaired learn how to live with reduced/no sight eg. daily living skills, mobility and orientation, IT, handicrafts etc. Teachers in mainstream schools completing the 2016 LNLVIP workshop/training of basic Braille Literacy and Inclusive Education skills.

Enhanced Capacity for Aquatic Resources in East and South Africa with a focus on fish and environmental health. The objectives of the project are to strengthen the education and research systems of partner institutions, including investment in small-scale infrastructure in order to secure an equitable gender-balanced, more competent and qualified workforce to meet the challenges of the aquacuture industry.

Focus on T and English skills for entering into higher education. Awareness raising on inclusive education for blind and partially sighted students. Braille education. Provide accommodation for blind pupils in an experiment and follow up of visually impaired pupils. Training of teachers at colleges and university in skills on how to provide inclusive education for blind and partially sighted students. Braille education. Provide accommodation for blind pupils in the provide accommodation for blind pupils. Awareness raising on inclusive education targeting families communities and authorities. Identification and mobilization of VI-pupils as well as helping with enrollment and follow up of VI-pupils. Braille education.

Awareness raising on inclusive education targeting families communities and authorities in the districts Gorkha, illiam, Kailali, Sindhupalchowk and Surkhet. Identification and mobilization of visually impaired pupils as well as helping with enrolment and follow up of visually impaired pupils. Braille education. Scholarships Awareness raising on inclusive education targeting families communities and authorities in the districts Gorkha, illiam, Kailali, Sindhupalchowk and Surkhet. Identification and mobilization of visually impaired pupils as well as helping with enrolment and follow up of visually impaired pupils. Braille education.

The project objective is that marginalized girls in rural Ghana, Malwai, Tanzania, Zambia and Zimbabwe are eroiled and complete secondary school and achieve improved learning outcome. The project objective is that marginalized girls in rural Ghana, Malwai, Tanzania, Zambia and Zimbabwe are eroiled and complete secondary school and achieve improved learning outcome. The project will focus on individual support to girls, improved learning environments, strengthened community capacity to support girls education and adoption of best practice in Ministires of Education at national and district levels. The objective of this project is to strengthen the research-based education in the field of hydropower engineering. The holistic approach for the research is to have 'Effective Production of Hydro Energy', and 'Effective End use of Hydro Energy' in the Himalayan region. The main focus is on the innovations and solutions to the regional challenge induced by high sediment flows a Braille education, Identification and mobilization of VI-pupils as well as helping with enrollment and follow up of VI-students

Touth in South and Central states of Somalia will access, engage and learn in inclusive, quality and relevant kerning environments on relevant knowledge, attitudes, values and life skills and 21st century skills through eLearning & facilitation. The result being that youth access decent work. This targets IDPs, refugees, host community, youth with disabilities, minorities and those living in remote area

Children in the language communities of the Segen Area People's Zone in Ethiopia (Konso, Ale, Dirayta, Koorete, and Burji) are enabled to learn successfully in their mother-tongue, and are well prepared for further learning and living in language(s) of wider communications. Teacher training - capacity building

Awareness raising on inclusive education targeting families communities and authorities. Identification and mobilization of VI-pupils as well as helping with enrollment and follow up of VI-pupils. Braille education

The program aims to strengthen capabilities and opportunities of the poor households to reduce poverty and marginalization in three rural province construction/adjustment of ramps, sanitary facilities and other accessibility measures

community-based inclusive development through inclusive education, supporting students and their neers and parents, learning materials, awareness raising

Community-vasce in countries receptagement, until uniter press and up a community contributions, awareness reasing materians, was menters and uniter press and up a community capacity building and mirror credit for 3000 families. INV, environment and gender are cross cutting themes.

The research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal control to the project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal project will establish the first research based basic teacher education programmes in Nepal project will establish the first research based basic teacher education programmes in Nepal project will establish the f

Direct provision in CDBC's school, and in home-based education, identification, awareness raising Touth in East Shewa and West Ars's Zones in Ethiopia will access, engage and learn in inclusive, quality and relevant learning environments on relevant knowledge, attitudes, values and life skills. The result being that youth gain knowledge, skills and values to become productive and responsible citizens. This targets IDPs, refugees, host community children, children with disabilities, minorities and those living in remote areas.

PhD-programme in Mathematical and Statistical Sciences at Hawassa University

Access to quality education and protection services to children affected by conflict, including chilldren formerly associated with armed groups as well as vulnerable children and yout URACCAN (NIC) - HiOA - Colombia - Ecuador

The project aims to build capacity through training courses from Diploma, Master's degree and PhD level in "One Health" conceptual approach to control zoonotic diseases offered to community level stakeholders and scholars in the region (Uganda, Zambia and South Sudan) to help build local and regional capacity to combat zoonotic diseases and improve food safety. UCU (UGA) **NLA/Gimlekollen***. KwaZului katal (Za)

The project aims to strengthen the capacity of Jordan's public education system to provide quality and inclusive education for Syrian refugees and vulnerable Jordanians, while improving social cohesion in schools and within the community. The project activities include the provision of teacher training on child-centred interactive education and play-based learning methodologies, rehabilitation of learning spaces, community engagement and awareness sessions, and play-days for children.
The project make the project is into time provise to intermediate project in some pr

The project aims to leverage existing digital interactivity and assessment tools to enable additional functionality in the Global Digital Library. This will enable the Global Digital Library in the a comprehensive central repository for high quality, free and open early literacy content. The project will contribute towards formal and informal educational and learning settings, targeting, children and particularly girls. The project contributes towards making educational and learning settings, targeting children and particularly girls. The project contributes towards making educational and learning settings, targeting children and particularly girls. The project contributes towards making educational and learning settings, targeting children and particularly girls. The project contributes towards making educational and learning settings, targeting children and particularly girls. The project contributes towards making educational and learning settings, targeting children and particularly girls. The project contributes towards making educational and learning settings, targeting children and particularly girls. The project contributes towards making educational and learning settings, targeting children and particularly girls. The project contributes towards making educational and learning settings, targeting children and particularly girls. The project contributes towards formal and informal educational and earlies and experiments and experiments are setting to the particular and earlies and experiments are setting to the particular and earlies are setting to t

The project proposed to build capacity among institutions of higer education and individuals therein charged with building local capacity for water, society and climate change management in Sri Lanka, Bangladesh and Cambodia.

The project aims to improve the livelihoods of fisheries dependent communities, and food safety and security in eastern and southern Africa though and security in eastern and southern Africa though and research at Socione University of Agriculture (Tanzania), the institute of Marine Sciences (IMS) in Zanzibar, the University of Nairobi in Kenya, Makerere University in Uganda and the University of Zambia, in partnership with the Norwegian Sciences (IMS) in Zanzibar, the University of Nairobi in Kenya, Makerere University in Uganda and the University of Lagriculture (Tanzania), the institute of Marine Sciences (IMS) in Zanzibar, the University of Nairobi in Kenya, Makerere University in Uganda and the University of Nairobi in Kenya, Makerere University of Nairobi in

The project aims at inclluencing public policy and building and further strengthening research, education and administrative capacity in Malawi through and interrelated set of activities - research on democratic and economic governance, training of Masters and PhD students, strengthening administrative and instittuional capacity - undertaking jointly by the University of Oslo and Chancellor College, University of Malawi.

The project seeks to join different disciplines from meteorology to humanities and social sciences to take a holistic approach to climate change adaptation and mitigation research with special emphasis to improve the capacity of staff to supervise Master and PhD students as well as to do quality independent research. The project will focus on water resource management, water supply and waste water technology, and water and climate change. The project aims to contribute to the use of forests as a means of income diversification for local communities in Ethiopia by improving the sustainable management of these forests in the context of climate change through strengthening capacity for research and education at Mekalle University in Ethiopia in partnership with the Norwegian University of Life Sciences.

The project seeks to enhance higher education and research capacity related to climate change, natural resource management and environment in a coordinated network of four universities in South Asia (Kathmandu Uni, Tribhuvan Uni, Tribhu

The proejct aims to develop a Southern African community of practice in pro-poor natural resource governance, education, research and application at regional higher education institutions in Zambia and the SADC region.

University of Khartoum - UiB - Addis Ababa UNI - Makerere UNI (UGA) - OSSREA (ZA)

1.3 Development Objective The project's development objective The project's development objective The project's development objective is to address Education and Qualification Gaps for Vulnerable Youths in Half in promoting rural socio-economic development in South and Grande Arise Departments. 1.4 Immediate objective The project will have five immediate objective The project will have five immediate objective The project will have five immediate objective to the social resolution of the professional training centres in Grande Arise and South is strengthened. Immediate objective The project will have five immediate objective The The main objective of this project is to build human capacity for a peaceful, democratic and just society in South Asia through strengthened capacities of highed education institutions in conflict management, peace building and governance with a vew to assist the rebuilding and long-term development of war-tom communities and regions. Other partners: COMSATS Institute of information technology (CITT) (Pakistan), University of Ruhuna (Sri Laka) and NMBU.
The purpose of the project is to strengthen capacity among academic staff members at the four LMIC partner law scools/faulties to review, revise and integrate the right to gender equality, and non-discrimination and relevant social and economic rights into courses taught. Other partners are University of Zambia, University of Nairobi, Chancellor College and University of Oslo

The objective of the project is to build capacity of the partner institutions and local authorities to contribute to peace building and improvement of democratic and economic governance in South Sudan and Ethiopia thereby contributing to sustainable development and poverty reduction. To achieve the objective, the purpose is to strengthen capacity at University of Juba and Hawassa University for education, research, and gender equality - specifically related to democratic and economic governance in South Sudan and Hawassa University of suba and Hawassa asures through education in Mali, Niger and Burkina Faso. Uphold education and protection (with weight on SGBV) through covid 19 lockdown and work to get children back to school when they reoper

Addis Ababa (ETH) - UiO - Hawassa Uni (ETH) - NTNU

Sponsorship programme - Safe Schools Conference in Spain 27-29 May 2019
The project aims to improve the livelihood and income of rural people in parts of Ethiopia and Sudan through capacity development for education and research on climate smart agriculture at Hawassa University, Mekelle University and Kordofan University, in partnership with the Norwegian University of Life Sciences.

The scholarship scheme contributes to this by establishing and extending the academic and cultural contact between Norwegian and Chinese individuals, and between research and educational institutions

The project aims to contribute to food security, improved livelihood, and poverty reduction through capacity building in climate smart natural resource management and policy analysis for sustainable development at higher education institutions in Ethiopia and Ma

The SACCADE project seeks to achieve increased staff competence in research, strengthened education and research programmes for conducting research, ensure strong institutional capacity for knowledge dissemination, quality assurance and research ethics, and ensure equal opportunities for female staff at Jimma University and St. Paul Hospital Millennium Medical College in Ethiopia. This is expected to contribute to improve the capacity and quality of teaching and supervision of health and doing essential public health research, supervision of health and doing essential public health research, supervision of health and doing essential public health research, supervision of health and doing essential public health research, supervision of health and doing essential public health research and leadership at souther in a global priority in the context of antimination of the scalar and extent of ARM with a view to designed to improve key infection-related health statistics in Make and Mozambiogue by conducting research and generating evidence on the nature and extent of ARM with a view to design go more specific intervention for its containment of scalar and extent of ARM with a view to design go more specific intervention for its containment of scalar and extent of ARM with a view to design go more specific intervention for its containment of scalar and extent of ARM with a view to design go more specific intervention for its containment of scalar and extent of ARM with a view to design go more specific intervention of the scalar and extent of ARM with a view to design go more specific intervention of the scalar and extent of ARM with a view to design go more specific intervention of the scalar and extent of ARM with a view to design go more specific intervention of the scalar and and a scalar and a

The project will strengthen research and educational programs (Master and PhD) in health informatics at University of Moi, Kenya and Makerere University, Uganda. Support for the reconstruction of schools damaged by the 2015 earthquakes in 5 VDCs in Northern Dolakha district. Estimated number of schools to be reconstructed/rebuilt is 13.

TRAHESA 2020 aims to improve the livelihoods of fisheries dependent communities, and food safety and security in Eastern and Southern Africa through Capacity developent in teaching and research in Aquatic and environmental health; in Tanzania through University of Rain (UNZ). Advanced Programme in Law and Economics for the ENP Countries and Cental Asia

Support education

The Ababa's TVET project is a collaboration between Development Fund of Norway (DF) through Deutsche Gesellschaft fur internationale Zusammenarbeit (GIZ), YARA Dalloi BV and Ababa's TVET institution. The planned main products and/or services of the Project (Dutputs) are improved access to quality vocational education for youths in Afar in the fields of construction, service provision and mechanics.

| for Girls Education (IPGE) phase 1 (2014-2017) and phase 2 (2018-2020). The IPGE is a UN joint programme that involves scrives:To ensure equitable access to and participation to quality pre-primary, basic and secondary education for all children. | UNICEF, UNFPA and WFP, with the Resident Coordinator office in a coordinating role. The programme involven, especially those who are socially and economically disadvantaged, children from marginalized groups and | es the following sectors: education, health (Sexual and Reproductive Health Rights (SRHR)) and nutrition children with disabilities. To enhance the quality and relevance of overall school education, ensuring m | n (school meals). The programme has a 4-year timeframe with a budget of 320 million NOK. The Noi inimum learning schewements for each child. To make all citizens literate with basic functional skill | wegian Embassy in Lilongwe is the only donor to the programme. and expand opportunities for continuing education and lifelong le |
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| ed children and in humanitarian and fragile contexts (Educational governance and planning)2. Increase the number of child | dren safely accessing formal or non-formal pre-primary and basic education and child protection services incl | luding in humanitarian and fragile contexts (Equitable and inclusive access)3. Increase the number of ch | hildren, especially girls, Almajiri, and children with disabilities and children exiting armed groups act | vely engaging in quality learning and skills development opportunit |
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| ial pyramid who need basic digital skills in order to participate in the digital economy, to use digital tools and to access digit | tal services. It also targets young men and women wishing to enhance their basic and intermediate digital sk | ills as well as young entrepreneurs in need of digital and other skills to develop their businesses and be | come competitive in the emerging digital economy. A critical outcome is that at least 30 % of all pec | pple trained by a DTC must be female. This was designed to address |
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| legally operate income-generating activity, (iv) improved technical skills in selected vocation, (v) grants used to pay for equ | slipment, raw materials, and/or working capital to start income-generating activity, and (vi) expanded access to | o markets and suppliers and improved bargaining power. The planned main products and/or services of t | the Project (Output) are (i) trade skills training and vocational training, (ii) distribute cash grants to s | tart or expand an income-generating activity, and (iii) facilitate netwo |
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