

Norsk g remerket utdanningsbistand, inkludert utdanning i kriser, fordelt p  avtale. 2023. NOK - Forele pige tall basert p  PTA-uttrekk 01.01.2023

Avtaler som ogs  inng r i  versikten over 2022 er markert i gult.

Agreement no.	Agreement title	Agreement partner	Main	Main sector description	Sub s	Sub sector description	Planned	2023 Total
QZA-11/1032	Global Partnership for Education (GPE) Fund	GPE - Global Partnership for Education	112	Basic education	20	Primary education	281 000 000	281 000 000
MWI-19/0021	UN Joint Program for Girls Education phase III, Learning for all in Malawi:	MPFT Office - Multi-Partner Trust Fund Office	112	Basic education	20	Primary education	95 550 000	95 550 000
QZA-21/0190	WFP Home Grown School Feeding	WFP - World Food Programme	112	Basic education	50	School feeding	82 360 085	82 360 085
AFG-21/0004	DAARTT - Equitable Access to Quality Education in Faryab Province, Afgh	Dansk Folkehjelp - Danish Peoples's Aid	112	Basic education	20	Primary education	60 000 000	60 000 000
NPL-20/0002	School Education Sector Support 2022-2025	Government of NEPAL	111	Education, level unspecified	10	Education policy and administrative management	45 000 000	45 000 000
UGA-22/0001	UNGA - Safe, Inclusive Learning and Skills for All (SILSA)	UNICEF - United Nations Children's Fund	720	Emergency Response	12	Education in Emergencies	35 000 000	35 000 000
QZA-16/0448	NORPART	Sil� - Senter for internasjon�lisering av utdanning	114	Post-secondary education	20	Higher education	35 000 000	35 000 000
RAF-19/0011	EAD/SGGA Employment and skills for Africa	GIZ - Deutsche Gesellschaft f�r Internationale Zusammenarbeit	113	Secondary education	30	Vocational training	32 000 000	32 000 000
ETH-15/0011	Long-term support to the multi-donor General Education Quality Improve	World Bank	112	Basic education	20	Primary education	32 000 000	32 000 000
PAL-21/0009	UNDP - Support to education in East Jerusalem 2022-24	UNDP - UN Development Programme	111	Education, level unspecified	20	Education facilities and training	29 700 000	29 700 000
QZA-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	20 000 000
MWI-20/0005	UNICEF Catalytic funding to support the Education Services Joint Fund	UNICEF - United Nations Children's Fund	111	Education, level unspecified	10	Education policy and administrative management	20 000 000	20 000 000
ETH-21/0013	Increasing access to integrated and inclusive Education and Child Protec	UNICEF - United Nations Children's Fund	112	Basic education	20	Primary education	20 000 000	20 000 000
QZA-18/0373-34	Children learn and are safe - Somalia	Redd Barna Norge	112	Basic education	20	Primary education	19 310 107	19 310 107
MOZ-18/0016	Improvement of TVET in Mozambique	BMZ - German Federal Ministry for Economic Cooperation and Development	113	Secondary education	30	Vocational training	18 845 631	18 845 631
UGA-21/0004	Strengthening Education Systems, Bridging Learning Loss (SESBILL) dur	Flyktninghjelpen	112	Basic education	20	Primary education	16 000 000	16 000 000
NER-16/0002	Common Sector Fund - Education	Government of Niger	112	Basic education	20	Primary education	15 000 000	15 000 000
QZA-18/0373-37	Children learn and are safe - South Sudan	Redd Barna Norge	112	Basic education	20	Primary education	13 805 888	13 805 888
QZA-18/0373-29	Children learn and are safe - Niger	Redd Barna Norge	112	Basic education	20	Primary education	13 735 432	13 735 432
QZA-18/0373-17	Children learn and are safe - Mozambique	Redd Barna Norge	112	Basic education	20	Primary education	13 198 860	13 198 860
QZA-18/0373-14	Children learn and are safe - Malawi	Redd Barna Norge	112	Basic education	20	Primary education	13 122 004	13 122 004
QZA-20/0248	DHIS2 for EMIS - expansion of pilot to 3 new countries	UIO - Universitetet i Oslo	111	Education, level unspecified	82	Educational research	13 000 000	13 000 000
QZA-18/0353-12	Education in Emergency Upper Nile 2019	ADRA-Norge	112	Basic education	20	Primary education	12 720 000	12 720 000
QZA-18/0373-40	Children learn and are safe - Uganda	Redd Barna Norge	112	Basic education	20	Primary education	12 652 580	12 652 580
QZA-18/0373-23	Children learn and are safe - Nepal	Redd Barna Norge	112	Basic education	20	Primary education	12 332 689	12 332 689
QZA-18/0373-12	Children learn and are safe - Lebanon	Redd Barna Norge	112	Basic education	20	Primary education	12 065 118	12 065 118
QZA-22/0046	Global Digital Library	Sopra Steria AS	112	Basic education	20	Primary education	12 000 000	12 000 000
JOR-20/0008	Refugee Livelihoods Development Impact Bond	Near East Foundation	113	Secondary education	30	Vocational training	11 193 000	11 193 000
QZA-18/0373-20	Children learn and are safe - Myanmar	Redd Barna Norge	112	Basic education	20	Primary education	10 581 637	10 581 637
QZA-18/0373-32	Children learn and are safe - Palestine	Redd Barna Norge	112	Basic education	20	Primary education	10 017 349	10 017 349
SDN-22/0006	Sudan Norway Academic Cooperation (SNAC)	CMi - Chr Michelsen Institute	114	Post-secondary education	20	Higher education	10 000 000	10 000 000
ETH-17/0017	Technical and Vocational Education and Training	Ethiopia Ministry of Science and Higher Education	114	Post-secondary education	30	Advanced technical and managerial training	10 000 000	10 000 000
QZA-21/0293	Students at risk (StAR) 2022-2026	HK-dir - Direktoratet for h�yere utdanning og kompetanse	114	Post-secondary education	20	Higher education	10 000 000	10 000 000
PAK-21/0011	Education for Out of School Children and Adolescents in Pakistan	UNICEF - United Nations Children's Fund	112	Basic education	20	Primary education	10 000 000	10 000 000
SSD-21/0004	Education in Abyei - Strengthening Government Ownership	UNICEF - United Nations Children's Fund	111	Education, level unspecified	10	Education policy and administrative management	9 805 834	9 805 834
QZA-21/0162-42	NORHED II N-POC - USP	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	9 528 380	9 528 380
QZA-18/0353-4	Strengthening Equity, Access and Quality in Education 2 (SEAQE2)	ADRA-Norge	112	Basic education	20	Primary education	8 655 042	8 655 042
QRS-20/0001	Cooperation between the OSCE Academy and NUPi 2020 - 2023	NUPi - Norwegian Institute of International Affairs	114	Post-secondary education	20	Higher education	8 600 000	8 600 000
QZA-18/0353-7	Strengthening Equity, Access and Quality in Education 2 (SEAQE2)	ADRA-Norge	112	Basic education	20	Primary education	7 783 062	7 783 062
QZA-18/0253-4	Enhancing Quality and Inclusive Education	Right to Play	112	Basic education	20	Primary education	7 561 787	7 561 787
QZA-18/0355-14	Inclusive quality education and lifelong learning	Str�mmestiftelsen	112	Basic education	20	Primary education	7 122 917	7 122 917
QZA-18/0253-6	Enhancing Quality and Inclusive Education	Right to Play	112	Basic education	20	Primary education	6 736 454	6 736 454
UKR-21/0002	Supporting Educational Reforms in Ukraine programme	The European Wergeland Centre	111	Education, level unspecified	10	Education policy and administrative management	6 106 000	6 106 000
ETH-20/0003	General Education Curriculum Reform - Technical Assistance to the Mini	UNICEF - United Nations Children's Fund	111	Education, level unspecified	10	Education policy and administrative management	6 000 000	6 000 000
ETH-20/0009	Building the resilience in education in Somali region	Redd Barna Norge	112	Basic education	20	Primary education	6 000 000	6 000 000
QZA-18/0353-2	Strengthening Equity, Access and Quality in Education 2 (SEAQE2)	ADRA-Norge	112	Basic education	20	Lower secondary education	5 945 394	5 945 394
QZA-18/0373-9	Children learn and are safe - Guatemala	Redd Barna Norge	112	Basic education	20	Primary education	5 944 379	5 944 379
QZA-18/0355-20	Inclusive quality education and lifelong learning	Str�mmestiftelsen	112	Basic education	20	Primary education	5 794 932	5 794 932
QZA-18/0355-26	Inclusive quality education and lifelong learning	Str�mmestiftelsen	112	Basic education	20	Primary education	5 369 937	5 369 937
PAL-18/0017	Technical and vocational education and training (TVET) in the Palestinia	BMZ - German Federal Ministry for Economic Cooperation and Development	113	Secondary education	30	Vocational training	5 231 925	5 231 925
QZA-18/0253-5	Enhancing Quality and Inclusive Education	Right to Play	112	Basic education	20	Primary education	5 189 290	5 189 290
QZA-18/0355-29	Inclusive quality education and lifelong learning	Str�mmestiftelsen	112	Basic education	20	Primary education	5 145 940	5 145 940
QZA-18/0253-2	Enhancing Quality and Inclusive Education	Right to Play	112	Basic education	20	Primary education	5 133 404	5 133 404
QZA-18/0353-9	Strengthening Equity, Access and Quality in Education 2 (SEAQE2)	ADRA-Norge	112	Basic education	20	Primary education	5 119 831	5 119 831
QZA-18/0355-17	Inclusive quality education and lifelong learning	Str�mmestiftelsen	112	Basic education	20	Primary education	5 005 941	5 005 941
QZA-18/0236	Quota scheme student loans 2016-2018	Statens l�nsekasse for utdanning	114	Post-secondary education	20	Higher education	5 000 000	5 000 000
MWI-18/0014	Our Rights, Our Lives and Our Future: Comprehensive sexuality educatio	UNESCO - UN Educational, Scientific and Cultural Organisation	112	Basic education	20	Primary education	5 000 000	5 000 000
MMR-21/0009	Norwegian Refugee Council - Rakhine Programme II	Flyktninghjelpen	112	Basic education	20	Primary education	5 000 000	5 000 000
QZA-18/0373-48	Children learn and are safe - SCN Global	Redd Barna Norge	111	Education, level unspecified	10	Education policy and administrative management	4 972 374	4 972 374
QZA-18/0355-8	Inclusive quality education and lifelong learning	Str�mmestiftelsen	112	Basic education	31	Basic life skills for youth	4 703 945	4 703 945
QZA-18/0253-1	Enhancing Quality and Inclusive Education	Right to Play	112	Basic education	20	Primary education	4 671 857	4 671 857
KEN-18/0008	AERC Core support 2018/2019 - 2022/2023	AERC - African Economic Research Consortium	111	Education, level unspecified	82	Educational research	4 668 931	4 668 931
QZA-18/0266-6	Family Strengthening Programme - Education ZAM	Stiftelsen SOS-Barnebyer	112	Basic education	20	Primary education	4 445 000	4 445 000
QZA-18/0373-4	Children learn and are safe - Colombia	Redd Barna Norge	112	Basic education	20	Primary education	4 367 258	4 367 258
QZA-21/0198-40	NORHED II Hydraulic Research, Laboratory and Dam Safety	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	4 321 159	4 321 159
QZA-18/0355-11	Inclusive quality education and lifelong learning	Str�mmestiftelsen	112	Basic education	31	Basic life skills for youth	4 300 950	4 300 950
QZA-18/0253-3	Enhancing Quality and Inclusive Education	Right to Play	112	Basic education	20	Primary education	4 257 208	4 257 208
QZA-21/0162-37	NORHED II Decolonizing Epistemologies	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	4 207 728	4 207 728
RAF-22/0021	Promoting Safe Schools in Africa 2022-2025 Phase II	Redd Barna Norge	111	Education, level unspecified	10	Education policy and administrative management	4 000 000	4 000 000
ETH-16/0029	Advancing quality in education in primary and lower secondary school ET	Bahir Dar University	114	Post-secondary education	20	Higher education	3 821 011	3 821 011
QZA-21/0198-2	NORHED II Enhancing the quality of science and mathematics education	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	3 596 453	3 596 453
QZA-21/0198-29	NORHED II Research Based Education Hydropwer	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	3 430 652	3 430 652
QZA-21/0194-1	NORHED II Inclusive Education in Nepal	OsloMet - Storbymuniversitetet (tidl. H�A)	114	Post-secondary education	20	Higher education	3 387 554	3 387 554
QZA-21/0159-39	NORHED II Higher Education Rock and Tunnel Engineering	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	3 304 665	3 304 665
QZA-18/0353-11	Strengthening Equity, Access and Quality in Education 2 (SEAQE2)	ADRA-Norge	113	Secondary education	30	Vocational training	3 103 242	3 103 242
ALB-18/0003	Promoting education & identifying gaps/meeds in Albanian maritime secto	NTNU - Norges teknisk-naturvitenskapelige universitet	111	Education, level unspecified	10	Education policy and administrative management	3 070 000	3 070 000
QZA-18/0355-23	Inclusive quality education and lifelong learning	Str�mmestiftelsen	112	Basic education	20	Primary education	3 010 965	3 010 965
QZA-21/0045-2	protection of children and education	Emergency Call	720	Emergency Response	12	Education in Emergencies	3 000 000	3 000 000
MMR-21/0009	Enhancing access to education on human rights, democracy and peace i	Mahidol University	114	Post-secondary education	20	Higher education	3 000 000	3 000 000
MMR-21/0010	Research Capacity and Cooperation Myanmar (RECCOM) 2	NUPi - Norwegian Institute of International Affairs	111	Education, level unspecified	82	Educational research	3 000 000	3 000 000
PAL-21/0003	Al-Ma'mal Studios (Learning Facilities)	Undefined	113	Secondary education	30	Vocational training	3 000 000	3 000 000
QZA-21/0324-25	Intercultural higher education	SAIH - Studentenes og Akademikernes Internasjonale Hjelpesfond	114	Post-secondary education	20	Higher education	2 921 272	2 921 272
QZA-21/0182-5	NORHED II Experiments for Dev. of Climate Smart Agriculture	NMBU - Norges milj�- og biovitenskapelige universitet (tidl UMB/NLH)	114	Post-secondary education	20	Higher education	2 913 552	2 913 552
ZAM-20/0001	Hei Verden - Multianual agreement 2021-2025	Hei Verden	111	Education, level unspecified	30	Teacher training	2 816 000	2 816 000
QZA-21/0324-22	Wangshang Center for Environmental and Agroforestry Technical Educat	SAIH - Studentenes og Akademikernes Internasjonale Hjelpesfond	114	Post-secondary education	20	Higher education	2 812 640	2 812 640
ZAM-20/0006	Norway China Higher Education and Research Exchange 22-23	Diku - Direktoratet for internasjon�lisering og kvalitetsutvikling i h�yere utdanning	114	Post-secondary education	20	Higher education	2 738 000	2 738 000
QZA-21/0159-22	NORHED II Crosslink Coastal Pollution with Climate Change	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	2 714 124	2 714 124
QZA-18/0355-5	Inclusive quality education and lifelong learning	Str�mmestiftelsen	112	Basic education	31	Basic life skills for youth	2 712 968	2 712 968
QZA-21/0324-19	Wisdom and Knowledge of the Peoples, resignify the well-doing of inclus	SAIH - Studentenes og Akademikernes Internasjonale Hjelpesfond	114	Post-secondary education	20	Higher education	2 695 690	2 695 690
QZA-21/0194-7	NORHED II Midwifery Research and Education	OsloMet - Storbymuniversitetet (tidl. H�A)	114	Post-secondary education	20	Higher education	2 692 965	2 692 965
QZA-18/0266-2	Family Strengthening Programme - Education MWI	Stiftelsen SOS-Barnebyer	112	Basic education	20	Primary education	2 640 000	2 640 000
QZA-21/0161-9	NORHED II Climate Change and Infectious Diseases CIDIMOH	UII - Universitetet i Troms� - Norges arktiske universitet	114	Post-secondary education	20	Higher education	2 619 672	2 619 672
QZA-21/0173-6	NORHED II Resilient Communities through inclusive education EA	UIA - Universitetet i Agder	114	Post-secondary education	20	Higher education	2 506 000	2 506 000

<b>QZA-21/0168-10</b>	<b>NORHED II Strengthening doctoral education for health in Tanzania</b>	UIO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	2 368 837	2 368 837
<b>QZA-21/0182-13</b>	<b>NORHED II Renewable Energy</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	114	Post-secondary education	20	Higher education	2 329 668	2 329 668
<b>QZA-21/0182-6</b>	<b>NORHED II Energy Economics, Governance</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	114	Post-secondary education	20	Higher education	2 292 328	2 292 328
<b>QZA-19/0256-178</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	30	Vocational training	2 289 258	2 289 258
<b>QZA-19/0256-168</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	2 282 404	2 282 404
<b>QZA-21/0168-11</b>	<b>NORHED II Strengthening doctoral education for health in Tanzania</b>	UIO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	2 275 603	2 275 603
<b>QZA-21/0167-1</b>	<b>NORHED II Impl. simulation-based education in Malawi and Tanzania</b>	UIS - Universitetet i Stavanger	114	Post-secondary education	20	Higher education	2 241 444	2 241 444
<b>QZA-21/0167-3</b>	<b>NORHED II Instit. Netw. for Design and Manufact. Educ. and Train.</b>	UIS - Universitetet i Stavanger	114	Post-secondary education	20	Higher education	2 238 231	2 238 231
<b>QZA-21/0182-7</b>	<b>NORHED II Energy Economics, Governance</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	114	Post-secondary education	20	Higher education	2 205 112	2 205 112
<b>QZA-21/0159-1</b>	<b>NORHED II Enhancing the quality of science and mathematics education</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	2 184 239	2 184 239
<b>QZA-21/0181-1</b>	<b>NORHED II Samaki - Fisheries, nutrition, livelihood, rights</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	114	Post-secondary education	20	Higher education	2 169 521	2 169 521
<b>QZA-21/0162-19</b>	<b>NORHED II PRICE Health Systems</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	2 149 096	2 149 096
<b>NPL-16/0014</b>	<b>Tribhuvan University - Innovations in Teaching and Learning</b>	Tribhuvan University	114	Post-secondary education	20	Higher education	2 116 298	2 116 298
<b>QZA-21/0159-23</b>	<b>NORHED II Education and Research within Energy</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	2 103 437	2 103 437
<b>QZA-21/0162-26</b>	<b>NORHED II CABUTE Teacher Education</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	2 087 553	2 087 553
<b>QZA-21/0159-4</b>	<b>NORHED II Maternal and Neonatal Health in Malawi</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	2 042 784	2 042 784
<b>QZA-21/0324-21</b>	<b>Professionalization program for empirical teachers of RACCs - Phase VII</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	114	Post-secondary education	20	Higher education	2 020 978	2 020 978
<b>QZA-21/0194-9</b>	<b>NORHED II Midwifery Research and Education</b>	OsloMet - Storbyuniversitetet (tidl. HIOA)	114	Post-secondary education	20	Higher education	2 015 091	2 015 091
<b>QZA-21/0162-1</b>	<b>NORHED II SAFEWORKERS - Safe Work Conditions</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 999 222	1 999 222
<b>QZA-21/0168-14</b>	<b>NORHED II Governance for the SDGs (Sust.GOV)</b>	UIO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	1 998 003	1 998 003
<b>QZA-21/0162-3</b>	<b>NORHED II SENUPI II Public Health</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 995 562	1 995 562
<b>QZA-21/0161-10</b>	<b>NORHED II Climate Change and Infectious Diseases CIDIMOH</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	114	Post-secondary education	20	Higher education	1 991 949	1 991 949
<b>QZA-21/0194-9</b>	<b>NORHED II Indigenous, Intercultural and Communitarian</b>	OsloMet - Storbyuniversitetet (tidl. HIOA)	114	Post-secondary education	20	Higher education	1 986 133	1 986 133
<b>QZA-21/0162-20</b>	<b>NORHED II SALHSA Health Systems</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 985 663	1 985 663
<b>QZA-21/0162-24</b>	<b>NORHED II Mathematics for Development</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 982 284	1 982 284
<b>QZA-21/0167-5</b>	<b>NORHED II Enhanc. Lean Practices in Supply Chains: Digitaliz.4</b>	UIS - Universitetet i Stavanger	114	Post-secondary education	20	Higher education	1 967 652	1 967 652
<b>QZA-21/0162-25</b>	<b>NORHED II Mathematics for Development</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 930 221	1 930 221
<b>QZA-21/0178-2</b>	<b>NORHED II Preparing Media Practitioners</b>	NLA Høgskolen AS	114	Post-secondary education	20	Higher education	1 906 578	1 906 578
<b>QZA-21/0162-2</b>	<b>NORHED II SAFEWORKERS - Safe Work Conditions</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 897 642	1 897 642
<b>QZA-21/0167-4</b>	<b>NORHED II Instit. Netw. for Design and Manufact. Educ. and Train.</b>	UIS - Universitetet i Stavanger	114	Post-secondary education	20	Higher education	1 895 388	1 895 388
<b>QZA-21/0162-21</b>	<b>NORHED II SALHSA Health Systems</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 836 348	1 836 348
<b>QZA-18/0353-4</b>	<b>Strengthening Equity, Access and Quality in Education 2 (SEAQE2)</b>	ADRA-Norge	113	Secondary education	30	Vocational training	1 832 076	1 832 076
<b>QZA-21/0159-10</b>	<b>NORHED II Citizens Participation in Resource Governance</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 829 677	1 829 677
<b>TAN-21/0005-1</b>	<b>NORHED II HVL</b>	HVL - Høgskulen på Vestlandet	114	Post-secondary education	20	Higher education	1 826 928	1 826 928
<b>QZA-21/0167-6</b>	<b>NORHED II Enhanc. Lean Practices in Supply Chains: Digitaliz.4</b>	UIS - Universitetet i Stavanger	114	Post-secondary education	20	Higher education	1 816 409	1 816 409
<b>QZA-21/0168-1</b>	<b>NORHED II Climate change and ecosystems management - Malawi and Ta</b>	UIO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	1 810 458	1 810 458
<b>QZA-21/0162-17</b>	<b>NORHED II PRICE Health Systems</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 806 576	1 806 576
<b>QZA-21/0178-4</b>	<b>NORHED II Research-based teacher education</b>	NLA Høgskolen AS	114	Post-secondary education	20	Higher education	1 802 846	1 802 846
<b>QZA-21/0162-23</b>	<b>NORHED II CO2-EOR for CCUS</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 776 097	1 776 097
<b>QZA-21/0161-11</b>	<b>NORHED II Coastal Marine Resources ECOGIV</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	114	Post-secondary education	20	Higher education	1 775 642	1 775 642
<b>QZA-21/0159-18</b>	<b>NORHED II Adaptive Environmental Monitoring Networks</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 752 141	1 752 141
<b>QZA-21/0161-4</b>	<b>NORHED II Urban-Suburban Nexus towards OneHealth approach</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	114	Post-secondary education	20	Higher education	1 738 133	1 738 133
<b>QZA-21/0324-1</b>	<b>Just Leaders: Leadership for Social Justice in Higher Education</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	114	Post-secondary education	20	Higher education	1 736 496	1 736 496
<b>QZA-21/0162-22</b>	<b>NORHED II CO2-EOR for CCUS</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 719 158	1 719 158
<b>QZA-21/0161-3</b>	<b>NORHED II Urban-Suburban Nexus towards OneHealth approach</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	114	Post-secondary education	20	Higher education	1 691 235	1 691 235
<b>QZA-21/0162-6</b>	<b>NORHED II GROWNUT 2</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 666 977	1 666 977
<b>QZA-21/0162-8</b>	<b>NORHED II GROWNUT 2</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 665 782	1 665 782
<b>QZA-21/0162-11</b>	<b>NORHED II Surgery Specialities</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 651 480	1 651 480
<b>QZA-21/0162-10</b>	<b>NORHED II Surgery Specialities</b>	UIB - Universitetet i Bergen	114	Post-secondary education	30	Advanced technical and managerial training	1 651 480	1 651 480
<b>QZA-21/0194-3</b>	<b>NORHED II Climate change, Energy, Sustainability</b>	OsloMet - Storbyuniversitetet (tidl. HIOA)	114	Post-secondary education	20	Higher education	1 637 787	1 637 787
<b>QZA-21/0162-5</b>	<b>NORHED II SENUPI II Public Health</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 632 655	1 632 655
<b>QZA-21/0162-4</b>	<b>NORHED II SENUPI II Public Health</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 631 950	1 631 950
<b>QZA-21/0178-1</b>	<b>NORHED II Preparing Media Practitioners</b>	NLA Høgskolen AS	114	Post-secondary education	20	Higher education	1 622 822	1 622 822
<b>QZA-18/0353-10</b>	<b>Strengthening Equity, Access and Quality in Education 2 (SEAQE2)</b>	ADRA-Norge	112	Basic education	31	Basic life skills for youth	1 622 677	1 622 677
<b>QZA-21/0159-14</b>	<b>NORHED II Environmental Risk management</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 605 107	1 605 107
<b>QZA-21/0173-3</b>	<b>NORHED II Transformative Education and Lifelong Learning</b>	UIA - Universitetet i Agder	114	Post-secondary education	20	Higher education	1 602 000	1 602 000
<b>QZA-21/0159-25</b>	<b>NORHED II Socially just and sustainable energy transitions</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 601 931	1 601 931
<b>QZA-21/0159-24</b>	<b>NORHED II Education and Research within Energy</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 582 887	1 582 887
<b>QZA-21/0168-16</b>	<b>NORHED II Women's, children's and nature's rights in env. gov.</b>	UIO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	1 580 543	1 580 543
<b>QZA-19/0256-186</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	1 567 405	1 567 405
<b>QZA-21/0168-12</b>	<b>NORHED II Equip Palestine with E-learning (E-Pal)</b>	UIO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	1 553 996	1 553 996
<b>QZA-21/0162-13</b>	<b>NORHED II ICARTA</b>	UIB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	1 525 766	1 525 766
<b>QZA-21/0161-13</b>	<b>NORHED II Coastal Marine Resources ECOGIV</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	114	Post-secondary education	20	Higher education	1 523 395	1 523 395
<b>QZA-21/0324-23</b>	<b>Inclusive Higher ed. for indigenous and afro-descendant women and yout</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	114	Post-secondary education	20	Higher education	1 513 374	1 513 374
<b>QZA-21/0161-5</b>	<b>NORHED II SAHEL - Visual Anthropology</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	114	Post-secondary education	20	Higher education	1 510 722	1 510 722
<b>TAN-21/0005-2</b>	<b>NORHED II HVL</b>	HVL - Høgskulen på Vestlandet	114	Post-secondary education	20	Higher education	1 507 018	1 507 018
<b>QZA-21/0159-21</b>	<b>NORHED II Crosslink Coastal Pollution with Climate Change</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 480 839	1 480 839
<b>QZA-21/0168-15</b>	<b>NORHED II Governance for the SDGs (Sust.GOV)</b>	UIO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	1 447 991	1 447 991
<b>QZA-21/0167-2</b>	<b>NORHED II Impl. simulation-based education in Malawi and Tanzania</b>	UIS - Universitetet i Stavanger	114	Post-secondary education	20	Higher education	1 425 775	1 425 775
<b>QZA-21/0159-19</b>	<b>NORHED II Adaptive Environmental Monitoring Networks</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 403 862	1 403 862
<b>QZA-21/0182-23</b>	<b>NORHED II Aquatic Resources West Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	114	Post-secondary education	20	Higher education	1 400 331	1 400 331
<b>QZA-21/0182-15</b>	<b>NORHED II Aquatic Resources East/Southern Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	114	Post-secondary education	20	Higher education	1 399 000	1 399 000
<b>QZA-18/0355-32</b>	<b>Cross Cutting Issues</b>	Strømmestiftelsen	112	Basic education	20	Primary education	1 390 984	1 390 984
<b>TAN-21/0005-3</b>	<b>NORHED II HVL</b>	HVL - Høgskulen på Vestlandet	114	Post-secondary education	20	Higher education	1 388 904	1 388 904
<b>QZA-21/0324-27</b>	<b>Strengthening of the UJAIN as a public university of special character</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	114	Post-secondary education	20	Higher education	1 369 551	1 369 551
<b>QZA-21/0161-12</b>	<b>NORHED II Coastal Marine Resources ECOGIV</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	114	Post-secondary education	20	Higher education	1 366 714	1 366 714
<b>QZA-21/0194-3</b>	<b>NORHED II Indigenous, Intercultural and Communitarian</b>	OsloMet - Storbyuniversitetet (tidl. HIOA)	114	Post-secondary education	20	Higher education	1 361 578	1 361 578
<b>QZA-21/0324-20</b>	<b>DIVERSITY. Intersectional views, decolonial paths</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	114	Post-secondary education	20	Higher education	1 346 267	1 346 267
<b>QZA-21/0161-2</b>	<b>NORHED II Samaki - Fisheries, nutrition, livelihood, rights</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	114	Post-secondary education	20	Higher education	1 346 219	1 346 219
<b>QZA-21/0159-7</b>	<b>NORHED II Academic capacity in physiotherapy education</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 343 485	1 343 485
<b>QZA-21/0182-1</b>	<b>NORHED II Co-creation of Knowledge Climate Adaptation</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	114	Post-secondary education	20	Higher education	1 315 317	1 315 317
<b>QZA-21/0173-1</b>	<b>NORHED II Gender and digitalization across context</b>	UIA - Universitetet i Agder	114	Post-secondary education	20	Higher education	1 300 000	1 300 000
<b>QZA-21/0173-4</b>	<b>NORHED II Transformative Education and Lifelong Learning</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 275 080	1 275 080
<b>QZA-19/0212-13</b>	<b>Sustainable Employment through Vocational Training, Khot</b>	Kirkens Nødhjelp	113	Secondary education	30	Vocational training	1 251 477	1 251 477
<b>QZA-21/0168-4</b>	<b>NORHED II Medical and environm. anthropol. for 21st century EA</b>	UIO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	1 222 445	1 222 445
<b>QZA-21/0324-9</b>	<b>Leadership Exploration And Development Project</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	114	Post-secondary education	20	Higher education	1 217 711	1 217 711
<b>QZA-21/0168-3</b>	<b>NORHED II Climate change and ecosystems management - Malawi and Ta</b>	UIO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	1 209 301	1 209 301
<b>QZA-21/0182-26</b>	<b>NORHED II Aquatic Resources West Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	114	Post-secondary education	20	Higher education	1 200 948	1 200 948
<b>QZA-21/0194-10</b>	<b>NORHED II Indigenous, Intercultural and Communitarian</b>	OsloMet - Storbyuniversitetet (tidl. HIOA)	114	Post-secondary education	20	Higher education	1 199 309	1 199 309
<b>QZA-21/0182-14</b>	<b>NORHED II Research-based teacher education</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	114	Post-secondary education	20	Higher education	1 188 964	1 188 964
<b>QZA-21/0161-6</b>	<b>NORHED II SAHEL - Visual Anthropology</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	114	Post-secondary education	20	Higher education	1 165 315	1 165 315
<b>QZA-21/0159-16</b>	<b>NORHED II Environmental Risk management</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 148 903	1 148 903
<b>QZA-21/0159-27</b>	<b>NORHED II Socially just and sustainable energy transitions</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	1 134 258	1 134 258
<b>QZA-21/0173-2</b>	<b>NORHED II Gender and digitalization across context</b>	UIA - Universitetet i Agder	114	Post-secondary education	20	Higher education	1 119 000	1 119 000
<b>QZA-19/0256-164</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	30	Vocational training	1 116 977	1 116 977
<b>QZA-21/0178-5</b>	<b>NORHED II Research-based teacher education</b>	NLA Høgskolen AS	114	Post-secondary education	20	Higher education	1 112 440	1 112 440

<b>QZA-21/0161-14</b>	<b>NORHED II Samaki - Fisheries, nutrition, livelihood, rights</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 108 052	1 108 052
<b>QZA-21/0162-28</b>	<b>NORHED II CABUTE Teacher Education</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 100 662	1 100 662
<b>QZA-21/0173-8</b>	<b>NORHED II Resilient Communities through inclusive education EA</b>	UIA - Universitetet i Agder	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 097 000	1 097 000
<b>QZA-21/0162-27</b>	<b>NORHED II CABUTE Teacher Education</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 089 952	1 089 952
<b>QZA-19/0256-172</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	<b>111</b>	Education, level unspecified	<b>30</b>	Teacher training	1 089 019	1 089 019
<b>QZA-21/0324-29</b>	<b>The Intercultural Popular University</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 077 176	1 077 176
<b>QZA-21/0159-17</b>	<b>NORHED II Environmental Risk management</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 047 039	1 047 039
<b>QZA-21/0182-12</b>	<b>NORHED II Climate Smart Agriculture</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 036 083	1 036 083
<b>QZA-21/0168-20</b>	<b>NORHED II Partnership for Peace: Better HE for Resilient Societies</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 029 651	1 029 651
<b>QZA-21/0159-5</b>	<b>NORHED II Maternal and Neonatal Health in Malawi</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 029 230	1 029 230
<b>QZA-21/0159-9</b>	<b>NORHED II Academic capacity in physiotherapy education</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 001 423	1 001 423
<b>QZA-21/0182-24</b>	<b>NORHED II Aquatic Resources West Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	1 000 261	1 000 261
<b>QZA-21/0162-7</b>	<b>NORHED II GROWNUT 2</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	995 318	995 318
<b>QZA-21/0161-8</b>	<b>NORHED II SAHEL - Visual Anthropology</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	994 693	994 693
<b>QZA-21/0182-25</b>	<b>NORHED II Aquatic Resources West Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	993 527	993 527
<b>QZA-21/0324-24</b>	<b>Intercultural Higher Technical Education with a Gender Focus</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	<b>114</b>	Post-secondary education	<b>30</b>	Advanced technical and managerial training	988 898	988 898
<b>QZA-21/0168-13</b>	<b>NORHED II Equip Palestine with E-learning (E-Pal)</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	983 559	983 559
<b>QZA-19/0256-104</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	<b>111</b>	Education, level unspecified	<b>20</b>	Education facilities and training	983 250	983 250
<b>QZA-19/0256-105</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	<b>111</b>	Education, level unspecified	<b>20</b>	Education facilities and training	983 250	983 250
<b>QZA-21/0159-28</b>	<b>NORHED II Socially just and sustainable energy transitions</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	979 631	979 631
<b>QZA-19/0256-164</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	<b>113</b>	Secondary education	<b>30</b>	Vocational training	978 858	978 858
<b>QZA-21/0173-7</b>	<b>NORHED II Resilient Communities through inclusive education EA</b>	UIA - Universitetet i Agder	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	956 000	956 000
<b>QZA-21/0324-2</b>	<b>Queer, African &amp; Proud: Youth Engagement and Activism</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	944 834	944 834
<b>QZA-21/0182-2</b>	<b>NORHED II Climate change and ecosystems management - Malawi and Ta</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	944 665	944 665
<b>QZA-21/0194-4</b>	<b>NORHED II Climate change, Energy, Sustainability</b>	OsloMet - Storbyuniversitetet (tidl. HIOA)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	932 272	932 272
<b>QZA-21/0162-12</b>	<b>NORHED II ICARTA</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	929 902	929 902
<b>QZA-21/0161-7</b>	<b>NORHED II SAHEL - Visual Anthropology</b>	UIT - Universitetet i Tromsø - Norges arktiske universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	920 600	920 600
<b>QZA-21/0324-18</b>	<b>Shaping and Directing the Future: Strengthening HEIs Governance, Acces</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	902 168	902 168
<b>QZA-21/0324-16</b>	<b>Naushawng Community School</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	902 168	902 168
<b>QZA-21/0324-17</b>	<b>Project Hpajj Hparat</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	902 168	902 168
<b>QZA-21/0194-4</b>	<b>NORHED II Climate change, Energy, Sustainability</b>	OsloMet - Storbyuniversitetet (tidl. HIOA)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	901 371	901 371
<b>QZA-21/0182-2</b>	<b>NORHED II Co-creation of Knowledge Climate Adaptation</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	896 992	896 992
<b>QZA-21/0162-15</b>	<b>NORHED II ICARTA</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	891 014	891 014
<b>QZA-21/0162-16</b>	<b>NORHED II ICARTA</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	885 287	885 287
<b>QZA-21/0194-6</b>	<b>NORHED II Climate change, Energy, Sustainability</b>	OsloMet - Storbyuniversitetet (tidl. HIOA)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	880 226	880 226
<b>QZA-21/0159-6</b>	<b>NORHED II Maternal and Neonatal Health in Malawi</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	877 560	877 560
<b>QZA-21/0182-9</b>	<b>NORHED II Climate Smart Agriculture</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	865 168	865 168
<b>QZA-21/0159-28</b>	<b>NORHED II Socially just and sustainable energy transitions</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	862 303	862 303
<b>QZA-21/0162-18</b>	<b>NORHED II PRICE Health Systems</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	862 290	862 290
<b>QZA-21/0182-10</b>	<b>NORHED II Climate Smart Agriculture</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	850 299	850 299
<b>QZA-21/0162-9</b>	<b>NORHED II Surgery Specialities</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	835 189	835 189
<b>ETH-21/0002-1</b>	<b>NORHED II NURTURE - Nurturing SDGs</b>	USN - Universitetet i Sørst-Norge	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	826 405	826 405
<b>QZA-21/0324-12</b>	<b>Promoting Rights Inclusivity Diversity and Empowerment in the Education</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	812 884	812 884
<b>QZA-21/0168-18</b>	<b>NORHED II Women's, children's and nature's rights in env. gov.</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	782 897	782 897
<b>QZA-19/0256-113</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	<b>111</b>	Education, level unspecified	<b>10</b>	Education policy and administrative management	774 541	774 541
<b>QZA-21/0182-22</b>	<b>NORHED II Aquatic resources East/Southern Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	770 205	770 205
<b>QZA-21/0324-8</b>	<b>Strengthening Inclusivity in Teacher Training colleges in Zimbabwe</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	767 903	767 903
<b>QZA-21/0182-11</b>	<b>NORHED II Climate Smart Agriculture</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	765 300	765 300
<b>QZA-21/0159-15</b>	<b>NORHED II Environmental Risk management</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	753 987	753 987
<b>ETH-21/0002-5</b>	<b>NORHED II NURTURE - Nurturing SDGs</b>	USN - Universitetet i Sørst-Norge	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	750 815	750 815
<b>ETH-21/0002-2</b>	<b>NORHED II NURTURE - Nurturing SDGs</b>	USN - Universitetet i Sørst-Norge	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	745 441	745 441
<b>QZA-21/0182-8</b>	<b>NORHED II Climate Smart Agriculture</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	745 047	745 047
<b>QZA-21/0162-39</b>	<b>NORHED II Refugees on the Move</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	744 160	744 160
<b>ETH-21/0002-3</b>	<b>NORHED II NURTURE - Nurturing SDGs</b>	USN - Universitetet i Sørst-Norge	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	741 957	741 957
<b>ETH-21/0002-4</b>	<b>NORHED II NURTURE - Nurturing SDGs</b>	USN - Universitetet i Sørst-Norge	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	740 382	740 382
<b>QZA-21/0324-3</b>	<b>Transforming Cistems: Forging Pathways towards Transgender Libera</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	728 927	728 927
<b>QZA-21/0189-11</b>	<b>NORHED II Citizens Participation in Resource Governance</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	720 724	720 724
<b>QZA-21/0324-4</b>	<b>Movement building: Mobilising young people amid a pandemic and beyon</b>	SAIH - Studentenes og Akademikernes Internasjonale Hjelpefond	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	719 930	719 930
<b>QZA-21/0178-6</b>	<b>NORHED II Research-based teacher education</b>	NLA Høgskolen AS	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	718 598	718 598
<b>QZA-21/0168-24</b>	<b>NORHED II Partnership for Peace: Better HE for Resilient Societies</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	689 443	689 443
<b>QZA-21/0159-20</b>	<b>NORHED II Adaptive Environmental Monitoring Networks</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	688 297	688 297
<b>QZA-21/0168-23</b>	<b>NORHED II Partnership for Peace: Better HE for Resilient Societies</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	681 231	681 231
<b>QZA-21/0159-38</b>	<b>NORHED II Energy Technology Network</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	676 344	676 344
<b>QZA-21/0168-22</b>	<b>NORHED II Partnership for Peace: Better HE for Resilient Societies</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	674 416	674 416
<b>QZA-21/0182-17</b>	<b>NORHED II Aquatic resources East/Southern Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	672 000	672 000
<b>QZA-21/0162-40</b>	<b>NORHED II Refugees on the Move</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	668 686	668 686
<b>QZA-21/0182-19</b>	<b>NORHED II Aquatic resources East/Southern Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	660 620	660 620
<b>QZA-18/0353-8</b>	<b>Strengthening Equity, Access and Quality in Education 2 (SEAQE2)</b>	ADRA-Norge	<b>112</b>	Basic education	<b>31</b>	Basic life skills for youth	655 554	655 554
<b>QZA-21/0182-16</b>	<b>NORHED II Aquatic resources East/Southern Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	655 251	655 251
<b>QZA-21/0182-41</b>	<b>NORHED II Refugees on the Move</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	654 598	654 598
<b>QZA-21/0159-35</b>	<b>NORHED II Energy Technology Network</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	652 619	652 619
<b>QZA-21/0168-7</b>	<b>NORHED II Medical and environm. anthropol. for 21st century EA</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	647 463	647 463
<b>QZA-21/0159-37</b>	<b>NORHED II Energy Technology Network</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	645 068	645 068
<b>QZA-18/0353-3</b>	<b>Strengthening Equity, Access and Quality in Education 2 (SEAQE2)</b>	ADRA-Norge	<b>113</b>	Secondary education	<b>30</b>	Vocational training	643 453	643 453
<b>QZA-21/0168-21</b>	<b>NORHED II Partnership for Peace: Better HE for Resilient Societies</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	640 649	640 649
<b>QZA-21/0159-33</b>	<b>NORHED II Energy Technology Network</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	632 716	632 716
<b>QZA-21/0159-32</b>	<b>NORHED II Energy Technology Network</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	631 795	631 795
<b>QZA-21/0159-13</b>	<b>NORHED II Citizens Participation in Resource Governance</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	625 427	625 427
<b>QZA-21/0173-6</b>	<b>NORHED II Transformative Education and Lifelong Learning</b>	UIA - Universitetet i Agder	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	622 000	622 000
<b>QZA-21/0159-12</b>	<b>NORHED II Citizens Participation in Resource Governance</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	608 828	608 828
<b>QZA-21/0182-20</b>	<b>NORHED II Aquatic resources East/Southern Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	608 142	608 142
<b>QZA-21/0162-38</b>	<b>NORHED II Refugees on the Move</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	602 054	602 054
<b>QZA-21/0182-18</b>	<b>NORHED II Aquatic resources East/Southern Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	600 000	600 000
<b>QZA-21/0182-21</b>	<b>NORHED II Aquatic resources East/Southern Africa</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	575 000	575 000
<b>QZA-21/0159-3</b>	<b>NORHED II Maternal and Neonatal Health in Malawi</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	563 302	563 302
<b>QZA-19/0256-103</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	<b>111</b>	Education, level unspecified	<b>10</b>	Education policy and administrative management	561 857	561 857
<b>QZA-21/0182-3</b>	<b>NORHED II Co-creation of Knowledge Climate Adaptation</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	552 305	552 305
<b>QZA-21/0168-17</b>	<b>NORHED II Women's, children's and nature's rights in env. gov.</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	540 002	540 002
<b>QZA-21/0162-35</b>	<b>NORHED II Water ESSENCE Africa</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	514 164	514 164
<b>QZA-21/0168-6</b>	<b>NORHED II Medical and environm. anthropol. for 21st century EA</b>	UIO - Universitetet i Oslo	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	506 163	506 163
<b>QZA-21/0162-36</b>	<b>NORHED II Water ESSENCE Africa</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	506 091	506 091
<b>QZA-21/0162-32</b>	<b>NORHED II Water ESSENCE Africa</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	505 891	505 891
<b>QZA-21/0162-31</b>	<b>NORHED II Water ESSENCE Africa</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	505 891	505 891
<b>QZA-21/0159-42</b>	<b>NORHED II Hydraulic Research, Laboratory and Dam Safety</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	504 065	504 065
<b>QZA-21/0162-30</b>	<b>NORHED II Water ESSENCE Africa</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	503 891	503 891
<b>QZA-21/0162-33</b>	<b>NORHED II Water ESSENCE Africa</b>	UIB - Universitetet i Bergen	<b>114</b>	Post-secondary education	<b>20</b>	Higher education	503 891	503 891

<b>QZA-21/0162-34</b>	<b>NORHED II Water ESSENCE Africa</b>	UiB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	503 891	503 891
<b>QZA-21/0168-9</b>	<b>NORHED II Medical and environm. anthropol. for 21st century EA</b>	UiO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	502 641	502 641
<b>QZA-21/0162-29</b>	<b>NORHED II Water ESSENCE Africa</b>	UiB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	499 891	499 891
<b>QZA-21/0168-8</b>	<b>NORHED II Medical and environm. anthropol. for 21st century EA</b>	UiO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	475 356	475 356
<b>QZA-21/0159-9</b>	<b>NORHED II Academic capacity in physiotherapy education</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	470 455	470 455
<b>QZA-19/0256-101</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	468 591	468 591
<b>QZA-17/0004</b>	<b>SIU - Building Skills for Jobs II</b>	SIU - Senter for internasjonalisering av utdanning	113	Secondary education	30	Vocational training	458 647	458 647
<b>QZA-19/0256-143</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	20	Primary education	451 034	451 034
<b>QZA-21/0162-14</b>	<b>NORHED II ICARTA</b>	UiB - Universitetet i Bergen	114	Post-secondary education	20	Higher education	445 478	445 478
<b>QZA-21/0159-41</b>	<b>NORHED II Hydraulic Research, Laboratory and Dam Safety</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	439 688	439 688
<b>QZA-21/0168-9</b>	<b>NORHED II Medical and environm. anthropol. for 21st century EA</b>	UiO - Universitetet i Oslo	114	Post-secondary education	20	Higher education	434 690	434 690
<b>QZA-21/0159-30</b>	<b>NORHED II Research Based Education Hydropower</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	391 841	391 841
<b>QZA-19/0256-144</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	30	Basic life skills for adults	360 828	360 828
<b>QZA-19/0256-148</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	30	Vocational training	358 345	358 345
<b>QZA-19/0256-147</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	30	Basic life skills for adults	358 345	358 345
<b>QZA-19/0256-173</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	349 920	349 920
<b>QZA-21/0178-3</b>	<b>NORHED II Preparing Media Practitioners</b>	NLA Høgskolen AS	114	Post-secondary education	20	Higher education	346 140	346 140
<b>QZA-19/0256-139</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	20	Primary education	301 135	301 135
<b>QZA-21/0159-38</b>	<b>NORHED II Energy Technology Network</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	298 015	298 015
<b>QZA-19/0256-109</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	114	Post-secondary education	20	Higher education	296 001	296 001
<b>QZA-21/0159-34</b>	<b>NORHED II Energy Technology Network</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	295 132	295 132
<b>QZA-21/0182-4</b>	<b>NORHED II Co-creation of Knowledge Climate Adaptation</b>	NMBU - Norges miljø- og biovitenskapelige universitet (tidl UMB/NLH)	114	Post-secondary education	20	Higher education	273 083	273 083
<b>QZA-19/0256-108</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	20	Education facilities and training	250 463	250 463
<b>QZA-19/0256-196</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	224 743	224 743
<b>QZA-19/0256-125</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	20	Primary education	221 905	221 905
<b>QZA-19/0256-124</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	30	Vocational training	221 905	221 905
<b>QZA-19/0256-115</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	221 297	221 297
<b>QZA-19/0256-160</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	30	Vocational training	196 795	196 795
<b>QZA-19/0256-114</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	20	Education facilities and training	196 709	196 709
<b>QZA-19/0256-94</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	20	Primary education	195 778	195 778
<b>QZA-19/0256-136</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	30	Basic life skills for adults	195 738	195 738
<b>KOS-18/0021</b>	<b>Support to transitional Justice</b>	CBM - Community Building Mitrovica	114	Post-secondary education	20	Higher education	195 500	195 500
<b>TAN-13/0027</b>	<b>Capacity Building for Training and Research in Aquatic and Environmental</b>	Sokoine University of Agriculture	114	Post-secondary education	20	Higher education	193 000	193 000
<b>QZA-19/0256-162</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	20	Secondary education	168 682	168 682
<b>QZA-19/0256-137</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	30	Vocational training	165 624	165 624
<b>QZA-21/0159-31</b>	<b>NORHED II Research Based Education Hydropower</b>	NTNU - Norges teknisk-naturvitenskapelige universitet	114	Post-secondary education	20	Higher education	163 908	163 908
<b>QZA-10/0353-1</b>	<b>Strengthening Equity, Access and Quality in Education 2 (SEAQE2)</b>	ADRA-Norge	112	Basic education	31	Basic life skills for youth	152 169	152 169
<b>QZA-19/0256-145</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	20	Primary education	139 622	139 622
<b>QZA-19/0256-110</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	20	Education facilities and training	136 616	136 616
<b>QZA-19/0256-149</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	20	Primary education	119 448	119 448
<b>QZA-19/0256-150</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	20	Secondary education	119 448	119 448
<b>QZA-19/0256-126</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	20	Secondary education	110 952	110 952
<b>QZA-19/0256-129</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	30	Basic life skills for adults	108 473	108 473
<b>QZA-19/0256-130</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	20	Primary education	108 473	108 473
<b>QZA-19/0256-131</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	20	Secondary education	108 473	108 473
<b>QZA-19/0256-95</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	97 889	97 889
<b>QZA-10/0353-5</b>	<b>Strengthening Equity, Access and Quality in Education 2 (SEAQE2)</b>	ADRA-Norge	112	Basic education	31	Basic life skills for youth	87 010	87 010
<b>QZA-19/0256-166</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	113	Secondary education	20	Secondary education	83 773	83 773
<b>QZA-19/0256-107</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	71 444	71 444
<b>RAF-19/0044-3</b>	<b>Together for inclusion - South Sudan</b>	Atlas-alliansen	111	Education, level unspecified	10	Education policy and administrative management	68 308	68 308
<b>QZA-19/0256-111</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	20	Primary education	57 292	57 292
<b>QZA-19/0256-161</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	56 923	56 923
<b>QZA-19/0256-102</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	20	Primary education	56 227	56 227
<b>RAF-19/0044-48</b>	<b>Together for inclusion- Somalia</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	56 186	56 186
<b>RAF-19/0044-1</b>	<b>Together for inclusion - Niger</b>	Atlas-alliansen	111	Education, level unspecified	10	Education policy and administrative management	54 347	54 347
<b>RAF-19/0044-39</b>	<b>Together for inclusion- Uganda</b>	Atlas-alliansen	112	Basic education	20	Primary education	54 158	54 158
<b>RAF-19/0044-20</b>	<b>Together for inclusion - Mozambique</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	53 314	53 314
<b>RAF-19/0044-37</b>	<b>Together for inclusion- Mozambique</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	52 310	52 310
<b>RAF-19/0044-17</b>	<b>Together for inclusion- Somalia</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	47 951	47 951
<b>RAF-19/0044-2</b>	<b>Together for inclusion - Somalia</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	40 659	40 659
<b>QZA-19/0256-116</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	20	Primary education	38 167	38 167
<b>QZA-19/0256-96</b>	<b>Frameagreement 2020_2024</b>	Atlas-alliansen	112	Basic education	30	Basic life skills for adults	36 883	36 883
<b>RAF-19/0044-46</b>	<b>Together for inclusion- small grants</b>	Atlas-alliansen	111	Education, level unspecified	20	Education facilities and training	32 630	32 630
<b>RAF-19/0044-32</b>	<b>Together for inclusion - Uganda</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	31 219	31 219
<b>RAF-19/0044-54</b>	<b>Together for inclusion - Ethiopia</b>	Atlas-alliansen	112	Basic education	20	Primary education	25 892	25 892
<b>RAF-19/0044-57</b>	<b>Together for inclusion - Mozambique</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	21 426	21 426
<b>RAF-19/0044-34</b>	<b>Together for inclusion - Niger</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	19 238	19 238
<b>RAF-19/0044-28</b>	<b>Together for inclusion- Uganda</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	18 900	18 900
<b>RAF-19/0044-43</b>	<b>Together for inclusion- Norway</b>	Atlas-alliansen	112	Basic education	20	Primary education	18 330	18 330
<b>RAF-19/0044-11</b>	<b>Together for inclusion - South Sudan</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	18 177	18 177
<b>RAF-19/0044-82</b>	<b>Together for inclusion-Ethiopia</b>	Atlas-alliansen	112	Basic education	20	Primary education	16 555	16 555
<b>RAF-19/0044-31</b>	<b>Together for inclusion - South Sudan</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	15 877	15 877
<b>RAF-19/0044-9</b>	<b>Together for inclusion - Mozambique</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	13 533	13 533
<b>RAF-19/0044-23</b>	<b>Together for inclusion - South Sudan</b>	Atlas-alliansen	112	Basic education	20	Primary education	13 105	13 105
<b>RAF-19/0044-26</b>	<b>Together for inclusion- Niger</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	7 962	7 962
<b>RAF-19/0044-12</b>	<b>Together for inclusion - South Sudan</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	7 848	7 848
<b>RAF-19/0044-59</b>	<b>Together for inclusion-Uganda</b>	Atlas-alliansen	111	Education, level unspecified	10	Education policy and administrative management	7 676	7 676
<b>RAF-19/0044-50</b>	<b>Together for inclusion-</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	7 228	7 228
<b>RAF-19/0044-41</b>	<b>Together for inclusion- Norway</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	7 014	7 014
<b>RAF-19/0044-7</b>	<b>Together for inclusion - South Sudan</b>	Atlas-alliansen	111	Education, level unspecified	30	Teacher training	5 136	5 136
<b>RAF-19/0044-5</b>	<b>Together for inclusion - Niger</b>	Atlas-alliansen	112	Basic education	20	Primary education	3 314	3 314
<b>UGA-13/0021</b>	<b>Wado-Africa - Institutional Capacity Building in Water Management</b>	Makere University	112	Basic education	20	Primary education	2 996	2 996
<b>ETH-13/0016</b>	<b>Research and capacity building in climate smart agriculture</b>	Hawassa University	114	Post-secondary education	20	Higher education	-150 720	-150 720
<b>NPL-13/0022</b>	<b>Sustainable natural resources management for climate change adaptation</b>	Kathmandu University	114	Post-secondary education	20	Higher education	-321 132	-321 132
<b>ETH-13/0015</b>	<b>Capacity Building for Climate Smart Natural Resource Management</b>	Mekelle University (ETH)	114	Post-secondary education	20	Higher education	-394 873	-394 873
<b>Øremerket utdanningsbistand</b>							<b>1 580 246 352</b>	<b>1 580 246 352</b>

\*Foreløpige forbruketall basert på PTA-uttrekk 01.01.2023. Ekskluderer avtaler i fase A, som utgjør rundt 71 millioner kroner.

\*\*Sortert fra høyest til lavest ubetalt beløp



#### Agreement description

GPE supports low- and low-middle income countries, with the aim of ensuring a quality education for every child. GPE mobilises 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.

.JIN Joint Program for Girls Education phase III, Learning for all in Malawi: ensuring the realization of girls' and boys' rights to quality, inclusive and equitable education and life skills. (PGE III). The Joint Programme for Girls Education phase 3 is a multi-sectoral programme that aims to ensure that school aged girls, boys and adolescents, especially the most vulnerable, benefit from quality education, thus improving their life opportunities. The programme is a conti

The programme will support Home Grown School Feeding in Africa SS, in collaboration with AU - AUDA-NEPAD

The project will address the problems and needs of inadequate education space and facilities in Faryab Province, through the following three main interventions: 1. Construction of school buildings and other structures. 2. Measures to improve the quality of education.3. Mobilization of local communities for education.The planned effects for the target group of the project is to increase school attendance in particular among girls.

Support to the Nepal government School Sector Education Education Programme 2022-2025. Vision: To fulfil the aspiration of a 'prosperous Nepal and happy Nepal' through economic and social transformation of Nepal by preparing 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 comparabl

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,

The aim of NORART, 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 mobility.

Programme to promote skills development and enterprise development in Kenya, Mozambik, Tanzania, Uganda and Ghana. The E4D programme aims to provide young men and women with job opportunities through relevant vocational training and job creation. There is a special focus on including girls and young women in training and employment.

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.

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 (JDoE) in providing quality education.

Thematic support to IL0s Programme and Budget 2022-23, Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market.

Catalytic funding to support the Education Services Joint Fund 2022. The government needs capacity building and technical assistance in the implementation of activities through the Education Services Joint Fund (ESJF). Support to the Technical Implementation Consultant and also to the Fiduciary agent is part of this agreement. Norways contribution to the ESJF needs for it to have the right impact to be supported by technical staff to help improve the capacity of go

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 to focus on inclusiveness and girls education.Outcome 1: Equitable access to safe, protective and conducive pre-primary and primary learning environments for emergency-affected girls, boys, including children with disabilities is inc

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: TASS, Pantland Minority Women Development Organization (PMWDO), PUNSA, SSWC, SOSSENSA, SCRC, SONUT, PDON, CECS

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.

The project aims to address learning loss experienced during the prolonged 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 kno

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 Minister's Office, but implemented by the six ministries which are part of the educational sector

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: Action for Children Development Foundation – South Sudan(ACDF-SS), Smile Again Africa Development Organization (SAADO), The Org

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: Coalition ASD-EPT, MOUINGANE, FASSALI, Réseau Ouést et Centre Africain de Recherche en Education (ROCARÉ), 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: JOSSOAL, MEPT - The Movement of Education for All, FAMOD - Forum of Organizations of People with Disability, Girls Child Rights - GCR

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: APW, CASDO, Livingstonia Synod and Blantyre Synod, CSEC, FEDOMA, Montfort Special Needs Education (SNE) College

Expansion of DHIS2 for EMIS pilot to three new countries in addition to Uganda and Gambia; Mozambique, Togo and Sri Lanka. The aim of agreement is to develop software that sustainably can digitalise education data building on the same software used in the health sector.

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

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: Forum for Education NGOs in Uganda (FENU),New Vision,Uganda National Teachers Union (UNATU),NUDIPU,READ for Life,Thrive Gulu,J

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: Social Service Center (SOSEC) Dallekh, KIRDAIRC, Everest Club (EC) Dallekh, National Campaign for Education (NCEd), YDSEF, PTYSM

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: UNRWA, NABAA, PWHO, GUPW, The National Institution of Social Care and Vocational training (NISCVT)/Beit Afzal Assumoud

Global Digital Library (reading and mathematical skills).

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 management, marketing, and p

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.

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: Ministry of Social Development, UNRWA, TAMER, Save Youth Future (SYF), Birzeit University

Empowered universities throughout Sudan, equipped to play a vital role in addressing current challenges

Support to the Federal Ministry of Science and Higher Education (MSOHE) and the implementation of the Technical Vocational Education and Training for Sustainable Development Programme (TSOP) Framework Document. Based on a Multi Donor Joint Financing Agreement and a bilateral agreement with the Government of Ethiopia, together with Germany KfW, support institutional development of the TVET sector as it sorts under the HoSHE.

Support to Students at Risk (SAR), 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 project will target out of school children in Balochistan, KP and Sindh provinces to complete primary and middle-level education through improved access to flexible education opportunities and Accelerated Learning Programmes (ALPs).

A pilot to test government ownership in Education using the Abeyi 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.

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 clusters: 1) Stewardship and governance, 2) Securing healthy oceans, islands and coasts, 3) Water and food security for islands and oceans, 4) Envisioning a sustainable Blue Pacific 2050 and beyond, 5) Addressing the challenges of global warming and sea level rising, and 6) Pacific cu

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, children with disabilities and IDPs. Our learner-focused approach, concentrates on quality, equity, inclusion, protection and participation.

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 Kapota state will access, engage and learn in inclusive primary schools. SEAQE2SS will develop education pathways for conflict affected children, out-of-school children and children with disabilities to access quality, relevant and inclusive education.

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

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.

Cooperation with the Ministry of Education and Science of Ukraine in support of sustainable and systematic democratic reforms in education, decentralisation of school governance and modernisation of curricula. Implement SCR132S through rights-based governance. Gender issues reflected in training.

The purpose of the project is to by 2025, contribute to improved capacity of schools to effectively deliver the primary and lower secondary education curriculum, with a particular focus on disadvantaged wordedas. The project will be implemented providing expert technical assistance to the government of Ethiopia and work to build the capacity of the Ministry of Education to enable quality assurance of key contents, effective coordination, and implementation o

The project will contribute to improved access to and learning outcome through strengthened resilience and learning environment 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.

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. SEAQE2E will support education pathways for marginalised youth, out-of-school children and children with disabilities to reintegrate in secondary education.

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: APEDIBIMI, Asociación Santiago locatón -ASSAJO-, Asociación el Refugio de la Milifez.

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, ar

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

Support to TVET. The main objectives are to provide youth and young adults with skills and practical work experience that will enable them to enter the labour market, and to engage private sector to make the training relevant.

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

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. SEAQE2 will enable dialogue with government of Myanmar & Indigenous Providers of Education on ethnic education provision, contributing towards education reform.

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

Quota scheme student loans - annual reimbursement to Statens Lånekasse to cover students loans. Due to be phased out from school year 2016/2017

This project will contribute to changes so that adolescent and young people in Malawi are empowered, educated, healthy and resilient and have the capacity to reach their full potential through receiving good quality comprehensive sexuality education (CSE). The project aims at primary education and will focus on competence building for teachers, capacity building for government at all levels, curriculum and policy development and advocacy for CSE in Malawi.

Conflict and displacement affected communities in central and northern Rakine State have access to essential services and can exercise their rights.

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

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.

Core support to AERC : Research support contributing to economic policies for inclusive and sustainable development in Africa.

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

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: Fundación Saldarriga Choncha, Corpoeducación, La Escuela Normal María Inmaculada, Universidad Nacional- Arauca, Convivencia Prodi

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 tr

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

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 'Decolonizing Epistemologies: the Disciplines and the University in relation to the Society and the World' project aims to contribute to the transformation of higher education and research through decolonizing epistemologies with a cross-cutting multi-disciplinary focus on three themes: (a) knowledge production; (b) social difference and social inclusion; and (c) national, regional and global transformations.

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 t

The project aims at building institutional capacity of BDU and UoJ to improve the quality of science and Mathematics education in primary and lower secondary schools. Agreement between Norad and Bahir Dar University (BDU) as agreement partner, University of Juba (UoJ) and Norwegian University of Science and technology (NTNU) as the Norwegian partner.

The aim of this project is enhancing the capacity of teachers and 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 (BDU), and the University of Juba (UJ). It intends to primarily develop the capacity of teacher educators at BDU and UJ, as well as at Colleges of

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', 'Effective Transmission 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.

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

The overall aim of this project is capacity strengthening within rock and tunnel engineering in Nepal through capacity development for staff through PhD research and training, establishment of tunnel engineering laboratory, teaching and supervision, and student exchange.

Youth in South East Myanmar will access quality, market driven TVET developed in partnership with MOE-TVET 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.

Project aims to strengthen the maritime sector in Albania, with focus on maritime competence and development of ports in Albania. Project also foresees mapping out the status, gaps and opportunities in maritime sector in Albania.

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

Engaging non-state armed actors in protection civilians in armed conflict. Multilateral agreement to support Geneva calls strategy; earmarked for 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 justice and dispute resolution).

Continuation of RECCOM 1.

This project aims to establish a professional training program in art, design, and media and audio-visual productions. It will serve teenagers 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 with professionals in the field.The program will include courses in visual art (art theory and drawing), photography, video and audio recording, animation/stop m

Participatory indigenous and intercultural research, higher education and advocacy for indigenous peoples. Language revitalization and preservation via educational programs and research (w/special focus on 5 specific ones). Regional exchange, sharing in IAC as well as work related to the Decade of Indigenous Languages. New component towards non-discrimination/racism with 'traditional' students and professors to strengthen capacity in intercultural educatio

Experiments for development of climate smart solutions for sustainable intensification of agriculture in Malawi. Partners will jointly research two specific areas: 1) to assess ways to transform the existing input subsidy program to a program that more strongly stimulates Climate Smart Agriculture through reducing storage losses and land degradation. 2) land and water rights in relation to irrigation agriculture which holds potential but where institutional challen

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.

The project will work with poor and vulnerable young people from indigenous, Afro-descendant and mestizo 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 acquire competencies in the field of rights, equality and diversity. TI

The main purpose of the scholarship scheme is to strengthen the quality in and access to higher education and research in China. The scholarship scheme may contribute to this by establishing and extending the academic and cultural contact between Norwegian and Chinese individuals, and between research and educational institutions, through the annual exchange of up to 20 students and researchers - 10 to China and 10 to Norway.

Building Capacity to Crosslink Coastal Pollution with Climate Change - BC5 is a strategic north-south-south university collaboration aimed at building knowledge on sustainable management of marine coastal ecosystems and resources, strengthening and improving existing regional coastal research. BC5 will address the gap between research needs and practice, education, and the management of the coastal resources.

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

Strategic institutional development/accreditation, curriculum development, 5 study programmes, advocacy to promote intercultural education and strengthening RUIJACI, 3 diplomas, events on inclusion, research and publications, scholarships for innovation projects, strengthening student democracy. The programme aims to improve capacity, knowledge and understanding on topics relating to inclusion, especially sexual orientation and gender equality.

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.

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

Full project title: Climate 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 disease management and climate change' that, with a multidisciplinary approach, will develop mitigation strategies for climate change and zoonotic diseases in the region.

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 project aims to sustainably strengthen doc. educ. in the health sciences in Tanzania by building capacity in HE and research through strength. systems for quality developm. of doctoral 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 marginalia

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.

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.

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

Teacher Training on inclusive education, making learning environments more inclusive

The project aims to sustainably strengthen doc. educ. in the health sciences in Tanzania by building capacity in HE and research through strength. systems for quality developm. of doctoral 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 marginalia

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 personnel with a focus on ethics, compassion and respect for the patients. This is in support of identified national needs and priorities.

The project aims to strengthen the capacity of partner institutions in Ethiopia to improve the quality of engineering education and TVET. It aligns with the national development plans and priorities of Ethiopia and focus on design and manufacturing engineering and outreach activities to TVET. This implies job capacity building (PhD and MSC programmes), outreach activities to industry and job-creation (self-employability) with women empowerment (50%) throo

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.

The aim of this project is enhancing the capacity of teachers and 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 (BDU), and the University of Juba (UJ). It intends to primarily develop the capacity of teacher educators at BDU and UJ, as well as at Colleges of

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 communities through improved fisheries governance.

The PRICE - Strengthening the capacity of the primary health care 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.

In line with the recently adopted Global Goals for Sustainable Development, this project aims to catalyze improvements in the quality of teaching and learning 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 Kathmandu Uni

Universidade Eduardo Mondlane (UEM) has partnered with University of Lurio (Unilurio) and the Norwegian University of Science and Technology (NTNU) to enhance existing study programmes in PetEng. Also, the aim is to develop a research programme related to oil & gas, and to some degree to environmental challenges.

The CABUTE - Capacity Building for Research-Based Teacher Education project is a collaboration between professional teacher educators 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.

The project aims at building capacity in two universities in Malawi, Malawi University of Science and Technology (MUST) and University of Malawi, Kamuzu 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.

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 through the development and participation in processes of teacher professionalization; and second, to facilitate the inclusion of these young teachers served by SAIH-FADCANIC in higher education in t

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 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.

The project views governance, in particular SDG 16, promoting effective, accountable and inclusive institutions as a foundational condition and a key "enabler" for all SDGs, 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 SDGs. Research on governance, policy coherence, private sector investment and SDG implementation can be used in policy making

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 of non-communicable diseases, the project aims to build capacity in higher education both at universities and at the Ministry of Health.

Full project title: Climate 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 disease management and climate change" that, with a multidisciplinary approach, will develop mitigation strategies for climate change and zoonotic diseases in the region.

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.

The SAHSA project will create a Latin America hub for health systems and policy research through the development and implementation of a comprehensive postgraduate study programme. It aims to address the four systemic and key challenges of the region: 1) Health system governance and regulation, 2) Health system financing and programme evaluation, 3) Epidemiological training and primary health care, and 4) Health system financing and managerial abil

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

The project aims to create new opportunities for marginalized and underprivileged 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 ind

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Full project title: 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.

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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

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 LGBTIQ+ issues. Strengthen student bodies, research and influencing policies for inclusive higher education. At the core of SAHs 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 indige

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Learners in South East Myanmar will benefit from life skills and 21st Century skills training, knowledge & practice through eLearning & facilitation, curriculum delivery, learning materials & employment readiness skills. This targets IDPs, refugees, host community, youth with disabilities, minorities and those living in remote areas.

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Transformative Education and Lifelong Learning for Sustainable Growth: TELLS will offer high-quality education to a much wider part of society using courses and learning objects that are owned by all partners. TELLS enhances existing master 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.

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.

Universidade Eduardo Mondlane (UEM) has partnered with University of Lurio (Unilurio) and the Norwegian University of Science and Technology (NTNU) to enhance existing study programmes in PetEng. Also, the aim is to develop a research programme related to oil & gas, and to some degree to environmental challenges.

The aim is to develop a masters and reserch program (Women's, Children's and Nature's Rights in Environm. Govern.), uniting students and scholars from Kenya, Malawi and Zimbabwe. It will involve online, live and practice-based learning 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 evidencedbased legal path towards the promoti

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

E-Pal aims at creat. a comprehens, inclusive and viable e-Learning system for Pal. universities and incl. a series of interventions that address e-learning from a holistic perspective, integrating political, organisational, technological and pedagogical dimensions. It also aims to build educat. and research capacity by provid. PhD and PostDoc scholarships, and by establ. a Master Program in Instruct. Technology that addresses the needs of partner instit. and supp. nati

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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 component.

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.

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

Building Capacity to Crosslink Coastal Pollution with Climate Change - BC5 is a strategic north-south university collaboration aimed at building knowledge on sustainable management of marine coastal ecosystems and resources, strengthening and improving existing regional coastal research. BC5 will address the gap between research needs and practice, education, and the management of the coastal resources.

The project views governance, in particular SDG 16, promoting effective, accountable and inclusive institutions as a foundational condition and a key "enabler" for all SDGs, 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 SDGs. Research on governance, policy coherence, private sector investment and SDG implementation can be used in policy making

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 personnel with a focus on ethics, compassion and respect for the patients. This is in support of identified national needs and priorities.

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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 establish research programmes in partner institutions. Recruitment of female students(at least 50%) is a priority.

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 aquaculture industry.

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

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The projects will strengthen the Autonomous Intercultural Indigenous University UAIIN, advancing in strategic aspects such as internal and external relations, the improvement of learning environments and the research of the peoples. Environmental protection is a central component of indigenous peoples way of life.

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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 projects aims to put ethical-political commitment into practice by making higher education more accessible and inclusive to historically discriminated and excluded groups. It aims to institutionalize the intercultural gender perspective and to be an active and proactive agency of excluded voices, in dialogue with the university community.

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 communities through improved fisheries governance.

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 PhD programs and research.

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

Gender and digitalisation across context (GENDIG): enhancing the understanding and application of gender studies for sustainable quality higher education and community development in Uganda and Tanzania. Digitalisation 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 in higher education and the larger society.

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NCA Economic Empowerment programme: Women's economic opportunities strengthened through training in value chain development and supporting women's small businesses. Farmers are supported with inputs for processing of agricultural products. Youth are provided with skills relevant for the labour market. Community leaders and male household members are supported to accept women as economic actors.

Interwined 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 research and training 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

Leadership training for students to equip them to advocate for sexual and reproductive rights and academic freedom through sexual harassment policies and prevention in HEI; sensitisation on sexual harassment of policy makers. Students, teachers will receive training in SRHR-methodology, research on SRHR; trainings of student leaders and unions in SRHR; engaging regional partners on implementation of SDG4 and SRHR, mainstreaming of gender issues in st

The aim is to build capacity towards understanding the state of environment, climate 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 infrastru. capac. build. for strengthening environmental literacy by train. of MSc, PhD and Post-doctoral candidates, policy, management and decision makers and dissemina

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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.

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.

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

The research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal. Central to the project is implementation of pedagogical approaches that emphasize student active learning, both in distant learning and on campus. The content will integrate approaches like outdoor learning, multilingual literacy, art-based learning and digital learning as well as mentoring of student tea

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Teacher Training on inclusive education, making learning environments more inclusive

A human rights organization and non-profit organization supporting communities with education and legal aid. Conduct and make available research to communities and decision makers. Focus their efforts on the south-western part of Colombia, in close collaboration with indigenous and Afro-Colombian organizations and communities, unions and academia. In collaboration with several organizations and grassroots movements, they run an initiative called "The

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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 s

The project aims to improve quality 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 PhD courses and 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 project aims at building capacity in two universities in Malawi, Malawi University of Science and Technology (MUST) and University of Malawi, Kamuzu 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.

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Strengthened intercultural approach in higher vocational education for a gender perspective for indigenous and rural youth. Women, indigenous people and people with disabilities, young and poor in Bolivia, have access to inclusive and quality technical higher education in environments free of violence and with the support of Civil Society Organizations that advocate for the right to exercise critical thinking, academic freedom and the cultivation of democratic v

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Curriculum development - teaching materials

Individual adapted education

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

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 project will foster increased research production on issues related to SOGIESC and improving the access to the archival material in the organization's custody for researchers, students and journalists. The project will also train and provide material for improved inclusion of LGBTQIa+ people in education and support LGBTQIa+ student organisations, youth forums, participation in national working groups to influence inclusive policies.

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This project will equip students, teachers and partners of higher education institution in Myanmar 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.

The project aim to provide a high-quality educational alternative for young people, empower potential community leaders through capacity-building programs, publish research papers relevant to social, political, and economic policy development in Kachin State and greater Myanmar, assist young people to find community-oriented work and educational opportunities and scholarships for further study inside the country or abroad.

Kachinland College is building inclusive and cohesive society in northern Myanmar by establishing the 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 culture, tradition and languages, as well as human rights and the environment. SAH supports activities which focus on increasing respect for rt

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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 care 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 PRIMAFEMNET network the project will disseminate knowledge throughout the African PHC network.

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 s

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.

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 in LMICs by prioritizing on quality of education, job creation, improved digital access, and inclusion of female and disadvantaged groups.

The project will contribute towards more accessible and inclusive higher education institutions for historically marginalised groups, through the inclusion of research on LGBTQI and SRH of Persons with Disabilities (PwD) to inform policy. Active policy change at HEIs, quota for LGBTI people, financial support, scholarships, reporting of HR breaches, access to healthcare for students. Ramps and physical inclusion of PwD.

The aim is to develop a masters and reserch program (Women's, Children's and Nature's Rights in Environm. Govern.), uniting students and scholars from Kenya, Malawi and Zimbabwe. It will involve online, live and practice-based learning 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 evidencebased legal path towards the promoti

Teacher training courses

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ECOI2 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 counselling skills, review of institutional policies, capacity development of national parliamentarians, and development of policy briefs to influence policy change. The Programme ar

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The main objective of the Environmental Risk Management Under ExTremes and Uncertainty-MERIT - project is to strengthen capacities of targeted south universities 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.

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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 sectors.

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 University of Science and Technology (NTNU) and Universitas Gadjah Mada (UGM) by involving new partners from Universitas Bangka Belitung (UBB), Universitas Nusa Cendai

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.

The research-based basic teacher education programmes in Nepal project will establish the first research-based basic teacher education programmes in Nepal. Central to the project is implementation of pedagogical approaches that emphasize student active learning, both in distant learning and on campus. The content will integrate approaches like outdoor learning, multilingual literacy, art-based learning and digital learning,as well as mentoring of student tea

The project aims to improve quality 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 PhD courses and 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 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 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.

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Youth in Kapoeta state of South Sudan will access, engage and learn in inclusive, quality and relevant learning environments on relevant knowledge, attitudes, values and life skills and 21st century skillsSEAQ22 in South Sudan will train teachers as trainers in life skills. This targets IDPs, refugees, host community, youth with disabilities, minorities and those living in remote areas.

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Transformative Education and Lifelong Learning for Sustainable Growth: TELLS will offer high-quality education to a much wider part of society using courses and learning objects that are owned by all partners. TELLS enhances existing master 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.

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The project aims at building capacity in two universities in Malawi, Malawi University of Science and Technology (MUST) and University of Malawi, Kamuzu 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.

Education based on individual education plans both at school and home based

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.

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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 PhD programs and research.

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

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.

clusive 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 disabilities

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 (ERC's, supervisors, graduates) and society to influence policy and programmatic change to improve lon

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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', 'Effective Transmission 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.

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

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

Rehabilitation training in mobility and orientation etc in the districts Gorkha, Ilam, Kailali, Sindhupalchowk and Surkhet

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

The Preparing Media Practitioners for a Resilient Media in Eastern Africa project aims to produce a better-qualified workforce in the Ugandan and Rwandan media who can contribute to democratization in their respective countries. The project will assist the opening of Rwanda's first local MA programme in Media and Communication Studies, and introduce Uganda's first PhD programme in the subject area. The project will engage in a three-tiered research proj

Inclusive Education: Braille literacy education, Awareness raising on inclusive education targeting families' communities and authorities. Identification and mobilization of VI-pupils as well as helping with enrolment and follow up of VI-pupils. Follow up of VI-pupils/ student in the Tete province at target schools. training in Braille for teachers at target communities and follow up on schools and school environment; Teaching resources, Universal design, assistive de

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Support higher education - support family communication

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Sign language training - preparation for school - inclusive education

113.30 - Vocational Training

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. Braille education. Provide accommodation for blind pupils in inclusive schools.

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

Curriculum development - teaching materials

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

Education based on individual education plans both at school and home based

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

Rehabilitation activities: Mobility and Activities of Daily Living

The project will contribute to the peace and reconciliation by integrating transitional justice and peace building programs in Kosovo's higher education.

The project aims to improve the livelihoods of fisheries dependent communities, and food safety and security in eastern and southern Africa through capacity development in teaching and research at Sokoine 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 School of Veterinary Science.

Braille education. Identification and mobilization of VI-pupils as well as helping with enrolment and follow up of VI-students.

Training in income generation and microcredit loans.

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Youth in East Shewa and West Arsi Zones in Ethiopia will access, engage and learn in inclusive, quality and relevant learning environments on relevant knowledge, attitudes, values and life skills and 21st century 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.

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

Inclusive school environment

Awareness raising on inclusive education targeting families' communities and authorities in the districts Gorkha, Ilam, 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.

Awareness raising on inclusive education targeting families' communities and authorities in the districts Gorkha, Ilam, 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.

Focus on IT and English skills for entering into higher education. 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. Braille education. Provide accommodation for

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.

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

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

Youth in South and Central states of Somalia will access, engage and learn in inclusive, quality and relevant learning 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 areas.

Braille education. Identification and mobilization of VI-pupils as well as helping with enrolment and follow up of VI-students.

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

Target educational authorities for adapted education of deaf girls and boys

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

113.30 - Teacher training

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

Teacher training - capacity building

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

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

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

construction/adjustment of ramps, sanitary facilities and other accessibility measures

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

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

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

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 work includes:11220 Training primary school teachers, 11120 adaptation of schools (ramps, toilets),and 11230 CwDs trained on life skills and school preparedness

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Increase access to micro finance, savings and loans groups for persons with disabilities, particularly in rural areas.

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

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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 reference to water and society. There is 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

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 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, Karakoram Int Uni and Royal Uni of Bhutan). The goal is to develop human capacity in order to impact the formulation and implementation of policies focused on sustainable resources management and climate change adaptation

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 Malawi.



uation of the Joint Programme for Girls Education (JPGGE) phase 1 (2014-2017) and phase 2 (2018-2020). The JPGGE is a UN joint programme that involves UNICEF, UNFPA and WFP, with the Resident Coordinator office in a coordinating role. The programme involves the following sectors: education, health (Sexual and Reproductive Health Rights (SRHR)) and nutrition (school meals). The programme has a 4-year timeframe with a budget of 320 million NOK. The Nor

e to international standards.Objectives:To ensure equitable access to and participation to quality pre-primary, basic- and secondary education for all children, especially those who are socially and economically disadvantaged, children from marginalized groups and children with disabilities.To enhance the quality and relevance of overall school education, ensuring minimum learning achievements for each child.To make all citizens literate with basic functional skills including for the most marginalized children and in humanitarian and fragile contexts (Educational governance and planning)2. Increase the number of children safely accessing formal or non-formal pre-primary and basic education and child protection services including in humanitarian and fragile contexts (Equitable and inclusive access)3. Increase the number of children, especially girls, Almajiri, and children with disabilities and children exiting armed groups act

roblem solving, (iii) know how to legally operate income-generating activity, (iv) improved technical skills in selected vocation, (v) grants used to pay for equipment, raw materials, and/or working capital to start income-generating activity, and (vi) expanded access to markets and suppliers and improved bargaining power.The planned main products and/or services of the Project (Output) are (i) trade skills training and vocational training, (ii) distribute cash grants to

otion, directing/script writing, lighting, editing, colouring, sound and music production, graphic design, production and costume design. The project will also feature introductory multi-media workshops with young children in different forms and various skills.The Al Ma'mal Studios project will contribute to local job creation through the development of expertise, providing trainees with the knowledge needed to start a career in the arts or pursue further education







and expand opportunities for continuing education and lifelong learning.To ensure ef