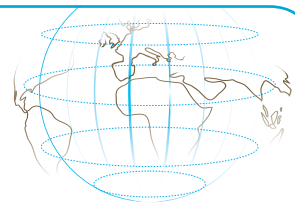


# GLOBAL KNOWLEDGE



ANNIVERSARY ISSUE / JUBILEUMSUTGAVE

No. 1  
2009



## Rising to the Challenges

Childbirth remains a dangerous venture in sub-Saharan Africa.

/4

### KREATIVITET OG INNOVASJON

2009 er EUs år for kreativitet og innovasjon – og utdanning regnes som nøkkelen til så vel økonomisk som personlig og sosial utvikling. Alle har behov for kulturell selvrespekt, ifølge forfatteren Amin Maalouf.

/24



### KNOWLEDGE IN THE HIGH NORTH

What is a stake in the High North?  
What kind of knowledge do we need  
– and who is to generate it?

/39



# Global Knowledge

## ► NORSK SAMMENDRAG

### Global kunnskap

Økt globalisering skaper behov for nye former for kunnskap samt bevissthet omkring hvordan vi deler denne kunnskapen. Kunnskap om naturfenomener og -prosesser, om egne og andres kultur og historie, om språk og kommunikasjon og forståelse for mangfold i ideer og verdier. Holdninger som reflekterer en åpen og positiv tilnærming til nye muligheter, nye måter å tenke på.

Behovet for samarbeid og kunnskapsutveksling på tvers av landegrensene har aldri vært sterkere. I Norge erkjenner vi at internasjonalisering er avgjørende innenfor all utdanning og vi bruker internasjonalisering som et kvalitetsverktøy.

I SIU jobber vi med internasjonalisering i ulike former og aspekter. Blant annet gir vi ut journalistiske publikasjoner som handler om internasjonalt samarbeid innenfor forskning og utdanning. I år er det fem år siden SIU ble et offentlig forvaltningsorgan i Norge. Dette markerer vi blant annet med denne publikasjonen. Gjennom ulike artikler, innfallsvinkler og tema vil vi forsøke å belyse noen sentrale aspekter ved internasjonalisering.

For å informere, for å inspirere - og kanskje provosere, eller i alle fall vekke debatt.

Kunnskap er et fellesgode, heldigvis er det et gode av typen det blir mer av når vi deler.

God lesning!



GUNN MANGERUD  
DIRECTOR / DIREKTØR

In the perspective of knowledge there are no boundaries. At the same time, globalisation increases the need for new forms of knowledge and for a consciousness of how we share such knowledge.

Globalisation is largely a matter of knowledge and attitudes. Knowledge of natural phenomena and processes, of our own and others' culture and history, knowledge of language and communication and an understanding of diversity in ideas and values. Attitudes that reflect an open and positive approach to new possibilities, new ways of thinking. Tolerance of difference and respect for others.

The need for cooperation and exchange of knowledge across national borders has never been greater. In Norway we recognise that in-

ternationalisation is a decisive element of all education, and we use internationalisation as a tool for quality assurance. White Paper no. 14 (2008 - 2009) "The Internationalisation of Education", states that "everyone should encounter an international dimension in the course of their studies."

In SIU, we deal with internationalisation in many forms and aspects. Every year we produce journalistic publications that discuss international cooperation in research and education. Some of these are in Norwegian, others in English. In 2009, it will be five years since SIU became a Norwegian public-sector body. One of the ways in which we are marking this anniversary is through this publication. Via a wide range of articles, points of view and specific topics we will attempt to shed some light on some core aspects of internationalisation. All this in order to inform, to inspire – and perhaps provoke, or at least to encourage discussion.

Knowledge is a common good, and luckily, it is a type of good that multiplies as it is shared.

*Good reading!*

# International commitment

## ► NORSK SAMMENDRAG

### Internasjonale forpliktelser

Denne jubileumsutgaven av Global Knowledge markerer SIUs fem år som statlig forvaltningsorgan. Magasinet er inndelt i tre bolker som til sammen dekker helt sentrale deler av norske utdanningsinstitusjoners internasjonale engasjement. Målet er å belyse viktige problemstillinger i internasjonalt samarbeid innen utdanning og forskning, ta debatten – og gjerne anspore til videre refleksjon og debatt. Første bolke omhandler kapasitetsbygging i utviklingsland. Hovedvekten ligger på helse, likestilling og kvinners rettigheter. Denne bolken (side 4-21) er skrevet på engelsk. Men hver sak har en norsk oppsummering.

Andre bolke handler om norsk deltakelse i EUs utdanningsprogrammer. Koblingen mellom utdanning og økonomisk utvikling står helt sentralt, men EUs år for kreativitet og innovasjon (2009) handler om mer enn økonomi. Denne bolken (side 22-37) er skrevet på norsk. I tillegg har hver sak en engelsk oppsummering.

Den norske regjeringen har utpekt nordområdene som Norges viktigste strategiske satsingsområde i årene som kommer – og kunnskap framheves som navet i denne satsingen. Hva slags kunnskap trenger vi i nord og hvem skal produsere den? Den tredje bolken (side 38-54) er skrevet på engelsk, men hver sak har en norsk oppsummering.



RUNO ISAKSEN  
EDITOR / REDAKTØR

This is an anniversary issue of Global Knowledge, and it celebrates SIU's five years as a state executive entity. The magazine is divided into three main sections, which together cover the most central aspects of the international activities of Norwegian higher education institutions. Our aim is to shed light on important problems in international research and education cooperation, invite to debate, and if possible, encourage further reflection and debate. The first section deals with capacity-building in Africa. Most emphasis is laid on health, equality and women's rights. This section (pp 4 – 21) is in English, but each article has a summary in Norwegian.

The second section is about Norwegian participation in the EU's education programmes. The link between education and economic development is very central, but the EU's European Year of Creativity and Innovation (2009)

is about more than economic development and the financial crisis. This section (pp 22 – 37) is in Norwegian, and each article has an English summary.

The third section deals with the Arctic. The Norwegian government has identified this region as Norway's most important area of strategic effort for the future, and it emphasises that knowledge forms the very hub of our efforts. What is at stake in the North? What sort of knowledge do we need and who is going to produce it? This section (pp 38 – 54) is in English, and once again, each article has a Norwegian summary.



GOATS AGAINST POWERTY | Norwegian goats may help reducing poverty in Tanzania.



ISLAMFRYKT | Indiske Kandala Singh sitter i Tromsø og skriver masteroppgave om islamofobi i India.

## Contents / innhold

### GLOBAL KNOWLEDGE 1 / 2009

PUBLISHED / PUBLISERT  
May 2009 / mai 2009

EDITOR-IN-CHIEF / ANSVARLIG REDAKTØR  
Head of Information / Informasjonsleder  
Hanne Alver Krum

EDITOR / REDAKTØR  
Runo Isaksen runo.isaksen@siu.no

EDITORIAL STAFF / REDAKSJON  
Kjersti Brown, Tordis Marie Espeland,  
Runo Isaksen

COVER PHOTOS / FORSIDEFOTO  
Arlette Olaerts, Andøya Raketttskytefelt (ARS),  
Tordis Marie Espeland

PRESENTATION & ART DIRECTION  
MK Bergen Reklamebyrå AS

PRINTED BY / TRYKK  
Havel

CIRCULATION / OPPLAG  
5 000

ISSN  
1504-7563

SIU  
P.O. Box 7800  
NO-5020 BERGEN, NORWAY

## I

### RISING TO THE CHALLENGES

4-21

EDUCATION IS POWER | 5

*The challenges facing Africa's higher education sector must be taken on board internationally, and on the continent's own terms.*

NOT JUST MOTHER'S MATTERS | 9

*Maternal mortality remains alarmingly high in Sub-Saharan Africa.*

THE NEED TO LIVE A LITTLE LONGER | 14

*The social stigma associated with HIV/AIDS prevents many from protecting their children.*

IT TAKES TWO | 17

*Involving men in maternal health care is fundamental to reducing maternal mortality.*

NORWEGIAN GOATS GO TANZANIA | 18

*More and more Tanzanian farmers are opting for Norwegian dairy goats.*

## II

### KREATIVITET OG INNOVASJON

22-37

SER EUROPA FRA AUST OG VEST | 24

*Alle har behov for kulturell sjølvrespekt, ifølge forfatteren Amin Maalouf.*

OPEN ØY, LUKKA TILVÆRE | 28

*Musikk er ein del av aktivitetstilbodet ved Bergen fengsel avdeling Ulvsnesøy.*

EN DYPERE FORSTÅELSE AV EUROPA | 30

*Strømmen VGS deltar i en rekke europeiske utdanningsprosjekter.*

ISLAMFRYKT I INDIA | 32

*Indiske Kandala Singh er i Tromsø for å skrive masteroppgave om islamfrykt i India.*

TENK NYTT, TA SJANSAR | 35

*Innovasjon har ikkje utelukkande med økonomi å gjera, påpeiker EU-kommissær Ján Figel'.*

## III

### KNOWLEDGE IN THE HIGH NORTH

38-54

ICE-COLD KNOWLEDGE REQUIRED | 40

*Norway's strategy for the Circumpolar North is a matter of much more than economic interests and access to oil and gas, according to Research and Higher Education Minister Tora Aasland.*

ATTRACTIVE WITH RUSSIAN CONNECTIONS | 44

*"We need business management that takes the environment and social responsibility seriously into account," says Anatoli Bourmistrov at Bodø University College.*

INDIGENOUS COLLABORATION | 49

*The challenges for indigenous peoples are universal.*

NETWORKS FOR KNOWLEDGE | 50

*Academic institutions have a moral responsibility to affect the development of the High North.*

POLAR RESEARCH IN THE CLASSROOM | 52

*This project aims to qualify teachers in various polar-related subjects.*

THE FUTURE LIES IN THE ARCTIC NORTH | 54

*In 20 years, Arkhangelsk could evolve into Russia's undisputed oil capital.*



# Rising to the Challenges

Today, the crucial importance of higher education in the progress towards political and economic independence in developing countries is widely acknowledged. Without relevant high-quality education, poor countries cannot produce the human capital they need to reduce poverty and inequalities, promote growth and raise living standards. Highly educated individuals capable of critical reflection are essential at all levels of these processes.

In the section of this magazine that concerns capacity building in the developing world, we first offer an account of some of the difficulties currently facing African universities.

We will also take a look at the status of the Health Millennium Development Goals that were adopted by the international community and the United Nations in 2000. More than halfway through the 15-year period to 2015, the MDG concerning maternal health is where least progress has been made. We try to analyse why, with reports from Malawi, the warm heart of Africa.

Gender equality and women's rights are cross-cutting topics throughout this section. Worldwide awareness is growing, but there is still a need for gender issues to be mainstreamed into all levels of society, including higher education.

*BUILDING CAPACITY | The University of Dar es Salaam in Tanzania is, like most African universities, experiencing a lack of physical and human resource capacity. (Photo: Ljuza Hamitouche Olsen)*

# Education is Power

## The paradoxical reality facing African universities

KJERSTI BROWN  
TEXT

Goolam Mohamedbhai, secretary-general of the Association of African Universities, explains why the challenges facing his continent's higher education sector must be taken on board internationally, and on Africa's own terms.

### ► NORSK SAMMENDRAG

Utover 1990-tallet ble høyere utdanning i mindre grad ansett som et viktig redskap i bekjempelsen av fattigdom i internasjonalt utviklingsarbeid. Afrikanske universiteter har lidd under dette.

Generalsekretær i Sammenslutningen av afrikanske universiteter, Goolam Mohamedbhai, forteller hvorfor utfordringene som Afrikas utdanningssektor nå går i møte, må tas på alvor internasjonalt, og hvorfor de må håndteres på Afrikas egne vilkår.

- *Throughout the 1990s, the vital role of higher education in development processes and poverty reduction schemes was widely ignored by international aid donors as well as most African governments.*
- *Higher education institutions in Africa have suffered greatly, and are now facing tremendous challenges as they try to strengthen their capacities.*

THE DISCREPANCIES between higher education enrolment rates in sub-Saharan Africa and those of most other parts of the world are glaring. According to the figures for 2008 from the UNESCO Institute for Statistics, the gross enrolment rate for higher education in sub-Saharan Africa rose from 4 to 5 per cent between 1999 and 2006. During the same period, the percentage of the population enrolled rose from 61 to 70 in North America and Western Europe, from 21 to 31 in Latin America and the Caribbean and from 14 to 25 in East Asia and the Pacific.

“African universities are doing their best to increase enrolment; they’ve been doing that for years.”

The new millennium represents the era of the global knowledge economy, in which education means power. In this regard, Africa is powerless. “African universities are doing their best to increase enrolment; they’ve been doing that for years. And on certain campuses, the increases are unbelievable,” says Professor Goolam Mohamedbhai.

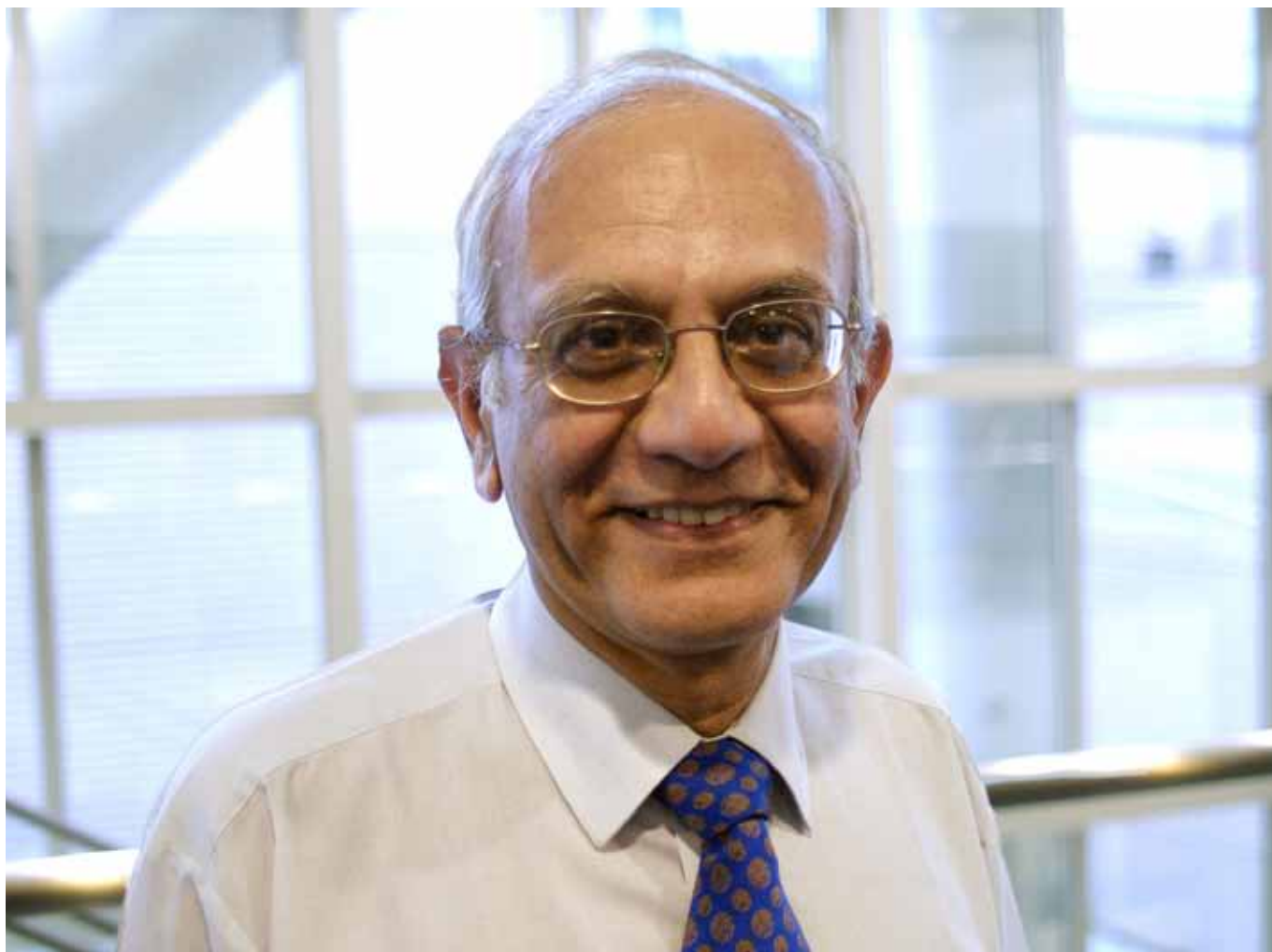
“If you look at the Cheikh Anta Diop University in Dakar or the University of Ghana, for instance, enrolments have increased dramatically. But the capacity of the institutions is just not there; the physical and the human resource capacity – that’s where the shoe pinches.”

### THE FUNDING PARADOX

Despite the fact that sub-Saharan Africa is by far the least educated region in the world, the actual number of enrolled university-level students has increased almost fourfold over the past couple of decades, from about one million in 1991 to 3.7 million in 2006 (UNESCO Institute for Statistics). Shortages of public funds and international aid, lack of infrastructure at existing institutions and few new universities are creating overcrowded campuses. Buildings are not maintained and equipment is lacking, outdated or broken. The curricula are often old, as renewals of books and periodicals in libraries are limited.

According to Mohamedbhai, African universities do not receive nearly enough state funding. In fact, while enrolment rates in sub-Saharan countries have increased from 1 to 5 per cent over the last 40 years, higher education's share of the average gross domestic product in the region has only risen from 0.48 to 0.65 per cent.

“There is a limit to how much African states can provide, and it’s important to understand that this is an economic issue; a lot of them just don’t have the money. But if you look at Europe, most countries regard higher education as a state responsibility; the students hardly



THE IMPORTANCE OF EQUALITY | According to Professor Goolam Mohamedbhai, it is crucial that the redevelopment of universities in Africa happens on African terms.  
Photo: United Nations University/Curtis Christophersen.

pay anything. The region where higher education should be free and easily accessible is Africa. That's not the case, and I think it's an enormous paradox."

#### A RETROSPECTIVE GLANCE

International decision-makers and donors have also played their role in the underfunding of the African higher education sector. Most universities in the region were created after independence in the 1960s, and were all patterned on universities in the North. Until the 80s they flourished, well-funded by states and supported by the North. The severe deterioration of Africa's economies from the 80s onwards prevented further investment, as budget cuts, national and inter-state conflicts, poor governance and political repression affected the state funding of higher education. The flight of often persecuted academics from many countries only made the situation worse, according to Mohamedbhai.

At the same time, there was a large increase in the output of students from primary and secondary education, putting huge pressures on universities to increase enrolment. In the mid-90s, funding and donor agencies decided that higher education provided less economic returns than basic education. The universities, as a consequence, suffered from neglect throughout the decade.

#### A DRAIN ON ALL LEVELS

Working environment and conditions in African universities are generally poor, and as a result recruiting and retaining qualified staff has long been a major challenge. The problem of the brain drain - the flight of human capital - was in fact a strong argument for cuts in the higher education funding to the region. In 2005, the World Health Organization estimated that 23 000 of the best-trained medical staff were leaving Africa for the developed world every year. The sectors that are fundamental in promoting development and reducing poverty have been left in a state of extreme shortage.

**"We need the assistance of the countries in the North, where a lot of the brain drain takes place. It needs to be a collaborative effort."**

"The shortages are dramatic, and the effects of brain drain on Africa are dramatic. We don't have enough doctors or nurses, and the lack of teachers is massive. We need the assistance of the countries in the North, where a lot of the brain drain takes place. It needs to be a collaborative effort," Mohamedbhai says.

"What a lot of people don't realize is that the brain drain is happening within Africa as well. South Africa and Botswana are major recruiters of nurses, teachers and doctors from other parts of the continent. An example must be set by

Africans themselves; they must realize that this type of recruitment is weakening their sister countries."

#### QUALITY ASSURANCE

Mohamedbhai stresses the urgent need for a regulatory framework for private and cross-border higher education in Africa. Most countries, with the exception of South Africa, don't

**"We have to be realistic and accept that private higher education is a reality in Africa. There must, however, be a proper regulatory framework to ensure quality."**

have such a framework at all, leaving the door open for the private education sector to do whatever it likes.

"We have to be realistic and accept that private higher education is a reality in Africa. There must, however, be a proper regulatory framework to ensure quality. I think assistance could be useful from the North in this regard, so that the criteria employed to check the private actors become known. We must make sure that what they are doing is relevant to the country where they are serving, and that they don't weaken the existing public institutions; take their staff and so on."



INCREASING ENROLMENTS | The University of Dar es Salaam (UDSM) is the oldest and largest public university in Tanzania, and one of the main academic institutions in East-Africa. In the year 2008-2009, a total of 5 930 students were admitted for undergraduate studies and approximately 2 500 for postgraduate studies. (Photo: Lujza Hamitoche Olsen)

#### MOVING IN THE RIGHT DIRECTION

Despite countless hurdles, there are positive signs for the future. The UNESCO World Conference on Higher Education in 1998 became the turning point for African universities, which embarked on a long journey of reform as we entered the new millennium. Higher education is back on the world agenda, and it is more widely realised now that development cooperation is long-term venture. Emerging networks and collaborations between universities in the South are positive new aspects of capacity-building efforts.

**“Direct funding might have an immediate effect, but in the long term it won’t work. In any case, many development agencies are primarily interested in human resource funding for capacity building.”**

“In all funding, there must be some sort of collaboration between North and South. That is why the NUFU framework is so interesting (The Norwegian Programme for Development, Research and Education); it’s a collaborative venture that takes local factors into account. Direct funding may well have an immediate effect, but in the long term it won’t work. In any case, many development agencies are primarily interested in human resource funding for capacity building,” Mohamedbhai says.

“Assistance from the North is very important, but it must be on African terms. The equality term is paramount and the question of who really benefits from research in the long term must be asked,” he adds.

**“The equality term and the question of who really benefits from research in the long term is very important.”**

Mobile technology, which has had an exponential growth in Africa in the past few years, might also be a saviour. Bridging the gulf between the North and the South will depend heavily on investment in digital infrastructures, the Secretary-General says.

“Africa could benefit greatly from the improvement of satellite and mobile technology, where you don’t have to depend on land lines. This is an area where more research is required.”

“We do live in a global world, but I believe that more than any other region, Africa must think in local, regional and national terms before thinking global. The continent has so many local problems that must be sorted out first,” he concludes.

#### CV | GOOLAM MOHAMEDBHAHAI

##### Currently:

- Secretary-general of the Association of African Universities
- Chair of the Regional Scientific Committee for Africa under UNESCO’s Forum on Higher Education, Research and Knowledge
- United Nations University Council Member

##### Formerly:

- President of the International Association of Universities
- Vice-chancellor of the University of Mauritius
- Member or chairman of several UNESCO Committees on Higher Education for Africa
- Ph.D. in civil engineering from the University of Manchester in the UK

# A Fresh NUFU Approach

KJERSTI BROWN  
TEXT

The Norwegian Programme for Development, Research and Education (NUFU) has adopted a targeted approach to gender issues. A growing number of supported projects now have gender-specific topics at the core of their research and education activities.



CHAIR | Fanny Duckert of the NUFU Programme Board.

The main goal of the NUFU Programme is to support the development of capacity and competence in universities in developing countries. Core activities to this end include joint research activities, doctoral training of staff at partner universities in the South, scientific publication and the communication and dissemination of research findings. Cooperation is based on equality and transparency, and the selection of projects is based on the needs and priorities of the partners in the South. Many cooperative projects aim to create academic networks between universities in the region. In 2007, NUFU's specific target of recruiting at least 40 per cent female PhD students was met.

"We are very pleased to have reached this goal; it gives us hope for the future," says Professor Fanny Duckert, Chair of the NUFU Programme Board.

The NUFU Programme is based on five-year agreements between the Norwegian Agency for Development Cooperation (Norad) and the Norwegian Centre for International Cooperation in Higher Education (SIU). In 2008, Norad made available approximately NOK 23 million

for projects that focus on women's rights and gender equality, and that promote the recruitment of female researchers. Five new projects were added to the portfolio, among them one on maternal health, featured in the next section of this magazine.

Gender mainstreaming is an important component of the NUFU Programme's effort to promote equality of the sexes. The idea is that gender issues should be considered in the activities of all projects, regardless of their topic, focus and participants.

"We know that one of the most important investments in development is the education of women; all official organisations now acknowledge this. However, our experiences show that in implementation, women are often forgotten. This is why the gender perspective needs to be maintained," says Duckert.

Addressing these problems, in 2009 gender equality has already been the subject of two SIU conferences. Through discussions between the partners involved in the NUFU Programme, the process of conceptualising the ideas as well as the development of indicators for measuring gender mainstreaming has been initiated.

## THE NUFU PROGRAMME

- Launched in 1991, as an effort among Norwegian universities to combine their collaborative relationships with universities in Africa, Asia and Latin America into one programme.
- The main goal is to support the development of capacity and competence for relevant research and research-based education at universities in the South
- All cooperative projects have one main partner university in Africa or Asia, and one in Norway. Network projects have several partner universities.
- Sixty-nine five-year projects and 17 two-year projects are being funded for the 2007 to 2012 period.
- The total budget for this period is NOK 400 million.



NOT ENOUGH BEDS | Conditions at Bwaila Hospital in Lilongwe are bad. These pregnant women are all waiting to give birth at the hospital.  
(Photo: Arlette Olaerts)





# Not just Mother's Matters

KJERSTI BROWN  
TEXT AND PHOTOS

LILONGWE, MALAWI

Maternal mortality remains alarmingly high in sub-Saharan Africa. The rebuilding of two new maternity wards in the Malawi capital of Lilongwe offers some hope for the future, but the obstacles in the path of progress seem insurmountable to the people on the floor.

## ► NORSK SAMMENDRAG

Mødredødeligheten i Afrika sør for Sahara er fortsatt alarmerende høy. På verdensbasis dør rundt 10 millioner kvinner og barn årlig som et resultat av utilstrekkelig helsetilbud for kvinner. Gjenoppbyggingen av to mødresykehus i Malawis hovedstad Lilongwe bærer noe håp for fremtiden, men utfordringene er likevel mange og tunge. Det akutte behovet for helsearbeidere er ett av problemene som fortjener verdenssamfunnets umiddelbare oppmerksomhet.

*"I FEEL SAFE" | 19-year-old Deborah Banda proudly exposes her belly. "I'm sure it's a girl. I will be happy whether it's a boy or a girl, and so will my husband. I feel safe at Bwaila," she says.*



- Every year, over 10 million mothers and children die from mostly preventable causes.
- Every minute of every day, a woman dies needlessly during pregnancy or childbirth.
- Every three seconds, a child under the age of five dies.

## BWAILA HOSPITAL:

"We don't have much time. I'll show you the hospital as it is now," says Dr. Tarek Meguid, rushing out of the small library onto the courtyard of Bwaila Hospital. This notoriously overburdened maternity ward delivers the staggering number of 12 000 to 13 000 infants every year, an average of about 35 a day. As of April 2009, German obstetrician and gynaecologist Meguid is the only medical consultant working full time. He summarises his five years of service in the Malawian health care system this way:

"On good days I would say it's a marvellous opportunity to change things for the better. On bad days it's a never ending nightmare of human suffering and criminal human rights violations".

## SERVING THE POOREST OF THE POOR

At the moment, Bwaila is a combination of district and central level maternity hospital.

"For our patients, this means that this is the only possibility they have in case of complications. They have no chance to go anywhere else," says Dr. Meguid.



ONE OF THE FEW | Malawi's health care system needs a lot more people like Tarek Meguid – specialised health personnel working in the public sector.



THE WAITING ROOM | At 'the old Bwaila', there is not enough room for patients to bring anyone to accompany them at labour, friends and family members wait outside the maternity ward.

According to numbers from the Malawi Millennium Development Goals Report of 2008, an estimated 67 per cent of births in Malawi are now attended by skilled health personnel. This is an improvement over the 1992 figure, when the percentage was about 55. The Millen-

## MATERNAL MORTALITY

- Worldwide, about 1 500 women die from pregnancy- or childbirth-related complications – every day. In 2005, the total number of maternal deaths was estimated to 536 000. Most of these were avoidable.
- About 99 per cent of all maternal deaths occur in developing countries, where 85 per cent of the world's population lives. More than half of these deaths occur in sub-Saharan Africa and one third in South Asia.
- The average maternal mortality ratio (MMR) in developing countries is 450 maternal deaths per 100 000 live births versus nine in developed countries.
- In 2005, fourteen countries had maternal mortality ratios of at least 1000 per 100 000 live births, of which all but Afghanistan were in sub-Saharan Africa.
- In Malawi, the government has taken action by developing a National Roadmap for accelerating the reduction of maternal and neonatal mortality and morbidity.

(Source: WHO)

ium Development Goal (MDG) target, however, is that all women should have a qualified attendant present while giving birth. Malawi is unlikely to meet this goal by 2015.

In a lot of cases, expectant mothers who come to Bwaila are in the late stages of delivery, often to the point where it has turned into a struggle for pure survival. The hospital's former name; *Bottom Hospital*, as opposed to *top hospital*, gives a good indicator of its background and the people who are treated here. Patients are generally financially and politically weak.

"There are a lot of things that take some time to appreciate in a place like Bwaila Hospital. One of them is the degree of poverty under which a lot of our patients live, as well as the deprivation of all sorts of things, one of which is normal dignity. We serve the poorest of the poor", says Dr Meguid.

### THE SHOCKING FIGURES

The maternal mortality ratio (MMR) of a country or region is the number of deaths from pregnancy- or childbirth-related complications per 100 000 live births. Estimates made by the World Health Organization (WHO), published in *The World Health Report* in 2005, showed a staggering MMR of 1800 in Malawi in 2000.

"This should have been headline news not only in Malawi, but also in the major papers of the world: MMR in Malawi is 1 800 per 100 000 births! This kind of MMR is almost unbelievable and certainly unacceptable. More developed countries have MMRs of around 10, and most

other countries in the region have ratios of about 200," says Dr. Meguid.

According to him, the MMR is said to have been as high as 2 350 in medieval Europe. Research from the United States more than 20 years ago shows that the MMR in an American subpopulation where mothers refused any obstetric intervention during childbirth was at 872. The Malawian Government's MDG Report of 2008 shows the same astonishing level of MMR in 2006. According to their figures, however, MMR in Malawi never rose as high as 1 800. They reported the official maternal mortality ratio in the country to be 1 120 in 2000, falling to 984 in 2004 and further to 807 in 2006.

Explanations for the alarming figures are complex. Perhaps the most obvious is the extreme shortage of trained medical staff. In 2005, when Malawi's population was at about 12 million, there were only about 100 doctors and 2 000 nurses working in the health sector. In 2009, the population is estimated to be about 14 million.

"The overall number of medical staff might have gone up slightly, but not in the public sector. Most all university graduates leave government service for greener pastures abroad or in the private sector as soon as they qualify. But I'm confident it's going to come. It has to, because they soon won't be able to find other jobs," says Meguid.

WHO, in its *World Health Report* of 2005 refers to confidential enquiries into maternal deaths in Malawian health facilities, where three factors



were found to contribute to the country's alarming MMR. First, there was a sharp increase in deaths from AIDS in the decade leading up to the millennium. Second, fewer mothers gave birth in health facilities, as the proportion of births attended by a trained health worker actually fell from 55 to 43 per cent between 2000 and 2001. Third, the quality of care in health facilities deteriorated. According to this report, the proportion of deaths associated with deficient health care rose from 31 to 43 per cent between 1989 and 2001.

"To me, it is obvious that maternal mortality can be related to three key notions. Our patients are poor, female and voiceless. We cannot do much about their poverty in the short run or the fact that they're female, but we can give them a voice. My hope is that this is now about to happen. It's a political thing in the end; if the patients stand up and demand something, if they have a voice to speak out with, things will change. But it will take a while," he says.

#### NO PRIVACY – NO DIGNITY

It is rainy season in Lilongwe, and the air is humid. The odour throughout the crowded hospital, as Dr. Meguid guides us through the facilities, is not for the faint-hearted.

"Look at these buildings. They were built in 1937," he mutters.

"This is the admission room, where the midwives see patients. There's not much privacy here. Certain intimate questions need to be asked, and of course anyone can listen. We



LAUNCHING THE PROJECT | Standing up: Johanne Sundby and Jens Kaasbøll. Seated, from the left: PhD candidates Lily Kumbani and Lucy Kululanga, KNC Principal Address Malata and Vice-Principal Ellen Mbvesa Chirwa.

raised some money to build this wall not long ago, so that the counselling and the HIV-testing would be a little more private. The prevalence lately (the percentage of HIV-positive patients) has been at about 18 percent, but it varies."

"In these fourteen beds we deliver over a thousand babies a month," Dr. Meguid says, opening the doors to the chaotic labour ward. Patients are not allowed to bring anyone with them in here, he explains, there's simply no room.

"The women are all alone, so to speak. Some of them are children themselves, only 12 years old."

In the hallway outside the operating theatre, a naked woman is curled up on a narrow rolling bed. She's waiting.

"This woman is either going to be operated or has just been operated. And this is our only theatre. For a place where we deliver so many babies, this is by its very design a human rights violation. If the theatre is occupied and your baby has a problem – well, bad luck. You wait. Babies and mothers die regularly here because there's only one theatre. You deprive the woman of her child, or you deprive both the child and the woman of their right to life."

**"A building like this is abuse. Providing no privacy is abuse; it's a violation of their rights. The message to you as a patient is: you are worth nothing. You are nobody."**

After delivery, patients end up in a small room for a short period of recovery.

"As you can see, there's no privacy whatsoever here. There will be a patient who's just lost her baby next to a patient who's delivered normally next to a patient who's had a traumatic delivery in one way or another. We are not able to treat them with dignity. Again, 12 000 to 13 000 women a year; you don't have anything like that in the Northern hemisphere. A building like this is abuse. Providing no privacy is abuse; it's a violation of their rights. The message to you as a patient is: you are worth nothing. You are nobody."

#### KAMUZU COLLEGE OF NURSING:

Only a short drive from Bwaila Hospital we find our way to a room full of bright faces, most of them students. The University of Malawi's Kamuzu College of Nursing (KCM) is launching the NUFU project Improving access and quality in maternal health care in sub-Saharan Africa, having received funding for the period 2008 to 2012. KCN is the oldest and so far the only training institution for professional nursing and midwifery that has produced graduates in Malawi. Their mission is to deliver quality and cost-effective education to students with the ultimate aim of providing better health care services for the people. Training students to Bachelor's, Master's and University Certificate level, KCN's total number of enrolled students in 2009 is 155. This number has more than doubled over the last few years.

"There are many qualified students who want to do nursing, and the college has capacity for a bigger intake. But there are limitations, such as inadequate accommodation and teaching facilities. Despite the large increase in enrolments over the recent years, the intake infrastructure has remained the same," says College Principal Dr. Address Malata.

According to her, KNC encourages students to work for government and other health institutions after graduation.

"Issues of deployment lie with the government and other employers to recruit and retain. We only train," she says.

After a warm welcome by Dr. Malata, who is coordinating the project with Professor Johanne Sundby of the University of Oslo, the students are guided through some of the work ahead. A substantial part of the project consists of examining the quality of maternal health care and the causes of maternal mortality in Malawi and Tanzania. Four PhD-students and one Master's-student are so far involved, two of whom are doing their field work at Bwaila Hospital. Problems are being addressed from different angles; maternal deaths are being traced back to respective families in the communities, and research on how to improve prevention of mother-to-child transmission of HIV and how

## WHAT ABOUT THE BABIES?

ARLETTE OLAERTS  
PHOTO

*Every year, more than 133 million babies are born, 90 per cent of them in low- and middle-income countries. When their mother dies, their chances of survival are meagre. Lack of maternal care causes high rates of infant death and disability. Of these 133 million babies born alive, 2.8 million die in the first week of life and slightly fewer than one million in the following three weeks. The patterns of neonatal deaths are similar to the patterns of maternal deaths; large numbers in Africa and Asia and very low numbers in high-income countries. The rates vary from seven per 1000 births in high-income countries to 74 per 1 000 births in central Africa. Interventions for saving babies' lives are similar to those that save maternal lives. Although underlying causes differ, poor maternal health and lack of services are the most important factors. Maternal and perinatal deaths (stillbirths and first-week deaths) together add up to 6.3 million lives lost every year. This combined toll that mothers and babies are paying for inadequate health services needs to be considered when maternal mortality is being discussed. According to the Central Intelligence Agency's World Factbook, Malawi's estimated Infant Mortality Rate (the number of deaths of infants under one year old) for 2009 is just over 89 deaths per 1 000 live births.*

(Source: WHO)



to involve men in birth assistance is being done. Staff burnout is another issue that they are looking at.

"All the students involved are committed to trying to break down some of the structural and cultural barriers related to maternal health in the region," says Professor Sundby, from the International Health Section of the University of Oslo's Institute of General Practice and Community Medicine. With a background as a gynaecologist, she has worked on reproductive health in a number of African countries since 1993.

**"If you're a researcher looking for quick and ground-breaking results, you certainly wouldn't be working on maternal health in sub-Saharan Africa."**

"I started my professional career working on involuntary childlessness. Gradually my focus shifted towards traditional taboo issues such as circumcision, abortion and sexually transmitted diseases. My concern regarding maternal mortality was a natural extension of this, as at some point it became painfully clear to me how urgent the matter of improving maternal health on this continent really is."

### REALISTIC EXPECTATIONS

The challenges and obstacles presented by this task are just as overwhelming as Malawi's maternal mortality rates are appalling. Sundby is realistic, and her aims in terms of project results are sober.

"If you're a researcher looking for quick and ground-breaking results, you certainly wouldn't be working on maternal health in sub-Saharan Africa," she says.

"However, the project will lead to capacity-building by supporting the further education of five young women who in the future will be contributing their much-needed knowledge and skills in their home country."

On the Norwegian side, Sundby is collaborating with Informatics Professor Jens Kaasbøll, also of the University of Oslo. The two had been

### NOMA

- Norad's Programme for Master studies (NOMA) provides financial support to develop and run Master degree programmes in the South through collaboration between local and Norwegian higher education institutions.
- NOMA was established in 2006, after a comprehensive evaluation of its predecessor, the Norad Fellowship Programme.
- The total budget frame for the programme period 2006 to 2010 is NOK 343 million.
- 36 projects received support over the first two allocations in 2006 and 2007. In November 2008, the third NOMA call for applications for the extended programme period 2010 to 2014 was announced. The application deadline is June 30, 2009.

discussing working together for years. Research shows that health information systems in most developing countries are inadequate, and in the case of Malawi, it was obvious that the reward in terms of synergy between the two projects would be big.

Through funding by the Norad's Programme for Master Studies (NOMA), Professor Kaasbøll is coordinating the development of two integrated Master's programmes in health and information systems at the University of Malawi (UNIMA). Drawing on his previous experience from a similar project in Mozambique, Kaasbøll, in collaboration with UNIMA senior lecturer Maureen Chirwa, is working towards increasing the university's academic capacity and educating students at Master's level in the development and operation of these information systems.

**"If you want to survive as a person, as a health worker, it's a marathon. Some become cynical or emotionally completely gone; soulless."**

### A HEALTH WORKER'S MARATHON

Back at Bwaila Hospital, the current medical staffing situation is bad. The biggest problem is human resources in terms of quantity, but also in terms of quality, according to Dr. Meguid. In addition to him, as the only consultant and on call 24/7, three registrars and six clinical officers currently bear responsibility for the health of expectant mothers and their babies in central Malawi. The recent loss of seven nurses and



SEEKING HELP IN TIME | Grace Maliseni (26) and Joanna Jonathan (18) are both expecting to deliver within the next few weeks. As opposed to many of their Malawian sisters, they have travelled to the hospital early in case they experience complications. "It is safer this way," says Maliseni.



"I play volleyball! I'm very angry about the situation here; I try to divert this energy into action, like writing articles at night. I'm too angry not to. At the moment I'm too busy to be doing things on a political level, but maybe in the future I can. I hope things will improve over time; development is generally incremental," he says.

"For me, seeing the patients it what makes it all worthwhile. I believe that you cannot accept things this way. If you do, then you are part of the problem."

#### IMPROVEMENTS AHEAD

Although the staffing situation desperately needs urgent attention, there are improvements ahead at Bwaila. If things go according to plan, a brand new maternity hospital will be up and running some time between May and June this year.

Scottish Tom Hunter from the Hunter Foundation visited the hospital a few years back and decided to provide funding for a new central maternity unit at Kamuzu Central Hospital. The new Bwaila is being set up by an Irish NGO called the Rose Project, and will cater for more than 6 000 district-level patients. It will have two operating theatres, and according to Meguid, the focus is on increasing the quality of care in order to do more justice to the patients.

"The best thing about these two new labour wards is that the district and central levels will be identical; all the women will be given the same hospital experience. I feel very happy that we've been lucky enough to receive funding; it's a once in a lifetime achievement. The new Bwaila will allow us to give much better care, it's a huge improvement," he says enthusiastically, walking through the building site.

"It's amazing; a year ago there was nothing here. We'll have to wait and see, in the end it's just a building. But a building can also be an expression of respect for human rights. I really hope it will raise the morale of those who work here too," he says.

The work in progress consists of a nursing station surrounded by twelve delivery rooms. Ten of them are single rooms, meaning that it is physically impossible to place two beds in the same room. Looking out, the patient can only see the nurses, nobody else.

"It's the only hospital in Africa with this setup, where the facilities can be used by anybody, not just paying patients. It's fantastic," says Meguid.

Another essential improvement is that the expectant mother now can bring someone along to delivery.

"When we open the new facilities we will encourage women to bring a husband, friend or a family member, and let everyone know that men are welcome. The fathers will come, I'm sure they will, but they also need time to learn this attitude."

According to Meguid, the future of Bwaila Hospital is now in the hands of the Malawian government.

"Prospects are excellent if, but only if, the government allows hospitals the autonomy to manage their own affairs, especially when it comes to human resources. As soon as the important people understand that good human resource management is the key to major improvement, things will really get better, in a sustainable way," he says.

#### FACTS

##### The Health Millennium Development Goals (MDGs):

The Global Campaign for the Health Millennium Development Goals was launched in 2007. Half-way through the 15-year MDG plan running from the millennium to 2015, it became clear that among the eight specific goals, maternal health was where least progress had been made. In a historic effort to accelerate the progress of MDGs 4, 5 and 6, a coalition of governments and organisations came together in a major drive named Deliver Now for Women and Children.

Norway's Prime Minister Jens Stoltenberg has been one of the advocates for the campaign, and has said that over a period of ten years Norway will give USD 1 billion towards efforts to improve maternal and child health.

##### MDG4: Reducing child mortality:

The target is to reduce by two-thirds, between 1990 and 2015, the mortality rate of children under five years old. The world-wide average rate of deaths of children who do not reach the age of five (per 1 000 live births) was reduced from 93 in 1990 to 72 in 2006. Without comparison, more children die in sub-Saharan Africa than in any other region. Here, the under-five mortality fell from 184 to 154 per 1 000 live births during these 16 years.

##### MDG5: Improving maternal health:

Countries have committed themselves to reducing the maternal mortality ratio by three quarters between 1990 and 2015. At a global level, maternal mortality fell at an average rate of less than 1 per cent annually between 1990 and 2005 – far below the 5.5 per cent annual decline necessary to achieve the target. For the fifth MDG to be achievable, maternal mortality ratios will have to decrease at a much faster rate – especially in sub-Saharan Africa, where the annual decline between 1990 and 2005 was about 0.1 per cent. Measuring the progress of MDG5 has been challenging, due to lack of reliable maternal mortality data in developing countries.

midwives has made the situation even worse. "On most nights, there's only one nurse for more than a hundred people. What people tend to forget, is that a hospital like Bwaila not only abuses the patients, but also the health personnel," says Dr. Meguid.

"I'm very angry about the situation here; I try to divert this energy into action, like writing articles at night. I'm too angry not to."

Norway is contributing staff and equipment to the hospital, as obstetricians and midwives from the Universities of Oslo and Bergen come here for six months at the time. They have also mobilised a private donor involved in equipment funding. Meguid still describes the level of over-worked and burnt-out staff at Bwaila as close to 100 per cent.

"If you want to survive as a person, as a health worker, it's a marathon. You have to accept the unacceptable for years. The obstacles seem insurmountable, and it's the kind of working environment that forces you to constantly keep up the pressure. Many give up and act accordingly, and some show behaviour that's not at all OK. Some become cynical or emotionally completely gone; soulless. I believe that you can be revived from this state, but we need more people, and we need them now," he explains.

When asked how he personally copes with the pressure, he laughs.



TOUGH LIVING CONDITIONS | Jennifer Mustafa with her two youngest children Silaji and Mwayi, in their Lilongwe home.

# The Need to Live a Little Longer

KJERSTI BROWN  
TEXT AND PHOTOS

Jennifer Mustafa has overcome one of the big hurdles facing many African women. The strong social stigma associated with HIV and AIDS still prevents parents from protecting their children from the virus.

## ► NORSK SAMMENDRAG

Fembarnsmor Jennifer Mustafa er en av mange afrikanske kvinner som kjemper mot HIV-viruset. På tross av at HIV- og AIDS-diagnoser fortsatt medfører sterk sosial stigmatisering i Malawi, har hun valgt å være åpen om sin HIV-smitte. Etter vellykket deltakelse i ett av Lilongwes prosjekter for forebygging av mor-barn-overføring av HIV, er den yngste sønnen hennes konstatert frisk – en stor personlig seier for Mustafa.

DOING THE TOUR | Silaji (5) makes sure to show the visitors around the house.



MOTHER OF FIVE, Jennifer Mustafa (36), is battling Africa's ruthless killer HIV. On the outskirts of Malawi's capital Lilongwe, in area 36, she invites her visitors into the run-down empty shell that is the modest home for her and her children. A friend lets her stay in one of the small rooms for free, otherwise the house is bare, no doors or windows, no furniture, lighting or water. Curious five-year-old Silaji takes us into the next room to show us his toy – the remains of a broken plate on the concrete floor.

Little toddler Mwayi sits giggling on his mother's lap.

"His name means good fortune," Mustafa says.

**"I have accepted my fate and I don't complain. My wish is that my children should grow old enough to take care of themselves before I pass away."**

Whereas some people would describe her situation as less than fortunate, she is in fact reasonably content and trying to be positive about her life.

"I have accepted my fate and I don't complain. But I do worry about my children; my wish is that they should grow old enough to take care of themselves before I pass away. I need to live a little longer," she smiles.

## SEEN AS A WOMAN'S PROBLEM

The majority of HIV diagnoses in Africa are made in relation to pregnancy, and the disease is still, within certain communities, largely regarded as a burden that women lay on the family. Mustafa was diagnosed eighteen months ago, while pregnant with her youngest. Her husband left as soon as she told him, and has since remarried. Unimpressed by his behaviour, she has nevertheless moved on.

"I was angry for a while, as the children and I were suffering greatly when he abandoned us. Now we live from day to day. Most weeks I only have two or three meals, as I give most of what I can get to the youngest."

She blames the HIV pandemic on what she describes as men's carelessness.

"Men know they're infected too, but they just move on to a new life. They run away from responsibility. My husband has probably infected his new wife by now", she says.

Despite the hardship and constant struggle to feed her children, Mustafa has managed to seek the treatment she needs, and is now receiving proper medication. She has also overcome one of the biggest hurdles that many HIV-positive women in Africa are faced with: She stopped breast feeding her youngest son at the critical age of six months, in order to



LOOKING FOR ANSWERS | PhD candidate Jacqueline Rose Chinkonde (right) with research nurse Charity Kabondo, at one of the University of North Carolina's PMTCT clinics in Lilongwe.



MWAYI THE FORTUNATE | Nine-month-old Mwayi is clear of the HIV virus - a great relief to his mother.

prevent transmission of the virus. Mwayi is HIV-negative, as are his four siblings.

#### FEAR OF DISCLOSURE

Research fellow Jacqueline Rose Chinkonde is in the process of finalising her PhD at the Institute of General Practice and Community Medicine, University of Oslo, as part of the NUFU project on maternal health featured in this magazine. Prevention of mother-to-child transmission (PMTCT) of HIV is one of her main research topics. After doing her field work in Malawi she is now back in Oslo to complete her study on infant feeding in the context of HIV and a comparative analysis of two Malawian PMTCT-programmes, one that is government run and one that has been developed by Doctors Without Borders.

Initially, Chinkonde sought to clarify why so many HIV-positive women in her home town Lilongwe drop out and don't follow up regular visits at their health clinic with their newborn, as these losses to follow-up severely undermine preventive efforts. The University of North Carolina (UNC) began providing PMTCT services in Lilongwe in 2002 at four district government health centres, and provided technical assistance for further 12 more centres in 2004. Jennifer Mustafa was one of the 28 women selected for in-depth interviews at two of these clinics. Half of the women dropped out of the programme at some point, and one of Chinkonde's aims was to find out why.

**“People have very different expectations as to how much should be shared about HIV.”**

Her studies have confirmed that there is still a lot of social stigma related to HIV and AIDS in Malawi.

According to her, there is a lack of communication about positive diagnoses, even within family and marriage.

“People have very different expectations as to

how much should be shared about the disease,” she says.

“The major themes associated with dropping out of the PMTCT programme within six months after delivery were to avoid involuntary HIV disclosure and negative community reactions. Unequal gender relationships, difficulties in accessing care and treatment and lack of support from husbands were other key issues.”

#### THE CRITICAL WEANING

Mother-to-child transmission is the second most common form of HIV transmission in East and Southern Africa, after unprotected sex. In Malawi it accounts for an estimated 30 000 HIV-positive infants being born every year. About half of these children die before they reach their second birthday.

If a woman is treated while pregnant, the rate of HIV transmission is greatly reduced. In developing countries, antiretroviral prophylaxis has minimized transmission through the use of a single dose of the drug Nevirapine for the mother at delivery and the child at birth. Multiple drug therapy is now slowly replacing the single-dose treatment. The UNC programme in Malawi continues to follow up HIV-positive mothers and their infants monthly from six weeks after birth until the child is 18 months old. During this time, the mothers receive infant feeding support and risk-reduction counselling.

It is widely acknowledged that breast-feeding in the first six months of life is extremely important for a baby's health and survival, especially in poor countries. Most HIV-positive mothers in Malawi are recommended to breast-feed exclusively during this period, followed by total weaning. At this transitional stage, the child often loses a good deal of weight.

In Chinkonde's study, 20 of the 28 women she interviewed expressed concern that others would learn about their HIV-positive status if they participated in the programme, received home visits from clinic staff and used or even

possessed breast-milk substitutes.

“The whole approach to the PMTCT programme and home visits must be reconsidered, to improve confidentiality and avoid stigmatization,” she says.

Through interviews and group discussions, it became clear that a lot of the women also found it hard to negotiate safe sex in a culture and tradition of strong male domination.

“Women need to be empowered socially as well as economically. They need support to be able to access HIV treatment and care with their partners, in order for the services to benefit the whole family,” Jacqueline Rose Chinkonde concludes.

### COMBATting HIV / AIDS

#### MOTHER-TO-CHILD TRANSMISSION

- Mother-to-child is the second most frequent transmission route of HIV.
- In 2007, approximately two million children under 15 were living with HIV, 90 per cent of them in sub-Saharan Africa. Of these two million, 91 000 Malawian children under 15 had HIV.
- Currently, the University of North Carolina PMTCT-project in Malawi HIV-tests more than 20 000 pregnant women annually. In 2007, it reached about nine per cent of this population.

#### MDG6

- The sixth Millennium Development Goal calls for a global fight against HIV / AIDS, Malaria and other diseases. The specific targets are:
  - By 2015, to halt and begin to reverse the spread of HIV/AIDS.
  - Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it.
  - By 2015, to halt and begin to reverse incidence of Malaria and other major diseases.



# It takes Two

KJERSTI BROWN  
TEXT AND PHOTO

Research shows that involving men in maternal health care is fundamental to reducing maternal mortality. We asked three Malawian men at random about their thoughts on pregnancy, fatherhood and care.



SHARING THEIR THOUGHTS | From the left: Benson Phiri, Davison Chimwala and John Adamson.

WE COME ACROSS 23-year-old Davison Chimwala in the courtyard outside Bwaila Hospital in Lilongwe, tightly holding on to a blanket-wrapped baby boy. His first-born, fresh from the labour ward. He can't take his eyes off the child.

"I'm so afraid I might drop him. That can't happen; I don't want anything bad to happen to him," he says, completely mesmerised.

*What kind of father would you like to be?*

"It's hard to say, it's all so new to me. But when I look at him, I know that I want to do my best to make sure that he's got everything he needs to grow up well."

## MORE CARING DURING PREGNANCY

His friends Benson Phiri (53) and John Adamson (23) are more experienced fathers. Phiri, a retired

soldier, has ten children with three different wives. Polygamy is common within the Muslim community, which makes up about 13 per cent of Malawi's population. The vast majority, 80 per cent, are Christian, according to the official census of 1998.

"Having the first child is very special to a man. But I love my last child as much as my first," he says.

"When a woman is pregnant, her husband should take care of her, and not give her heavy housework to do or make her walk long distances. His job is to get her to the hospital in time and to provide the things that she and the child will need. It is also more important to be gentle and not to abuse her verbally when she's expecting," he adds.

Adamson, a father of three, agrees that men should treat women with more care and be less demanding while they're pregnant.

"But a good wife is still a submissive wife," he says.

"Nothing makes you feel more like a man than holding your baby for the first time. It's also the ultimate way of pleasing your wife. After she has delivered your child, as a husband you must remember that she needs time to rest and heal before you can resume sex," he adds.

## ENCOURAGING MALE INVOLVEMENT

At Bwaila, the sign saying "No men allowed" was recently removed from the maternity ward.

"We took it down because that message doesn't belong in a hospital. Maternal and child health is a misnomer; it should be parental and child health. But that's still a long way off," says Dr. Tarek Meguid.

In Bwaila's kangaroo care room, premature babies receive skin-to-skin therapy, by resting on a parent or staff member's chest, ear to the heart. The method is often used instead of incubators, and is known to have a positive effect on premature babies' life force. Men are rarely sighted in the kangaroo care unit.

"But it does happen. When we get the new maternity ward up and running we will encourage fathers to participate more actively in all aspects of support and care of their families," says Dr. Meguid.

"Everybody understands that women go through a tough time while bearing and delivering children. But their partners also often have to struggle to come to terms with responsibility and finding their role. It's not a genetic thing that males are bad at providing care. It's learned behaviour, and it can be changed, one step at the time."

## ► NORSK SAMMENDRAG

Forskning viser at det å involvere menn i mødre- og spedbarnshelse er viktig i arbeidet for å redusere mødre-dødeligheten i utviklingsland. Vi ba tre tilfeldige malawiske menn om å dele noen tanker rundt graviditet, farskap og omsorg.

GENDER  
MAINSTREAMING  
Takyiwaa Manuh believes  
that gender issues must  
be mainstreamed into  
university cultures in  
order to achieve gender  
equality in the future.



## Closing the Gender Gap

As African Universities are trying to increase enrolment of female students to achieve better gender parity, women still feel like intruders in the academic world.

"A lot of women do not feel welcome as students", says Takyiwaa Manuh, Associate Professor and Director of the Institute of African Studies, University of Ghana.

"We want to close the gender gap in academia by creating supportive and nurturing environments for both male and female students to realise their potential. We need to change the institutional cultures in many of our universities, so that women do not feel as intruders," Manuh says.

Read the whole story on  
[www.siu.no/globalknowledge](http://www.siu.no/globalknowledge)



### Norske geiter inntar Afrika

Det kreves 33 tanzanianske geiter for å produsere samme mengde animalsk protein som én norsk geit. Ikke rart da at stadig flere tanzanianske småbønder skaffer seg norske melkegeiter.

*Les saken på engelsk: Norwegian Goats go Tanzania*

### Hver foreldreløse, sin geit

I Mgeta-distriktet er målsetningen at hver eneste foreldreløse skal få sin egen geit, noe som sikrer en viss økonomisk sikkerhet og daglig tilgang til gratis melk.

*Les saken på engelsk: One Orphan, One Goat*

### Helsebringende

Kostholdet er mye bedre i familier med melkegeiter enn i familier uten, viser undersøkelser gjort av forskere ved Sokoine-universitetet i Tanzania.

*Les saken på engelsk: Health Impact*

### Tanzaniansk kasjmir varmer Norge

Sjal laget av ull fra tanzanianske kasjmirgeiter til å holde deg varm gjennom den norske vinteren? Det kan bli en realitet, om Signe Aarhus og Oleana får det som de vil.

*Les saken på engelsk: Tanzanian Cashmere to Keep You Warm*

# Norwegian Goats go Tanzania

RUNO ISAKSEN  
TEXT AND PHOTOS

MGETA, TANZANIA

It takes 33 Tanzanian goats to produce the same amount of edible animal protein as one Norwegian goat. No wonder more and more Tanzanian farmers are opting for Norwegian dairy goats.

“UNLIKE NORWEGIAN GOATS, the Tanzanian ones are not bred for milk production. They are used for meat production only. Our project is about crossbreeding Tanzanian goats and Norwegian dairy goats. The result is a stock that combines the best of two worlds; the robust features of Tanzanian goats and the milking capacity of the Norwegian ones,” explains Lars Olav Eik, associate professor at the Norwegian University of Life Sciences (UMB).

The project started back in the early 1980s, when Eik started bringing Norwegian goat kids to the Sokoine University of Agriculture (SUA) in Morogoro. Today, there are about 14 million goats in Tanzania, of which up to 30 000 are of Norwegian stock. The figures are growing rapidly. And the health effects with keeping Norwegian goats in Tanzania are tremendous, according to Eik. Besides, there are economical gains too.

“Having Norwegian goats means that families have daily access to fresh milk. The Tanzanian diet consists mostly of carbohydrates, largely based on maize and the traditional dish, ugali. The need for quality protein is huge. A person needs 20 grams of animal protein daily, according to World Health Organization recommendations, but most people in Tanzania get less than five grams a day. Families with goats are much better off in this respect,” Eik underlines.

Selling milk on the local market means income for local farmers. Selling breeding animals is another source of income. Manure – important for fertilizing the land – is a third source of income. The farmers in Mgeta are enthusiastic about the Norwegian goats and the demand is much higher than the actual supply, according to Lars Olav Eik.

## GOATS AGAINST POVERTY

“Enhancing livelihood of dairy goats keepers in Tanzania through an improved breeding programme for disease-free multi-purpose animals” is a five-year research project funded by the Tanzania agreement. The project is run by the Sokoine University of Agriculture (SUA), with the Norwegian University of Life Sciences (UMB) and the Norwegian Veterinary College (NVH) as partners.

The overall aim of the Tanzania agreement is to enhance the quality of higher education and research in Tanzania in order to contribute to poverty reduction. Three institutions of higher education are supported: the University of Dar es Salaam, Mzumbe University and the Sokoine University of Agriculture. The support is not based on cooperation with Norwegian institutions. However, such cooperation is encouraged, and two of the Tanzanian institutions have Norwegian partners.



BEST OF TWO WORLDS | “The new stock contains the best of two worlds, the robust features of Tanzanian goats and the milking capacity of the Norwegian ones,” says Lars Olav Eik, associate professor at The Norwegian University of Life Sciences (UMB).



DOMESTIC VALUE CHAIN | Margrethe Valler at a sales point – a hotel shop. Valler also looked into the possibility of keeping more of the value chain in Tanzania. She interviewed several women's groups and found that they were all positive to making the products by hand, but concerned that it might be too technically complicated as cashmere wool is so delicate. (Photo: Private)



FAIR MADE | "The Oleana business concept is based on design, quality and storytelling. Storytelling will accompany these forthcoming Tanzanian cashmere products. We call the concept "fair made". We have to make sure that our Tanzanian involvement becomes something quite different from neocolonialism, that we in fact enable local farmers to build up something," says Signe Aarhus, managing director of Oleana. (Photo: Oleana)

# Tanzanian Cashmere to Keep You Warm

Shawls made of cashmere wool from Tanzanian goats may keep you warm through the cold Norwegian winter, if Signe Aarhus gets it her way.

SIGNE AARHUS IS MANAGING DIRECTOR OF Oleana, a Norwegian textile factory that specializes in natural fibres such as wool and silk. Oleana is soon to start producing shawls and wristlets made of cashmere wool from Tanzanian goats. It is business as usual, Aarhus assures us, but still: business with a twist of idealism.

"Our objective is not to make as much money as possible, but to make enough money from producing beautiful high-quality clothes, at the same time we can make life a bit better for local Tanzanian farmers," she says.

The cashmere initiative came from Lars Olav Eik, associate professor at the Norwegian University of Life Sciences (UMB). The first and second batches of shawls were produced using cashmere from Norwegian and Scottish goats. Oleana recently launched a campaign whereby the entire profit from sales of the remaining stock will go to "Haydoms venner" ("Friends of Haydom") to help them run the Haydom Lutheran Hospital.

## NOT JUST A GIMMICK

"There are two reasons for our involvement at this point: we think the hospital is doing a great job that is well worth supporting, and we also want to sell our shawls. Our next project will be based on cashmere from goats exported from Norway to Tanzania. A specific Tanzanian design is to be made too," Aarhus elaborates. "But we need about 200 kilos to start production, and we are not yet there. We want to make this a long-term commitment, not just a gimmick."



The shawls and wristlets will be sold in Europe and as tourist products in Tanzania. Cashmere is among the most delicate and expensive natural fibres that exist, and one major challenge is to educate people about its special qualities, says Aarhus. The goats have to be hand-combed and one goat produces only about 120 grams a year.

## BREEDING TAKES TIME

"My major idea has been to come up with some products that small farmers in Tanzania can export on the global market. Cashmere goats do not provide milk, so they should complement the dairy goats. You need them both," comments Lars Olav Eik.

In 2007, Eik brought the first 15 Norwegian cashmere goats to Tanzania. The initial results at the high-altitude sites at Haydom and in Mgeta indicate that cashmere goats do produce cashmere in cooler regions of Tanzania.

"The promising results suggest that some local meat-producing goats should be replaced with cashmere goats kept for both meat and fibre. Local farmers are enthusiastic and demand is high, so I am confident that Tanzanian cashmere will prove viable. But breeding takes time," Lars Olav Eik cautions. "We are just about to send more bucks for crossbreeding with local does. Even if cashmere crossbreeding proves to be as successful as dairy goat crossbreeding, it will still take about 20 years to raise 20 000 animals."

## TANZANIAN MARKET POTENTIAL

Margrethe Valler is a master's student in entrepreneurship and innovation at the Norwegian University of Life Sciences (UMB). She is currently writing up her thesis on "Social Entrepreneurship", including field work in Tanzania. She has looked into the cashmere shawls value chain, particularly the market potential in Tanzania. The main purpose was to evaluate potential sales points and customer attitudes to the social aspects: income generation for small-scale farmers and some of the profits going to social projects coordinated by Haydom Hospital.

"Some customers are positive and inclined to buy, assuming they like the actual product and design. Others are skeptical, and question the sincerity of the set-up, as the product is rather expensive and corruption is not unheard of in Tanzania. Sales points are positive, but dependent on having their costs covered," Margrethe Valler sums up.



SURVIVAL | "Schooling is secondary for orphans who have no relatives. Our primary goal is to make sure that they survive," says Eristina Moponda, village executive officer in the Mgeta region in Tanzania.

## One Orphan, One Goat

"The idea is that every orphan in the district should have a goat of his own. Having your own goat means basic financial security in addition to daily access to free milk all year round."

Eristina Moponda is village executive officer in the Mgeta region in Tanzania, some 1 800 metres above sea level. There are about 90 orphans in the district, she explains. About a year ago she was given funding from a governmental project set up to assist rural district leaders with ideas but a lack of means of realizing them.

So far the village board has acquired 27 Norwegian dairy goats for this specific project; 25 does and two bucks. The does have been handed out to the first 25 orphans. This is a village project with seven committee members overseeing it. There are two categories of orphans, Moponda explains.

"Those who have relatives normally stay with them and usually also have the chance to go to school. Those who have no relatives normally don't go to school. Our primary goal is to make sure that they survive. Schooling is secondary. We are making sure that we prioritize these orphans."



QUALITY | Daniel Mushi (left), a PhD-student at the Norwegian University of Life Sciences, is just about to complete his doctoral thesis on meat quality in Mgeta in Tanzania. He and his research team are carrying out experiments on farms to identify means of improving meat quality. Mushi is Tanzanian with an MSc from the Sokoine University of Agriculture.

## Health Impact

"Nutrition is far better in families with dairy goats than in families without goats. Their quality of life definitely improves," says George Kifaro, professor at the Sokoine University of Agriculture (SUA).

KIFARO IS THE LEADER OF A TANZANIAN-NORWEGIAN RESEARCH PROJECT that aims to increase income and improve the standard of living of rural people through modern breeding techniques, health control and product diversification.

"In Mgeta district there used to be no other milk than the powdered milk. Today, powdered milk is no longer in the shops. No one had goat milk before 1988, but the average consumption now is 1.8 litres a day per family. I am truly happy to see this development, as it has both health and financial impacts," says Professor Kifaro.

In 1988 five farmers started up with Norwegian dairy goats in Mgeta, in a cooperation project with SUA and UMB. Today some 250 farmers are involved in Mgeta alone, with similar projects running in Haydom and Gairo.

"Besides, lots of farmers have bought goats from Mgeta, so today you will find Norwegian dairy goats practically all over Tanzania, even on Zanzibar. The demand for Norwegian goats is still high," George Kifaro emphasises.



DTRD  
WAKA

HAKKI B  
MIRRAL  
FLORA

t5m

한국어  
대한민국

IL VRO AMORE PU  
MA SCENTERSI CON UN  
MA NON PU  
SEMPER PER  
DALLA STESSA PARTE  
TROVARE

CHIARA  
TI AMO

look  
out  
↓  
CHINA  
COMMUNIST  
DIE  
OUT

STIND

JULIAN  
WAS  
HERE

love my country  
Communiste pls die out



# Kreativitet og innovasjon i Europa

Når finanskrisen er over, vil de som har investert i kreativitet og nyskaping ligge foran, ifølge Ján Figel, EUs kommissær for utdanning, kultur og ungdom.

EU har utpekt 2009 som det europeiske året for kreativitet og innovasjon. Men hva mener vi egentlig med ord som kreativitet? Hvorfor er kreativitet viktig – og for hvem?

Koblingen mellom utdanning og næringsliv er en av bærebjelkene i EUs satsing på utdannings samarbeid. Utdanning framheves som en forutsetning for å innfri målene i den såkalte Lisboa-strategien: Europa som en ledende kunnskapsøkonomi med bærekraftig økonomisk utvikling, flere og bedre jobber samt tydeligere sosial utjevning.

Men EUs år for kreativitet og innovasjon handler om mer enn euro og børser. Kreativitet framheves som avgjørende også for personlig og sosial utvikling, i tillegg til økonomisk. Utdanning regnes som nøkkelen til vekst på alle disse tre nivåene. Det handler blant annet om nye måter å tilegne seg kunnskap på. Det handler om å ta initiativ, tenke analytisk – og å ta sjanser. Det handler om økt forståelse av oss selv og andre. Om identitet og integrering. På sidene framover løfter vi fram flere europeiske utdanningsprosjekter med norsk deltakelse, prosjekter som gjennom kreative og innovative metoder bidrar til utvikling på flere plan.

Programmet for livslang læring (LLP) er EUs samarbeidsprogram for utdanning i Europa og omfatter formell og uformell læring på alle nivåer, fra barnehage, via skole til høyere utdanning og voksnes læring. Gjennom EØS-avtalen deltar også Norge fullt ut i EUs utdanningsprogram.

BERLIN WALL EAST SIDE GALLERY | En drøy kilometer lang rest av Berlinmuren. Her skaper 106 malerier av kunstnere fra hele verden et minnesmerke for frihet. Maleriene ble laget i 1989/90, og dette er verdens største friluftsgalleri. (Foto: Runo Isaksen)



# Ser Europa frå aust og vest

TORDIS MARIE ESPELAND  
TEKST OG FOTO

– Alle har behov for kulturell sjølvrespekt, seier forfattaren Amin Maalouf, talsmann for eit mangfaldig Europa og eit Midtausten modellert etter EU.

UNIKT EKSPERIMENT | – Den europeiske unionen er eit eksperiment som ikkje kan samanliknast med noko anna i verda. Difor må det lukkast, seier forfattaren Amin Maalouf.

AMIN MAALOUF SKRIV BÅDE ROMANAR og sakprosa, og leia i 2008 arbeidet med rapporten "A Rewarding Challenge", om språk og identitet, på oppdrag frå Europakommisjonen. Me møter Maalouf i bustaden hans i Paris, byen han har budd i sidan borgarkrigen braut ut i Libanon i 1975. I ein typisk parisisk gate med smijernsbalkongar og bleike fasadar opnar fru Maalouf døra til ein bustad innreia i orientalsk stil, med vakre teppe og høge vindauge. Ho byr på te og sesamkjeks, medan katten sett seg godt til rette i fanget til Maalouf.

«Ein må hugsa at ein immigrant først og fremst er ein emigrant frå eit anna land»

## KULTURELL SJØLVRESPEKT

– Du snakkar om at språk og kultur heng saman, og at ein ved å ta vare på språk kan sikra kulturell identitet. Kva rolle har språk i integrering av innvandrarak til Europa?

– Først av alt meiner eg at ein innvandrarak er nøydd å læra seg språket i det landet han kjem til, for å integrerast best mulig. Samstundes må ein hugsa at ein immigrant først og fremst er ein emigrant frå eit anna land. Han har som alle andre eit behov for å bevara det eg kallar "kulturell sjølvrespekt".

Immigranten er eit ledd mellom sitt gamle og nye land, poengterer den libanesiske fritenkjaren, som meiner innvandrarakar bør nyttast oftare til å undervisa om sin eigen kultur og sitt eige språk.

– Menneske har behov for å kjenna at morsmålet deira er respektert, og at omverda har interesse for kulturen dei kjem frå. Tenk deg at du kjenner til ein fantastisk forfattar frå ditt eige heimland, men at du bur i eit samfunn der ingen veit kven denne personen er. Å ikkje ha kontakt med sin eigen kulturbakgrunn, kan gje skuld kjensle, ofte manifestert gjennom ag-

gressive handlingar, trur Maalouf, som også meiner europearar må verta flinkare å læra seg andre språk enn dei vestlege.

– Det finst millionar av menneske i sørlege land som kjenner vestlege språk djuptgåande – som engelsk, fransk og tysk. Men det motsette er sjeldan. At ein ikkje treng språk frå andre verdsdelar er ei utbreidd haldning i den vestlege verda.

– I vår tabloide kvar dag er det lett å generalisera og sjå ein person utelukkande som kristen, muslim eller for den del europear, afrikanar. Sjølv er du kristen arabar, frå Midtausten og frå Europa. Er me for sneversynte i vår definisjon av identitet?

– Identiteten til ein person er bygd opp av blant anna opphav, tru, reiser og utdanning. Me er sett saman av så mykje, og ein definerer seg ikkje berre ved eitt aspekt. Eg har tru på inkludering, ikkje utelating, når det handlar om identitet. Dette gjeld også språk. Personleg





vil eg gjerne ta med alle språka som er viktige for meg: Arabisk, som er morsmålet mitt, fransk, språket til det landet eg bur i, og engelsk, som er viktig både i familien min og som eit kunnskapsspråk, i tillegg til landa eg har eit nært forhold til – Libanon, Frankrike og ikkje minst Europa. Eg er ikkje villig til å redusera identiteten min til å verta meir einsarta, seier mannen som kjem både frå aust og vest.

#### EUROPA ER AVGJERANDE

– Du lever midt i Europa, men kjem frå Libanon, og dermed frå eit anna kontinent. Korleis ser utviklinga av det europeiske fellesskapet ut frå utsida?

– Det stemmer nok at eg har to perspektiv på Europa. I Midtausten er det stadig meir konflikter. Europa klarte å overvinna konfliktane etter dei to verdskrigane, men dette er noko me enno ikkje ser glimt av i min heimeregion. Eg ser med spenning på den europeiske modellen.

At folk som tidlegare var fiendar no bygger eit fellesskap saman, gjev inspirasjon til å tru at dette også kan skje i Midtausten, meiner den libanesiske forfattaren, som trur Europa er avgjerande for varig fred i området.

– Fleire land i Midtausten har alt dei treng for å bli medlem i den europeiske union. Det kunne gje mindre konflikter. Ikkje minst fordi Europa er bygd på mangfald av kulturar og språk - dette er EUs "raison d'être".

#### «Eg skulle gjerne sett Europa organisert meir som USA»

– Har du inntrykk av at utdanning og kultur er viktigare for EU no enn tidlegare?

– Eg meiner at å kjenna kvarandre sine kulturar er essensielt for å utvikla eit fellesskap. Eitt av mine ankepunkt mot EU-systemet er at det er eit lappeteppje av organ, blant anna med eit parlament som ikkje er eit verkeleg storting og ein europeisk kommisjon som ikkje fungerer som ei regjering. Eg skulle gjerne sett Europa organisert meir som USA – med ei folkevald regjering, men sjølvstøtt med meir sjølvstendige "statar". No vert EU ofte skildra som eit byråkratisk monster, med stadig nye unyttige lover og reglar. Men den europeiske unionen er eit eksperiment som ikkje kan samanliknast med noko anna i verda. Difor må det lukkast. Kritikken min kjem frå ein enorm entusiasme, smiler Maalouf.

– Du er tidlegare blitt kalla "ein vevar av positive myter", men i boka du gav ut i vår tek du føre deg korleis både den vestlege og den arabiske verda sviktar sine egne ideal. Her er du ikkje særleg optimistisk?

Maalouf vrir seg i den djupe lenestolen, og katten hoppar ned på golvet og forsvinn ut døra.

– Den siste boka mi er ein refleksjon over korleis menneskeleg åtfærd påverkar verda vår innan område som økonomi, samfunnsutvikling og miljø. Etter at Berlinmuren fell var det som om Europa mista kompasset. Der ein før var sikker på utviklinga, er det no spørsmål om grenser, om innvandring, om framtida, meiner Maalouf, som også er skuffa over dei stadige konfliktane i den arabiske verda.

– Det er på tide at menneskeslektane endrar oppførsel. Det har dei siste hundreåra vore ei enorm samfunnsutvikling både økonomisk og teknologisk. No må me endra vår tenkjemåte slik at denne er på høgd med utviklinga elles, insisterer forfattaren.

– Me treng det eg i boka kallar ein "wake-up call". Kanskje er finanskrisa, som også er ei slags sivilisasjonskrise, ein måte å vekka oss på?

## ► ENGLISH SUMMARY

### Looking at Europe From Both Sides

"Everybody needs cultural dignity," says the Lebanese author Amin Maalouf, spokesperson for a diverse Europe and for a Middle Eastern Union formed along the lines of the EU.

"It is now time for the European Union to focus on culture and education" says Amin Maalouf, who in 2008 led a group of intellectuals in drawing up the report "A Rewarding Challenge" for the European Commission. The report focuses on how to maintain European language diversity, and introduces a concept whereby every European would choose a personal adoptive language.

"This could ensure that all European and immigrant languages were maintained in all European countries," adds the Lebanese author.

"People need cultural dignity; they need to know that their culture and language are appreciated. Language is a key in building relationship between European countries and in integrating immigrants," claims Maalouf. He emigrated from Lebanon in 1975, and has been living in Paris since. "I do have two perspectives on Europe; one from the west and the other from the east. After the two world wars Europe managed to get over its internal conflicts, and the development of the European Community is a huge experiment without any equivalent in the world today. This encourages me to believe that this could happen anywhere, also in the Middle East."

#### AMIN MAALOUF

Lebanese writer born in 1949 into a Christian Arab family. Maalouf writes both novels and works of non-fiction, and his writing is often marked by history, religion and migration. In 2008 Maalouf led a group of intellectuals who drew up the report "A Rewarding Challenge" on European language diversity for the European Commission.

In spring 2009 Amin Maalouf published "Le dérèglement du monde".

#### AMIN MAALOUF

- Forfattaren Amin Maalouf er fødd i 1949 og vaks opp i ein kristen arabisk familie i Libanon. Då borgarkrigen tok til i 1975 flykta han til Paris, og har sidan budd i Frankrike. Han skriv både romanar og sakprosa, og nyttar gjerne historia som bakteppe for møte mellom kulturar og religionar.
- I 2008 leia Maalouf ei gruppe intellektuelle i arbeidet med rapporten "A Rewarding Challenge", om språk og identitet, på oppdrag frå Europakommisjonen. Rapporten har undertittelen "How the multiplicity of languages could strengthen Europe".
- Våren 2009 gav Amin Maalouf ut boka "Le dérèglement du monde" (Verda i ustand).
- Blant Maaloufs mest kjende bøker omsette til norsk er *Leo Afrikaneren*, *Røtter*, *Identitet som dreper* og *Korstogene sett fra arbernes side*.



SPRÅKLEG MANGFALD | – Med engelsk kan du kjøpa noko kvar som helst i verda, men dersom du vil selja noko må du kunna det lokale språket, understrekar Amin Maalouf, som foreslår å innføra personlege adoptivspråk i Europa.

# Vil innføra adoptivspråk

TORDIS MARIE ESPELAND  
TEKST OG FOTO

Det er på tide at den europeiske unionen tek kultur- og utdanningsaspektet på alvor, meiner forfattaren Amin Maalouf.

MAALOUF LEIA I 2008 ARBEIDET med rapporten "A Rewarding Challenge – how the multiplicity of languages could strengthen Europe", om språk og identitet. Rapporten vart laga på oppdrag frå Europakommisjonen.

## INGEN AUTOMATIKK

– Rapporten stiller spørsmålet om korleis språkmangfaldet kan styrka Europa. Fann de eit svar?

– Først av alt: Eg meiner at både utdanning og kultur er utruleg sentrale element i dagens Europa. At arbeidet med den europeiske unionen starta med økonomi, politikk og samkøring av ulike lands lovverk, er logisk. Men det kulturelle aspektet har vore ignorert for lenge, meiner forfattaren.

– Å bygga eit europeisk fellesskap inneber å få nasjonalitetar til å leva saman: Menneske med ulike språk, kulturar og politiske system. Ei annan side av saka er immigrasjonen til Europa. På ei side reflekterer ein over dette kulturelle mangfaldet i Europa, medan det også er mykje snakk om integrering av innvandrarak. Dette er

to tema som heng saman, og her er språk ein nøkkel, seier Maalouf, som påpeiker at ein må sikra at ingen språk vert marginaliserte.

– Dette skjer ikkje automatisk. Ingen ønskjer å sjå sitt eige språk forsvinna, enten språket ditt er snakka av fleire millionar eller berre av nokre få tusen. I arbeidet med denne rapporten var oppgåva vår å finna ut korleis språk kan spela ei viktig rolle i utviklinga av eit europeisk fellesskap også i framtida.

## ADOPTIVSPRÅK?

Rapporten lanserer fleire idear, og eitt av hovudforslaga er ideen om eit personleg adoptivspråk.

– EU har allereie ein visjon om at alle i Europa bør læra to framandspråk i tillegg til sitt eige morsmål, presiserer Maalouf.

– Vårt forslag er at det første framandspråket får statusen "Personleg adoptivspråk". I tillegg til å læra språket, skal ein også læra om språkets kultur og historie. På denne måten vil det i kvart europeisk land vera personar som til saman meistrar dei fleste språka i Europa,

inkludert innvandra språk, som kan undervisast i av immigrantar.

– Men er ikkje dette ein utopisk språkdraum?

– Tankane rundt eit personleg adoptivspråk er idear som må arbeidast vidare med, men nettbasert overføring kunne vore eit godt hjelpemiddel i undervisninga. Ein klok person sa eingong at dersom du kan engelsk, kan du kjøpa kva som helst kvar som helst i verda. Men dersom du vil selja noko, må du kunna det lokale språket. Eg møter ofte argumentet om at dersom ein kan engelsk så treng ein ingen andre språk. Men i dag, dersom du har engelsk på cv-en din, fortel det ingenting, konstaterer ein litt oppgitt Maalouf.



SPRÅK OG BUSINESS | Ungt Entreprenørskap var en av to vinnere av Språkprisen 2008, som de fikk bl.a. for sin deltakelse i europeiske prosjekter. Her fra europamesterskapet for ungdomsbedrifter 2008.

## Hvem får språkprisen 2009?

Den europeiske språkprisen European Language Label deles hvert år ut til nyskapende prosjekter som har bidratt til å fremme læring av fremmedspråk. Søknadsfrist for 2009 er 1. juni. Følgende tre hovedområder er prioritert: interkulturell dialog, språk og næringsliv, samt gode tiltak for å øke rekruttering til språkfag. Skoler, institusjoner, organisasjoner og enkeltpersoner

som driver med opplæring i fremmedspråk, både innen formelle og uformelle læringsarenaer, kan søke. Prisen består av et diplom og 50 000 kroner, fordelt på inntil tre prosjekter. Søknadsskjema sendes til [vigdis.berg@siu.no](mailto:vigdis.berg@siu.no) innen 1. juni 2009. Vigdis Berg kan også kontaktes for mer informasjon.

Språkprisen European Language Label ble lansert av EU i 1998 for å utvikle og høyne nivået på undervisningen i fremmedspråk, regionale språk og minoritetsspråk. I Norge er SIU og Fremmedspråksenteret ansvarlige for tildeling av utmerkelsen. Den europeiske språkprisen for 2008 ble delt mellom Hemne videregående skole og organisasjonen Ungt Entreprenørskap.

### Erasmus Mundus II lansert

Erasmus Mundus II ble formelt lansert i Brussel 16.-18. februar 2009. Programmet viderefører hovedtrekkene fra første programrunde, men med flere nyskapinger. Samarbeidmulighetene utvides til også å gjelde doktorgradsnivå, mens Stipendordningen utvides til også å gjelde europeiske studenter. Partnerskap med tredjeland kommer inn som en egen satsing. Erasmus Mundus blir sett på som et flaggskip innen EUs satsing på høyere utdanning, og deltakelse gir både positivt faglig utbytte og økt status for de institusjoner og fagmiljøer som deltar.

### Stor interesse for utplassering i Europa

Fleire og fleire oppdagar korleis dei kan få midlar til internasjonale prosjekt innan fag- og yrkesretta opplæring. I 2009 kom det inn heile 85 norske søknader til Leonardo da Vinci mobilitet, noko som er ein vekst på om lag tretti prosent frå fjoråret, då talet var 66. Desse prosjekta gjev organisasjonar og institusjonar innanfor fag- og yrkesopplæring økonomisk støtte til opphald i europeiske land. Totalt er det søkt midlar til utplassering av over 2 000 personar i 2009, ein auke på godt over 600 personar frå 2008.

– Auken tyder på at fleire og fleire ser at internasjonalisering bidreg til å styrka fagmiljøet og heva kvaliteten på utdanninga. Utveksling gjer også ungdommane meir kompetente til å møte arbeidslivet sine krav, seier Siv Andersen, leiar for eininga for arbeidsliv og vaksnes læring ved SIU.

## Plukkar kunnskap i Hardanger

Høsten 2008 var åtte ungarske elavar på fem vekers opphald i Noreg, med skuleveker både på Voss jordbrukskule og Hjeltnes gartnarskule, i tillegg til praksis hos eplesiderprodusentar i Hardanger. Samstundes var sju norske elevar i Ungarn i fem veker. Utvekslingane vart støtta av det ungarske EØS-fondet.

– For oss tilsette byr samarbeidet på fagleg utvikling og verdifull utveksling av erfaringar. I tillegg har utanlandsopphalda ein verdi som marknadsføring av skulane våre og som eit spennande innslag i skuleåret, seier elevinspektør Håkon Gjerde frå Hjeltnes gartnarskule.

EFTA/EØS-landa (Noreg, Island og Liechtenstein) overfører i perioden 2004-2009 omlag 1,3 milliardar euro til dei nye medlemslanda i EU, samt Hellas, Portugal og Spania. Fleire mottakarland bruker ein del av desse pengane til stipend og opplæringsfond. Norske organisasjonar og institusjonar kan få støtte frå EØS-fonda dersom dei samarbeider med ein utdanningsinstitusjon i mottakarlandet, men berre organisasjonar og institusjonar i mottakarlanda kan søkje om støtte frå fonda. Stipendfonda kan dele ut midlar fram til 2011. Nye forhandlingar om bidrag frå EØS-landa for ein ny periode tok til i slutten av september 2008.



UNGARSK I HARDANGER | Ferenc Dankó og Norbert Orosz haustar kunnskap om eple og sider i Hardanger.



FENGSLANDE ØY | Ulvsnesøy i Osterøy kommune i Hordaland er ein del av Bergen fengsel, og har for tida 31 innsette. (Foto: Robin Strand)



VALDE GITAREN | – På lukka avdeling kunne eg velja mellom gitaren eller å sjå i veggen, fortel "Arne", gitarist i bandet på Ulvsnesøy.

# Open øy, lukka tilvære

TORDIS MARIE ESPELAND  
TEKST OG FOTO

## ► ENGLISH SUMMARY

### Building Trust

"It is better to disappear into music than into your own thoughts," says 'Arne', a prisoner in Bergen Prison, which is participating in the Grundtvig-project PANEL on informal learning. 'Arne' is a quiet young man, and a long-term prisoner in Bergen Prison, in the division on the island of Ulvsnesøy in Hordaland, Norway. He plays the guitar in the prison band, which practices several times a week.

"While I was in solitary confinement, it was extremely liberating to be able to focus on music," 'Arne' adds.

According to Geir Hundvebakke, head of teaching at Ulvsnesøy, the Grundtvig-project has led to a more conscious approach being taken to informal learning methodologies.

"The project has given us an extra motivation to expand our teaching to become more than the regular standard school subjects. Now we are thinking of adding theatre as an activity."

Together with prison education experts from Denmark, Belgium and Romania, Hundvebakke has been exploring the possibilities of informal learning in prisons for almost three years.

– Det er betre å forsvinna inn i musikken enn å forsvinna inn i sitt eige hovud.

DET SEIER "ARNE", ein lys og stillfaren ung mann som deltek på musikktilbodet til Bergen fengsel. Han har sona tre år av ein lang dom, og har det siste året sona på Ulvsnesøy, i Osterøy kommune i Hordaland. Øya er ein del av Bergen fengsel og har plass til 31 innsette, for tida 22 menn og ni kvinner. Her vert det lagd stor vekt på at dei innsette skal delta aktivt, både i gardsarbeid og vedlikehald. I tillegg har Åsane VGS ansvar for skuletilbodet, som i hovudsak er teknikk og industriell produksjon, restaurant- og matfag, og allmenn studiekompetanse.

### UFORMELL GJENNOMSRYING

– Her på Ulvsnesøy har me ein idé om at uformell læring skal gjennomsyra alt me gjer, fortel Geir Hundvebakke, dagleg leiar ved avdelinga og ein av åtte lærarar, dei fleste i deltidstillingar.

– Blant anna startar me kvart år med ein tur på Hardangervidda, noko som er uvanleg i fengsels-samanheng. I tillegg er musikk ein del av aktivitetstilbodet. Baktanken er at mange innsette er fattige på slike opplevingar. Det blir ein del av den sosiale treninga me vil tilby, fortel

Hundvebakke, og viser rundt på den opne øy-avdelinga, som ligg vakkert til mellom høge fjellsider. Dei innsette bur i bufellesskap rundt om på Ulvsnesøy, som frå 1880 og i om lag hundre år framover var ein skuleheim for gutar.

– Gjennom PANEL-prosjektet har me fått eit meir medvite forhold til vår eigen metodikk når det gjeld uformell læring. Me har også fått ekstra motivasjon til å utvida tilbodet utanom reine skulefag seier Hundvebakke, som ser fram til å dra på prosjektbesøk til Romania seinare i år.

– No prøver me å få til teater som ettermiddagsaktivitet. Det å få lov til å spela ei anna rolle enn den som innsett i fengsel, kan vera ei ny oppdaging for mange, trur læraren, som er glad for at Grundtvig-prosjektet etter kvart også har fått eit politisk aspekt.

### FRIGJERANDE

"Arne" har vore med på musikkundervisninga til musikkterapeut Lasse Tuastad sidan han kom til Bergen fengsel for tre år sidan.



## GRUNDTVIG

Grundtvig er EUs program for voksnes læring, og skal fremja samarbeid mellom organisasjonar som arbeider med voksne. Gjennom Grundtvig kan ein blant anna søkja støtte til læringspartnarskap med institusjonar i andre europeiske land, og støtte til å dra på kontaktseminar for å møte potensielle samarbeidspartnarar.

Les meir på [www.siu.no/grundtvig](http://www.siu.no/grundtvig)

PANEL (Positive Aspects of Non-formal Education and Learning) er eit læringspartnarskap innan Grundtvig, om uformell læring i fengsel. Partnerane er frå Danmark, Belgia og Romania i tillegg til Noreg. Prosjektet vart sett i gang hausten 2006 og avsluttast våren 2009.

Les meir på [www.panel-eu.org](http://www.panel-eu.org)

– Då eg satt på lukka avdelinga var det utruleg frigjerande å få lov å vera med på øving, for å få fokus på noko anna enn sine eigne tankar, seier "Arne", som aldri hadde spela gitar før.

– Det er ein fin måte å vera sosial på. Eg har nytta mykje tid på musikken dei siste åra. I starten hadde eg ein akustisk gitar med meg på lukka avdeling, og kunne velja mellom den og å sjå i veggen. Det er betre å forsvinna inn i musikken enn å forsvinna inn i sitt eige hovud.

No har bandet på Ulvsnesøy to faste øvingar i veka, og får vitjing av musikkterapeut Lasse Tuastad annakvar torsdag.

– Me spelar ofte for dei andre innsette, og har også hatt ein del spelejobbar utanfor fengselet, fortel "Arne".

– Kanskje gjer det at folk frå andre fengsel ser kva som er mulig å få til? Dei første gongene me spela for andre var eg utruleg nervøs, og heller ikkje van med å stå fram i andre samanhengar. Men no har eg slutta å fokusera på dei feila eg gjer, og konsentrerer meg heller om å spela musikk.

# Å bygga tillit

TORDIS MARIE ESPELAND  
TEKST OG FOTO

– I Belgia er 'normalisering' i fengselet det å ha kvinnelege vaktar. I Danmark tyder det også til dømes å gå på butikken og læra å laga mat til seg sjølv, seier Frederik Janssens frå Belgia.



UFORMELL LÆRING | Frå venstre belgiske Frederik Janssens, norske Geir Hundvebakke, rumenske Camelia Tancau og danske Kay Max Jensen, som alle jobbar med uformell læring i fengsel.

Janssens jobbar i organisasjonen *The Red Antracite*, som held kurs innan uformell læring i belgiske fengsel. Kurser kan til dømes handla om korleis det er for born å ha mor eller far i fengsel, eller om korleis det er å vera offer for ei kriminell handling. Nyleg var han, saman med kollegaer frå Danmark og Romania, på studietur til Bergen og til Geir Hundvebakke. Han er avdelingsleiar for fengselet Ulvsnesøy sitt skuletilbod, som ligg under Åsane vidaregåande skule. Ulvsnesøy er ein del av Bergen fengsel.

Fengselspedagogane er med i Grundtvig-prosjektet PANEL (Positive Aspects of Non-formal Education and Learning), og jobbar alle med uformell læring i fengsel. I snart tre år har dei utveksla erfaringar, blant anna gjennom studiebesøk og ei eiga nettside.

## INGEN ØYER I BELGIA

– For oss har dette prosjektet verkeleg vore ein vekkar og ein inspirasjon. Måten å driva fengsel på i Noreg og Danmark er så annleis enn heime. Kort sagt handlar det om å bygga tillit, å få den innsette tilbake til eit normalt liv. Slik tenkjer ein ikkje i Belgia, seier den belgiske pedagogen.

– Eg fortalde den flamske justisministeren om Ulvsnesøy og denne opne måten å driva fengsel på. Han svarte at der ikkje finst øyer i Belgia, smiler Janssens oppgitt.

Danske Kay Max Jensen fortel at dei i Ringe statsfengsel blant anna driv med teater og kurs i hip-hop.

– Mange av dei innsette er ungdom, som i fengselet alltid møter ein type uformell opplæring, nemleg "undervisning" i det å fortsetja som kriminell. Me gjev dei eit alternativ til dette, eit høve til å gjera noko anna.

## POLITISK PERSPEKTIV

Rumenske Camelia Tancau ser Grundtvig-prosjektet som eit høve til å få eit politisk perspektiv på utviklinga av fengsla i Romania.

– Det handlar ikkje berre om uformell læring. Standarden i rumenske fengsel ligg langt under fengselsstandarden i dei andre prosjekt-landa. Ved å visa til fengselspolitikken i andre europeiske land, kan me kanskje endra rumenske tilhøve. Sist gong me vitja Noreg var den rumenske fengselsdirektøren med for å få eit inntrykk av korleis skandinaviske fengsel fungerer. Men det å endra politiske tankemåtar tek tid, trur Tancau, som seinare i år er vert for det siste prosjektmøtet i PANEL. Samstundes jobbar ho med ein ny Grundtvig-søknad for å vidareføra samarbeidet.



KROPPSSPRÅK | Elevene får bruke språk i autentiske situasjoner: noe gresk i Hellas, noe russisk i Estland, men framfor alt mye engelsk – og kroppsspråk. Det er i det hele tatt noe eget ved å reise ut og være gjest på stedet, slik Mari Tønsberg Passas ser det. (Foto: Privat)

# En dypere forståelse av Europa

RUNO ISAKSEN  
TEKST

## ► ENGLISH SUMMARY

### A Deeper Understanding of Europe

“Norwegians are quite scary. They are tall and athletic, a kind of trolls on skis, who eat potatoes and huge amounts of fish. And the girls are gigantic!”

Astrid Karina Valås Harring chuckles as she sums up European students’ general assumptions about Norwegians – before they finally got to meet. Harring is a student at Strømmen senior secondary school, which is participating in a Comenius school partnership called “Cultural Identity and Development of Tourism”. The participating schools are from ten European countries.

Mari Tønsberg Passas is international coordinator at Strømmen, which participates in several international projects, most of which are funded by the EU.

“Inspiration. New topics to teach on. New methods of teaching.” This is how she sums up the benefits of participating in European school projects.

Comenius is part of EU’s new programme for lifelong learning (LLP) and focuses on the first phases of education, from pre-school, primary and secondary school.

– Å vandre omkring i Belfast og se alle kulehullene i husvegger gir et sterkere bilde av konflikten enn å bare skulle lese om den. Du får geografi og historie inn på en helt annen måte. Både elever og lærere får en dypere forståelse av Europa.

I 15 ÅR JOBBET MARI TØNSBERG PASSAS som lærer i gresk skole. I dag er hun lærer i engelsk og norsk ved Strømmen videregående skole i Akershus – i halv stilling. I den andre halvdelens av stillingen er hun skolens internasjonalt ansvarlige.

Å sette av en stillingsdel øremerket internasjonalt arbeid, er foreløpig litt av et særsyn i Norge. Satsingen har gitt resultater: Strømmen VGS deltar i dag i flere internasjonale utdanningsprosjekter gjennom Comenius, Leonardo da Vinci, Nordplus, Grundtvig og eTwinning. Og disse prosjektene får gjerne oppmerksomhet i lokale medier, noe som i sin tur skaper positiv bles om skolen.

### BAK MASKEN

– Slike europeiske prosjekter gjør at du virkelig kommer innpå folk. Du kommer bak masken, bak ferieidyllen. Du besøker skoler og ofte hjemmene til folk.

Du får et glimt inn i hverdagsliv og skoleliv, du går helt andre steder enn media og turistbrosjyrer går. Og det er veldig spennende.

Inspirasjon. Nye temaer å undervise i. Nye måter å undervise på. Slik oppsummerer Tønsberg Passas hennes utbytte fra deltakelse i europeisk utdannings samarbeid. Selv om skolen er tung på internasjonalisering, er det likevel ikke gitt at så mange av de vel 500 elevene og 90 lærerne berøres. På det planet er det absolutt rom for forbedring, understreker hun.

### BALLER PÅ SEG

For Tønsberg Passas’ del startet alt sammen med eTwinning. Sånn fungerer det i stor grad, er hennes erfaring: Man kommer inn i ett prosjekt, blir kjent med lærere fra flere europeiske land, og så ønsker man å jobbe videre med partnere som fungerer godt sammen.

– Jeg kom med i et eTwinning-prosjekt om hvordan klimaet påvirker livskvaliteten i et

nord/sør-perspektiv. Partner-skolen på Sicilia inviterte oss deretter inn i Comenius-prosjektet om kulturell identitet og turisme. Hittil har vi kartlagt stereotypene. Neste trinn er å koble disse med turisme. Vi håper å komme opp med gode ideer om hvordan vi kan utnytte stereotypene, altså det som regnes som særegent i ulike land og kulturer, i turistøyemed.

#### KRETA FRISTER

Muligheten for tre ukers utplassering på Kreta som en del av studiet, trekker søkere til helsefag ved Strømmen VGS, ifølge Mari Tønberg Passas. Utplassering av elever gjennom Leonardo da Vinci-programmet utgjør en viktig del av skolens internasjonale aktiviteter.

FRISTENDE | Tre ukers utplassering på Kreta frister mange – og trekker søkere til Strømmen VGS.



– Helsearbeid i Norge er litt i krise, med få søkere. Når vi kan vise til at våre elever får utplassering på Kreta eller i Estland, så trekker det søkere. Elevene får direkte erfaringer med ulike praksiser og verdisyn i deres framtidige yrker. Slikt gir økt forståelse og ydmykhet. Før de reiser ut, går alle elevene gjennom et opplegg med både språklige og kulturelle forberedelser. Ved avsluttet opphold får alle deltakerne tildelt Europass, som er en fin fjær i hatten. Europass, som dokumenterer at man har hatt europeisk utplassering, er viktig når man siden skal søke jobb, understreker Tønberg Passas.

#### STRØMMEN VGS

Strømmen VGS har satt av en halv stilling øremerket internasjonalt arbeid. For tiden deltar skolen i følgende internasjonale prosjekter:

”Cultural Identity and Development of Tourism” er et treårig Comenius skolepartnerskap (2006-2009) med deltakerskoler fra ti land. Fra Strømmen VGS deltar 25 elever fra Helse- og sosialfag.

”Healthy Mind in a Healthy Body” er et treårig Comenius skolepartnerskap (2006-2009) med deltakerskoler fra Slovakia og Latvia, koordinert av Strømmen VGS. Rettet mot elever på Helse- og sosialfag.

Strømmen VGS deltar også i to ulike utplasseringsprosjekter i regi av Leonardo da Vinci, begge rettet mot helsearbeiderelever. Det ene handler om utplassering på sykehjem på Kreta (Hellas), det andre om utplassering på sykehus i Narva (Estland). Strømmen VGS har de siste årene deltatt i flere Leonardo da Vinci-prosjekter, med utplassering i bedrifter i en rekke land.

Strømmen VGS deltar nå i sitt fjerde eTwinning-prosjekt på fire år. Det første handlet om klima og miljø i et nord/sør-perspektiv, det andre om sagn og legender i ulike europeiske land, det tredje om helse og ernæring, mens årets prosjekt handler om barneulykker og er rettet mot elever på Ambulansefag.

Skolen har også deltatt i to Grundtvig-partnerskap som handler om å utvikle e-læringsnettsted for voksne og eldre lærere.

## Skumle nordmenn

– Nordmenn er litt skumle, i grunnen: høyvokste atleter, en slags ski-troll som spiser poteter og store mengder fisk. Og de norske jentene, ja, de er gigantiske.

ASTRID KARINA VALÅS HARRING HUMRER når hun oppsummerer europeiske elevers tanker om Norge og nordmenn – før elevene til sist møttes, i Uppsala i 2008. Valås Harring er elev ved Strømmen videregående skole, som deltar i Comenius skolepartnerskapet ”Cultural Identity and Development of Tourism” sammen med skoler fra i alt ti land, deriblant Sveits, Italia, Frankrike, Spania og Nord-Irland.

– Norge er jo ikke noe stort turistland, og de andre elevene visste lite om Norge. Det var mange mysterier og spekulasjoner omkring nordmenn. Prosjektet har gitt meg stor motivasjon til å lære mer om andre land og folk, forteller Valås Harring.

#### FORDOMMER MOTBEVIST

Som elev på Strømmen VGS har hun deltatt i begge Comenius-partnerskapene som skolen er med i. For tiden går hun i praksis på Ambulansefag, og er sikker på at Comenius-erfaringene vil komme godt med i yrkeslivet senere.

– Å tilbringe en hel uke sammen med elever fra andre europeiske land gir utrolig god engelsk-trening. I tillegg lærte jeg en del ord på andre språk. Og jeg har blitt bedre kjent med kulturene deres. Det var mye forarbeid. Den aller første oppgaven var å kartlegge hva nordmenn

tenker og tror om andre lands kulturer og folk. Så møttes vi en uke i Uppsala, elever og lærere fra flere land, og fikk motbevist alle våre fordommer.

Kartleggingen ble gjort ved at Strømmen-elevene intervjuet folk i nærmiljøet, både elever og andre. Slik framsto det stereotypiske bildet av den andre: Man tenkte at italienerne er tynne og ser ut som fotomodeller. Men det viste seg at italienerne var utrolig koselige, ifølge Valås Harring. Svenskene har de alltid hørt så mye rart om, men de fant ikke en eneste spesiell rar svenske. Sveitserne visste de omtrent ingenting om, men mente at de sikkert drev med sjokolade og klokker? Men sveitserne minner veldig om oss nordmenn, fant Valås Harring fort ut. Ja, de sveitsiske elvene var de hun ble aller tettest knyttet til.

#### MEDIESKAPTE BILDER

Det ble tid til mange sosiale aktiviteter både innenfor og utenfor det offisielle programmet i løpet av den ukelange Comenius-samlingen i Uppsala. Elevene shoppet sammen, arrangerte piknik i parker og restaurantbesøk.

– Jeg har fått masse nye venner fra flere land, som jeg holder kontakt med på Facebook og e-post. Jeg har fått innblikk i deres liv og kulturer.

Samtidig har jeg lært mye om Norge også. Vi hadde jo spørreundersøkelser på skolen om hvordan vi feirer bursdag, hva vi spiser til jul og slikt. Jeg har lært mye om meg selv også, og hvordan jeg framstår i ulike sammenhenger, utdyper Valås Harring.

– Vi lager jo våre bilder av de andre gjennom media, det vi ser på tv og film og leser i aviser. Det er godt å oppleve at land og mennesker er så mye mer enn du tenkte at de var, oppsummerer Astrid Karina Valås Harring.

MEDIESTYRT | Vi lager jo våre bilder av de andre gjennom media, det vi ser på tv og film og leser i aviser. Det er godt å oppleve at land og mennesker er så mye mer enn du tenkte at de var, oppsummerer Astrid Karina Valås Harring (t.v.). (Foto: Privat)



# Islamfrykt i India

RUNO ISAKSEN  
TEKST

INGUN MÆHLUM  
FOTO

Indiske Kandala Singh sitter i Tromsø og skriver masteroppgave om islamofobi i India. Det er helt naturlig, slik hun ser det.

## ► ENGLISH SUMMARY

### Islamophobia in India

Indian-born Kandala Singh is in Tromsø, Norway, to write her master's thesis on islamophobia in India – a natural place to be, in her view. After taking a bachelor's degree in history in India, she was eager to pursue her studies in Scandinavia, which according to her is regarded as a centre of human rights understanding and practice.

She joined the Erasmus Mundus Master in Human Rights Studies, a joint degree programme taught in English and with three partners: Roehampton University (in the UK), the University of Gothenburg (in Sweden) and the University of Tromsø (in Norway).

“In India we are bombarded with stereotyped images of Muslims, which only serve to dehumanize the other party. It is easier to kill people who are already dehumanized. We have to build cultural understandings between Hindus and Muslims and spread the message that peace is a better option,” she emphasises.

“It is an added value that students can study at three different universities, all of which have their own particular academic strengths. The students, most of whom are Asian and African, study a wide range of human rights violations that stem from local practices in developing countries and from Western commercial interests,” says Trond Thuen, Professor of Social Anthropology in the University of Tromsø.

The Erasmus Mundus programme is an EU-funded cooperation and mobility programme that aims to enhance quality in European higher education, strengthen European cooperation and international links, primarily by supporting high-quality European master's courses and doctoral programmes. The programme enables students and visiting scholars from countries outside the EU/EEA to carry out their post-graduate studies at European universities, and encourages the outwards mobility of European students and scholars.

– JEG HAR BACHELOR I HISTORIE fra India og har jobbet fem år med frivillig arbeid i ulike organisasjoner. Arbeidet har handlet om frykt for islam og muslimer og nødvendigheten av å bygge opp kulturell forståelse mellom hinduer og muslimer. Jeg ville studere slike emner på masternivå og ble tipset om dette europeiske masterprogrammet. Jeg ville svært gjerne til Skandinavia, som jo regnes som et hovedsete for både forståelse av – og utøvelse av – menneskerettigheter, forteller Singh.

### FLERKULTURELL VERDI

Gjennom Erasmus Mundus fikk hun stipend og muligheten til å reise, og hun forsikrer at hun er særdeles tilfreds. Tromsø er tredje oppholdssted i løpet av snart fire semestre på dette masterstudiet, etter Göteborg og London. Singh rangerer mangfoldet som den store styrken ved dette studiet.

– Mangfold på flere plan: En fantastisk og flerkulturell klasse, hvor vi lærer masse av hverandre. Opphold ved ulike institusjoner i ulike byer og dermed møter med ulike kulturer. Med sitt høye antall immigranter er London en levende flerkulturell by, men ellers er ikke engelsk kultur noe nytt for meg som inder. Men Skandinavia er interessant, forsikrer hun og prater varmt om besøk i Sametinget og ikke minst om hvordan sivilsamfunnet er bygd opp her nord.

– Etter studiet reiser jeg hjem til India for å jobbe med menneskerettigheter. Jeg har lært mye av å se hvordan sivilsamfunnet er organisert her, inkludert velferdsordninger og lovgivning på en rekke områder, eksempelvis prostitusjon. Det handler også mye om å bli bedre på å lage og spre god informasjon for å heve folks bevissthet om urettferdighet og undertrykking som foregår.

### FARLIG SKJEGG

Masteroppgaven er basert på egne feltarbeid i det vestlige India, med blick på religiøst betinget vold, symbolbruk og stereotyper.

– Under volden i fjor så vi at mennesker ble mistenkeliggjort om de hadde skjegg, fordi skjegg gjerne assosieres med muslimer. På samme måten med fargen grønn, som gjerne regnes som islams farge. Selvfølgelig er det ingen sammenheng mellom å kle seg i grønt og å være muslim. Dette er stereotyper, som den indiske debatten er preget av. Overalt bombarderes vi av stereotype bilder av den andre, bilder som egentlig bidrar til å umenneskeliggjøre den andre. Det er lettere å drepe mennesker som allerede er umenneskeliggjort. Men vi jobber mot dette, vi jobber med å spre budskapet om at fred er en bedre vei å gå.

## FAKTA

Høsten 2007 gikk UiT sammen med Roehampton University (London) og Göteborgs Universitet om å tilby en Erasmus Mundus Master in Human Rights Practice – et masterstudium som har rukket å bli svært attraktivt. Da søknadsfristen gikk ut for opptak høsten 2009, hadde 360 søkere meldt seg. Drøyt 20 skal tas opp.

Erasmus Mundus er et europeisk samarbeids- og mobilitetsprogram. Målet er å heve kvaliteten på europeisk utdanning samt å fremme dialog mellom folk og kulturer globalt. Erasmus Mundus gir blant annet støtte til institusjoner som ønsker å tilby felles europeiske master- og doktorgradsprogrammer eller partnerskap mellom læresteder i Europa og prioriterte områder utenfor Europa.

Med sine 1,15 milliarder innbyggere er India verdens nest mest folkerike land, og verdens største demokrati. Om lag 80 % av befolkningen er hinduer, mens muslimer utgjør den nest største religiøse gruppen, med drøyt 13 prosent av befolkningen.





BRUDD | – Vårsemesteret 2009 oppholder seks av de i alt 23 Erasmus Mundus-studentene seg i Tromsø for å skrive masteroppgave. Valg av emner vitner om stor variasjon: kjønnslemlestelse i Uganda, islamofobi i India og menneskerettighetsbrudd i Burma, for å nevne noe, sier professor Trond Thuen. Kandala Singh har kommet hele veien fra India for å skrive sin masteroppgave om indiske stereotypier.



PERSONLIGE ERFARINGER | Mange av studentene har personlige erfaringer med menneskerettighetsbrudd. Bildet til venstre: ei ugandisk jente; til høyre: en burmesisk munk.

# Stort mangfold i rettighetsbrudd

RUNO ISAKSEN  
TEKST

– Flere av masteroppgavene handler om sprik mellom ord og handling, ikke minst nasjoners aksept av menneskerettighetskonvensjonen på den ene siden, deres handlinger på den andre.

TROND THUEN ER PROFESSOR i sosialantropologi ved Universitetet i Tromsø (UiT), norsk deltaker i en europeisk master i menneskerettigheter under Erasmus Mundus-programmet.

– Dette er et løsningsorientert studium. Studentene øver seg på å se hvordan menneskerettigheter kan argumenteres for i ulike situasjoner i ulike land. Et generelt poeng er at rettighetene kan forsvares fordi de fleste stater ikke ønsker å bli eksponert som lovbrøtere. På konkret nivå må det jobbes for at land innfører rapporteringssystemer for brudd, og sanksjoner.

## GIR FAGLIG MERVERDI

– Studentene kommer fra en rekke land, med hovedvekt på Afrika og Asia, mens studiestedene altså er nordeuropeiske. Ligger det ikke en viss fare for belærende holdning her?

– Studentene studerer empirisk belagte brudd på menneskerettighetene, dokumentert av internasjonale organisasjoner, mange av dem ikke-vestlige. Det er heller ikke slik at det kun er lokale skikker og praksiser i utviklingsland som bryter med menneskerettighetene. Kommerielle aktører fra Vesten bryter også rettighetene, og utsettes for kritikk. Vi ser et stort mangfold i type brudd. Det er slett ingen enkel todeling hvor Vesten liksom skulle ha sitt på det tørre og belære resten.

– UiT har allerede en engelskspråklig master i ufolksstudier. Hva er merverdien av å gå inn i et konsortium med to andre universiteter og tilby en felles Erasmus Mundus master?

– At studentene møter tre ulike miljøer med ulike styrker i studiet av menneskerettigheter. I Tromsø er vi spisset inn mot ufolks spørsmål.



GIVENDE | – Det er veldig givende å møte internasjonale studenter som er så motiverte, engasjerte og interesserte i å diskutere, sier Trond Thuen, professor i sosialantropologi ved Universitetet i Tromsø.

Vi har interesse av å bygge videre på vår master i ufolksstudier, og også å sørge for at vår særlige kompetanse kan komme til nytte i en større sammenheng. Spesielt for Erasmus Mundus-masteren er at studentene oppfordres til å tenke relevans og gjennomførbarhet, sier Thuen og viser til at studentene utfordres til å spille inn synspunkter og råd til menneskerettighetsorganisasjoner. Under London-oppholdet har de også praksisopphold i relevante organisasjoner.

## ORD ER IKKE HANDLING

Første semester er studentene i Göteborg, andre semester i London, tredje semester i Tromsø, mens de det siste semesteret fordeles med en tredel på hvert sted. Under oppholdet i Tromsø har studentene blant annet besøkt Samisk

høgskole i Kautokeino og Sametinget i Karasjok.

– Mange av studentene kommer fra land hvor urfolk er marginalisert, og blir derfor imponert over forholdene i Norge. De ser at levestandarden er relativt høy blant norske samer, at gode utdanningsmuligheter fins og at språket har nådd en viss beskyttelse.

– Studiet skal sette studentene i stand til å utbre og beskytte menneskerettighetene. Hva skjer så i selve studentgruppa, med studenter fra en rekke land: oppstår friske og opplysende diskusjoner?

– Studentene er opptatt av brudd på rettighetene, særlig i egne samfunn. Mange har personlige erfaringer med menneskerettighetsbrudd. Fengsling av opposisjonelle er jo ikke helt uvanlig omkring i verden. Det er stor enighet blant studentene om hva menneskerettighetene egentlig er, og hva som representerer brudd. Min erfaring er at de identifiserer seg med menneskerettighetene som et universielt program, sier professor Trond Thuen.



UVURDERLEG | – Verdien av overføring av kunnskap frå forskings- og utdanningssektoren til næringslivet er uvurderleg, seier Ján Figel, EU-kommissær for utdanning, kultur og ungdom. (Foto: Europakommisjonen)

# Tenk nytt, ta sjansar

TORDIS MARIE ESPELAND  
TEKST

– Europa har ei utruleg rik historie når det gjeld utdanning og akademisk virke, men likevel er dei mest kjende universiteta i verda stort sett amerikanske. Bologna-prosessen moderniserer Europas tradisjonsrike universitet, meiner EU-kommissær Ján Figel’.

Ján Figel’ har vore medlem av Europakommisjonen sidan heimlandet Slovakia vart med i EU i 2004. Han er kommissær for utdanning, kultur og ungdom, og har blant anna ansvar for EUs program for livslang læring.

## TA SJANSAR

– *Har de meir fokus på utdanning no enn før den økonomiske krisa slo til for alvor?*

– EU har lenge meint at kunnskap er ein avgjerande faktor for å vera konkurransedyktig. Verdien ved overføring av kunnskap frå forskings- og utdanningssektoren til næringslivet er uvurderleg, seier kommissæren. Han trur internasjonale erfaringar innan dette feltet gjer land betre førebudd på den økonomiske krisa.

– Skandinaviske land er svært aktive innan EUs utdanningsprogram. Grunnen til dette er ikkje pålagde krav frå EU, men derimot at internasjonalt samarbeid innan utdanning er verdifullt både for skular og næringsliv. Utdanning er viktig for utvikling av samfunnsøkonomi

mien og for samfunnet generelt, både lokalt, nasjonalt og internasjonalt.

– Utdanning vil også vera eit viktig instrument i kampen mot arbeidsløyse, seier Figel’, og dreg fram Noreg som eit godt eksempel, med målsetjinga om å nytta tre prosent av BNP på forskning og høgare utdanning.

– *2009 er EUs år for kreativitet og innovasjon. Kva nytte kan dette ha for utdanningssektoren?*

– Dette året kan hjelpe oss å fokusera på korleis kreativ læring kan få større plass i skulen. Å vera kreativ handlar gjerne om å læra korleis ein tileignar seg kunnskap. Det kan innebera å ta initiativ, å tenka analytisk, og å ta sjansar. For dagens generasjonar er det til dømes heilt utenkeleg at land innan EU skal gå til krig mot kvarandre, og dette botnar i forsoningsprosessen som fann stad i Europa etter 2. verdskrig. Figel’ ser sjølve EU som ei geopolitisk oppfinning.

– EU er eit eksempel på at innovasjon ikkje berre høyrer berre saman med økonomisk utvikling, slik mange tenker. Historia er full av

nyskapande steg, og vegen ut av kriser vert lettare dersom me klarar å tenka nytt.

## BEST I FOTBALL?

Nytenking la også grunlaget for Bologna-prosessen. I 1999 signerte utdanningsministrar frå 29 europeiske land Bologna-deklarasjonen, med ei målsetjing om å etablera eit felleseuropeisk høgare utdanningsområde innan 2010. Innføring av ein felles gradsstruktur, to nivå i utdanninga (bachelor- og mastergrader) og innføring av eit felles studiepoengsystem (ECTS) er sentrale element. Sjølv om Bologna-prosessen ikkje var eit initiativ frå EU, er Figel’ tydeleg på at EU engasjerer seg sterkt i Bologna.

– *Er det frustrerende å vera kommissær for politiske område som er styrt nasjonalt, og som ikkje har ein felles europeisk politikk?*

– Når det gjeld utdanning, synst eg nærleiksprinsippet fungerer godt (det at avgjerder vert tekne så nær dei det gjeld som mulig). Likevel er der behov for meir samarbeid innan utdanningssektoren for å dra nytte av kvarandre.



BEST I FOTBALL | – Førebels er Europa best i verda i fotball, men ikkje innan høgare utdanning, seier Ján Figel', EUs kommissær for utdanning, kultur og ungdom. © Scanpix

## ► ENGLISH SUMMARY

### Be Creative, Take Risks

"Europe has a tremendous and rich history in the fields of education and academic thinking. The Bologna process combines the rich traditions of European universities with modernisation," says EU Commissioner Ján Figel', responsible for Education, Training, Culture and Youth.

*2009 is the European year of Creativity and Innovation. How will this influence the education sector?*

"This year can help us focus on how creative learning can be paid more attention in school. Being creative can mean learning how to learn, how to take initiatives and to take risks. " Innovation is also the basis of the Bologna process. In 1999, 29 European ministers of education signed the Bologna declaration, with the goal of establishing a European area for higher education by 2010.

"Today, knowledge does not easily cross borders. There is an urge for a system that can compare European degrees. We are establishing a Bologna Policy Forum, which will create a global dialogue around the process," says the Slovak, adding that he also sees the EU programme Erasmus Mundus as important for collaboration with third countries.

Eva Egron-Polak, Secretary-General in the International Association of Universities (IAU), characterises the Bologna process as unique and innovative.

"Europe is a good example of a commitment to accessible education for all. The Bologna process is being carefully watched by the international education world, and is already influencing changes elsewhere."

I dag kan EU-borgarar dra om lag kvar dei vil, men kunnskap kjem seg ikkje så lett over grensene. Difor har me behov for system som kan samanlikna til dømes norske og slovakiske akademiske titlar, seier kommissæren.

**"Førebels er Europa best i verda i fotball, men ikkje innan høgare utdanning."**

– Europa har ei utruleg rik historie når det gjeld utdanning og akademisk virke, men likevel er dei mest kjende universiteta i verda stort sett amerikanske, som Harvard, Princeton og Berkeley. Eg meiner Bologna-prosessen moderniserer Europas tradisjonsrike universitet. Førebels er Europa best i verda i fotball, men ikkje innan høgare utdanning, smiler kommissæren skeivt.

#### ERASMUS-SØSKEN

– Bologna-prosessen har no 46 deltakarland. Korleis ser du på at mange seier denne prosessen skapar ein "Festung Europa" innan høgare utdanning?

– Europa byggjer ikkje vegger mot verda utanfor, kjem det bastant frå den slovakiske utdanningskommissæren, og viser til Bologna Policy forum som vart oppretta under Bologna-konferansen i april 2009. Dette er oppretta for å sjå korleis ein også kan samarbeida globalt innan høgare utdanning. Mange kontinent viser stor interesse for den europeiske modellen, blant anna Latin Amerika, som no ser på korleis dei kan få i gang liknande reformer.

**"Mobilitet skal verta regelen, ikkje unntaket."**

Ján Figel' har også eit bankande hjarte for Erasmus Mundus, eit program som støttar ut-

vikling av europeiske fellesgradar på master- og doktorgradsnivå, i tillegg til partnerskap mellom europeiske lærestader og prioriterte område utan-for Europa.

– Erasmus Mundus er ein slags bror av Erasmus, og det er nyleg vedteke at programmet går inn i ein ny femårsperiode. Andre tiltak som er på utviklingsstadiet er ei Erasmus-ordning for entreprenørar, og eit prosjekt for utveksling av offiserar innan militærvesenet. Mobilitet skal verta regelen, ikkje unntaket. Dette er vedteke på ministernivå, slår kommissæren fast, og legg til at i unionen er det berre programma for strukturfond, landbruk og forskning som har fleire prosjekt å visa til enn EUs program for livslang læring.

#### HAR EKSPERTISE

– Mange andre internasjonale organisasjonar som OECD, Unesco og Europarådet jobbar også med utdanningsspørsmål. Samarbeider EU med desse?

– Me samarbeider stadig meir med alle dei organisasjonane du nemner. EU er avhengig av datainnsamling og statistikk for å vita meir om utdanning i Europa, og desse organisasjonane har den typen ekspertise som trengst for å samla både europeisk og global informasjon. EU finansierer blant anna delar av PISA, ei OECD-undersøking som tek føre seg kunnskapsnivået til femtenåringar, fortel kommissæren.

– PISA gjev oss viktig kunnskap, ikkje minst fordi politiske avgjerder i EU stadig oftare vert tekne på bakgrunn av fakta, påpeiker Figel'. No ser han ser fram til resultatata frå PIAAC – ei undersøking for vaksne tilsvarande PISA, med oppstart i 2010.

# Europa avgjer farten

TORDIS MARIE ESPELAND  
TEKST OG FOTO

– På lang sikt er det forventa at Bologna-prosessen vil føra til ein oppgang i studentmobiliteten.



STUDENTANE DELTEK | – Bologna-prosessen er unik også av den grunn at studentrepresentantar har vore involverte heilt sidan starten, seier Eva Egron-Polak, generalsekretær i IAU.

Det seier Eva Egron-Polak, generalsekretær i International Association of Universities (IAU), som tilhøyrer UNESCO. IAU har 609 institusjonar frå heile verda som medlem, i hovudsak frå Europa, Asia og Oseania.

Egron-Polak er oppglødd over utviklinga av eit felleseuropeisk utdanningsområde.

– I verdssamanheng har Europa i mange år representert verdiar som utdanning for alle, eit offentleg gode som mange stader ikkje er tilgjengeleg. Bologna-prosessen vert følgd nøye av den internasjonale utdanningsverda og påverkar også endringar utanfor Europa.

Egron-Polak ser at utviklinga av eit felles utdanningsområde i Europa inneber risikoen for at andre regionar sakkar akterut.

– Likevel er eit EU-program som Erasmus Mundus eit sterkt symbol på at Europa ønskjer samarbeid både mellom institusjonar i Europa og med institusjonar frå andre verdsdelar. For tida ser europeisk utdanningspolitikk ut til å favorisera utvikling av fellesgrader innan høgare utdanning, legg ho til.

– Gode fellesgrader kan gje enkeltinstitusjonar eit betre rykte, noko som er ein fordel i kampen om å tiltrekka seg studentar. Men slike samarbeid har også djupare innverknad på institusjonane, meiner generalsekretæren.

– Blant anna er samarbeid heilt klart kvalitetsfremjande i tillegg til at det skapar nyttige nettverk. Det er ikkje tvil om at Bologna-prosessen verkeleg er ein innovativ prosess utan sidestykke.



Bologna | I 1999 signerte utdanningsministrane frå 29 europeiske land den såkalla Bologna-deklarasjonen, som uttrykte målsetjinga om å etablera eit felleseuropeisk høgare utdanningsområde innan 2010.

## Bologna ut i verda

Stadig fleire land rundt om i verda viser interesse for den europeiske Bologna-prosessen. Samstundes er det også ei aukande europeisk interesse for nærare samarbeid med utdanningssystem på andre kontinent. Under den nyleg avvikla Ministerkonferansen i Leuven, Belgia, vart det difor etablert eit "Bologna Policy Forum". Forumet skal vera ein møtestad for ministrane frå landa som deltek i Bologna-prosessen og kollegaer frå ulike verdsdelar. I tillegg til å utveksla informasjon om internasjonalisering av høgare utdanning, er målet å etablera partnarsskap mellom Bologna-landa og andre land. Blant landa som deltok på forumet var Australia, Brasil, USA, Kina, Marokko og Mexico.

Under Ministerkonferansen i Leuven 28.-29. april vart det også markert at det er ti år sidan utdanningsministrar og universitetsleiarar frå 29 europeiske land møttest for å drøfta den vidare utviklinga av høgare utdanning i Europa. Resultatet vart Bologna-erklæringa. I dag er det 46 land i Europa som jobbar for å implementera målsetjingane som ligg i Bologna-prosessen.

## Europass får toppkarakter

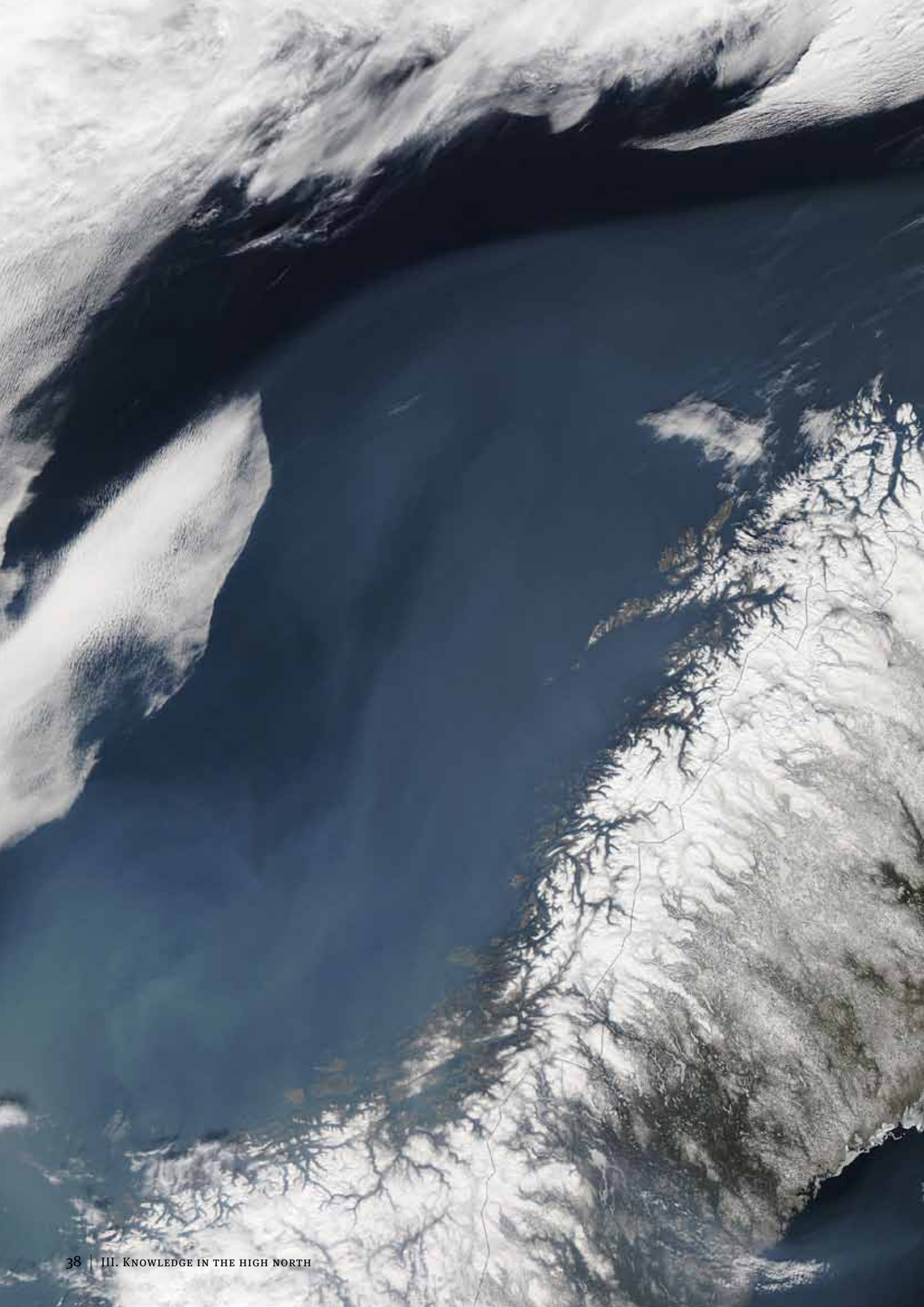
Europass er et veldig nyttig verktøy for både studenter, arbeidssøker og arbeidsgivere, ifølge en ekstern evaluering gjort på oppdrag fra Europakommisjonen. Med over 12 millioner besøk på nettsiden siden Europass ble innført av Europa-parlamentet i 2005, beskrives ordningen allerede som en suksess. Arbeidsgiver kan enkelt identifisere og sammenligne kompetanse, mens arbeidssøker i Europass får hjelp til å nå frem kompetansen sin på en god måte.

Europass består av fem dokumenter: Europass CV, Europass språkplass, Europass fagbeskrivelse, Europass vitnemåltillegg og Europass mobilitet. De to førstnevnte fyller en ut selv for å forklare sin kompetanse på en informativ og enkel måte. Spesielt CV-en har blitt populær, over tre millioner har blitt generert siden starten. De tre siste dokumentene utstedes av godkjente institusjoner.

## Din handling gjør en forskjell

– Mange maritime næringer har et litt frynsete miljørykte, spesielt skipsfart og fiskeri. Stadig strengere lovgivning og krav fra opinionen gjør at miljøopplæringen blir desto viktigere. Vi ønsket å lage et opplæringsprogram som kan bidra til mer skjerpet miljøbevissthet blant folk som har sin jobb i tilknytning til havet, sier Lise Flø, norsk koordinator for IMEC (International Marine Environment Certificate), som har partnere fra Skottland, Spania og Portugal.

IMEC tilbyr en standard utdanningspakke med lærestoff, læreplan og test. I tillegg til grunnleggende informasjon om det marine økosystemet og hvordan menneskets handlinger kan ødelegge marine ressurser, legger prosjektet hovedvekt på hvordan den individuelle handling virkelig kan gjøre forskjell. Ideen er også at utdanningsopplegget kan videreutvikles og tilpasses ulike sektorer og yrkesgrupper etter behov. IMEC er et Leonardo da Vinci videreutviklingsprosjekt. Slike prosjekt skal gi muligheter til å oppdatere og videreutvikle fag- og yrkesrettet opplæring på bakgrunn av gode resultat fra tidligere prosjekt.



# Knowledge in the High North

The circumpolar north is emerging as a major new petroleum territory. It is believed that as much as 25 per cent of the world's undiscovered oil and gas resources are to be found in the High North (*US Geological Survey, 2000*).

Several companies had been test drilling on the Norwegian continental shelf in the North Sea since 1965, when the news broke in June 1970 that Philips Petroleum had made a huge oil discovery. That marked the start of the Norwegian "petroleum fairy tale".

Petroleum exploitation still runs at a high level in the North Sea. But all fairy tales have an end.

Today it is widely accepted that as much as two-thirds of the undiscovered petroleum resources on the Norwegian shelf are to be found not in the North Sea, but further north in the Norwegian Sea and the Barents Sea.

This fact is no doubt one important reason why the Norwegian government has singled out the High North as Norway's most important strategic area of commitment for the future. The government emphasises that knowledge generation is at the hub of official High North thinking.

What is at stake in the High North? What kind of knowledge is needed and who is responsible for providing it? These are some of the questions that we wish to highlight and find answers to in the following pages.

SPACE | NASA image by Jeff Schmaltz, MODIS Rapid Response Team, Goddard Space Flight Center.

78°N | Svalbard Science Centre is designed for the arctic climate on Svalbard. It is raised up on 390 steel poles to allow snow and winds to pass freely underneath the building. With its 8 500 square metres, the centre comprises an expansion of the University Centre in Svalbard (UNIS), the world's northernmost higher education institution, located in Longyearbyen, Spitsbergen at 78°N. (Photo: Nils Petter Dale)





THE NORWEGIAN GOVERNMENT has identified the Arctic as Norway's most important strategic area of special effort in the future, and knowledge is emphasised as being at the centre of this effort. What is at stake in the North? What sort of knowledge do we need, and who is to generate it?

We invited Tora Aasland, Norwegian Minister of Research and Higher Education, to discuss these issues.

# Ice-Cold Knowledge Required

RUNO ISAKSEN  
TEXT

TORBJØRN GRØNNING  
PHOTO

Norway's strategy for the Circumpolar North is a matter of much more than economic interests in general and access to oil and gas in particular. Just as important are the environment and responsible management of natural resources, according to Research and Higher Education Minister Tora Aasland.

"IT IS ALSO A MATTER OF JURISDICTION, of exercising our authority and of being consistent, not to mention shipping safety, monitoring and contingency planning. All in all, it is a matter of knowledge and competence," emphasises the minister, who points out that the region is rich in resources that other parts of the world are becoming more and more interested in.

"In the future, industry will be knowledge-based. We need to develop the knowledge-based environments and to create partnerships between industry, research and education, between the public and private sector, and cutting across national borders. We need to identify the potential and help to make it attractive to live in this region, which has a relatively low population density."

## LACK OF CONTROL

*What does the government regard as the greatest threat in the Circumpolar North?*

"While we used to perceive the Circumpolar North in terms of the Cold War and military threats, today the situation is radically different. There is no single dominant threat today, but there are challenges in several areas that could develop into threats if we don't do something about them. Many of them have to do with climate change. We are at the receiving end of more extreme weather conditions, with all the challenges that these imply for our rescue services and energy security. We are already seeing more human activity in vulnerable areas. We need to have a proactive policy that will keep this from leading to even greater

threats to the environment. One potential threat is a lack of control and unsustainable management of resources. We need to counter this possibility via international collaboration."

*On the matter of international collaboration: What do you regard as the major conflicts in the High North, and how can cooperation in education be most constructive in this context?*

"We have no areas of conflict with Russia in the field of cooperation in higher education, nor are there any major international conflicts as far as research is concerned. In fact, both we and our major cooperative partners realise that we are facing identical challenges and possibilities, and that we have very similar interests in research that will enable us to exploit these possibilities and find solutions to the challenges. In the course of the past few years we have experienced a growing interest in research on climate change in many countries, and in international cooperation on this topic. There are many factors involved in creating constructive cooperation; for example, common interests. But it is also important to create good fora for cooperation, such as the EU's Framework Programme and its mobility and exchange programmes."

## MAKING DECISIONS

*The debate over the Arctic can often be rather emotional, with many interested parties involved: the local population, including the indigenous peoples, environmental organisations, the Church, etc. Who is going to ensure that the facts come out, and how?*

## ► NORSK SAMMENDRAG

### Trenger mer iskald kunnskap

Nordområdestrategien handler om langt mer enn økonomiske interesser generelt og tilgang til olje og gass spesielt. Den dreier seg ikke minst om miljø og forsvarlig forvaltning av naturressurser, ifølge statsråd Tora Aasland.

– Mens man tidligere forbandt nordområdene med kald krig og militære trusler, har bildet nå endret seg radikalt. Det er ikke én dominerende trussel i dag, men utfordringer på en rekke områder som kan utvikle seg til konkrete trusler hvis vi ikke handler. Ikke minst må vi ha en offensiv politikk for å hindre økte trusler mot miljøet. En potensiell trussel er utilstrekkelig styring og ikke bærekraftig forvaltning. Dette må vi motvirke gjennom internasjonalt samarbeid, ifølge statsråden.





NORTHERN SETTLEMENT | Ny-Ålesund is one of the four permanent settlements on the island of Spitsbergen, Svalbard. It is the world's northernmost functional public settlement, inhabited by a permanent population of approximately 30-35 persons all of whom work for one of the research stations. (Photo: Roland Neuber, Alfred Wegener Institute)



SPECIAL POSITION | "The countries that border the Arctic face common challenges, so we need to reinforce our international mechanisms of cooperation. We must continue to develop our relationships with Russia, who has a special position as a partner in the Arctic," says Tora Aasland, Minister of Research and Higher Education.

"My impression is that there is quite broad consensus regarding the main lines of our arctic policy. I regard most of the criticism that we receive as constructive and important. It is usually an expression of impatience. The strategy for the Arctic is a long-term effort, and we cannot get results in all areas equally rapidly. Institutions of higher education and research in the north play a central role in generating the knowledge needed to weigh up conflicts of interest and make decisions in the Arctic. It is important that these institutions should be aware of their role, and for them to communicate in such a way that everyone can benefit from their knowledge and competence."

*Specifically, what sort of knowledge of the Arctic do we need more of?*

"We need more research-based knowledge in a number of areas, energy and the environment in particular, that will enable us to better grasp the potential on offer. Research, mapping and monitoring will generate the knowledge that we need to ensure sustainable exploitation of both renewable and non-renewable natural resources and that can support industrial development and value creation in this region. At the same time, this will help to ensure good management and enable us to meet the challenges of climate change and contingency and safety planning in arctic waters."

#### CONSTRUCTIVE INTERACTIONS

*Who actually "guides" knowledge generation? Who defines the needs – and who really ought to be defining them?*

"We expect Norwegian universities and colleges to collaborate with industry and society in general. This will help to give higher education both high quality and relevance. As far as defining needs in research and education is concerned, we need input at political level, as well as from the civil service, industry and society in general, and academia. All these have different perspectives, and interactions among them are fruitful. New knowledge and the further development of existing knowledge are at the hub of our strategy for the Arctic. This demands constructive interactions among all parties involved."

*What is the added value of establishing supra-national cooperation?*

"International cooperation helps to ensure and raise the quality and renewal of research and to strengthen innovation in Norwegian industry and the public sector. Norwegian researchers can make a contribution where they have special advantages at the same time as they bring back knowledge and technology and widen their perspectives by cooperating with colleagues from other countries. In this way we can contribute to the global store of knowledge together with other countries and solve the challenges that we face in common. Collaboration also enables us to avoid the unnecessary duplication of research, increase the effectiveness of the contributions of individual countries to the global accumulation of knowledge, and not least, to share the knowledge-oriented, technological and financial risks involved."

#### SOFT SECURITY POLICY

*What does Norway, as an education- and research-based nation, need to be better at in the Arctic?"*

"Norway lies at the leading edge in climate, polar and space research, in the petroleum sector, and in the exploitation and management of marine resources and in research on indigenous peoples. However, even though we have good research groups in the north of the country, the long distances involved and the small size and relative youth of many such groups do present challenges. These can be dealt with through cooperation at institutional level and between research institutions and industry. Many of our Norwegian research groups are very good at actively seeking out strategic international research partners. Others would benefit by looking for good partner institutions abroad. It is important to think strategically when choosing partners," emphasises Tora Aasland, who offers Bodø University College (HIBO) as an example of an institution that takes a holistic approach to its collaboration with Russia.

"HIBO has had ongoing collaboration with Russian institutions since 1990. By September

2008 the High North Center for Business and Governance at HIBO had graduated about 2 700 students from joint educational programmes with Russia. The College is continuing to develop and expand its cooperative programmes. We might even call this a "soft security" policy in the Arctic and vis-à-vis Russia."

#### FACTS

**Norwegian universities** are currently cooperating on a wide range of topics with Russia and the other Arctic states through the University of the Arctic, a network-based university that has been set up by all the circumpolar states. Among its other activities, the UArctic offers modular courses at bachelor's degree level, thus helping to encourage mobility among the participating institutions.

**Barentsplus** is a regional grants programme for cooperation in higher education in the Norwegian and Russian sectors of the Barents region. Cooperation in programmes of study and courses, and exchanges of students and teachers, aim to increase and develop competence in higher education in the Barents region.

**The Arctic fellowship scheme** was launched in autumn 2007 as part of the Norwegian government's strategy for the Arctic. Fifty students from Russia, the USA and Canada have already been enabled to spend a semester at a university or college in northern Norway, or at UNIS on Svalbard.

**The Norwegian parliament** has allocated a total of NOK 320 million to the International Polar Year (IPY) for 2007-2010. This autumn, the government will set out its national strategy for marine bioprospecting, of which research and the commercialisation of Arctic resources are central elements.

**MAREANO**, a programme for the systematic mapping and study of the physical, chemical and biological seabed environment in Norwegian coastal and ocean regions, was awarded NOK 18.9 million in the National Budget for 2009. The government has also decided to set up a new Ice, Climate and Ecosystem Centre (ICE) attached to the Norwegian Polar Research Institute in Tromsø.

### Attraktiv med russiske forbindelser

– Vi trenger bærekraftig bedriftsledelse i nord, en som virkelig tar miljøet og bedrifters samfunnsansvar på alvor. Våre masterprogrammer handler om å utstyre kandidatene med slik type kunnskap og innstilling, sier Anatoli Bourmistrov, førsteamanuensis ved Nordområdesenteret ved Høgskolen i Bodø (HIBO). HIBO har etablert to engelskspråklige fellesgrader med russiske universiteter, den ene i energiledelse, den andre i bærekraftig ledelse.

*Les artikkelen på engelsk: Attractive with Russian Connections.*

### Norsk-russisk møtested

”Russlands Harvard” ser stor verdi i å tilby felles masterprogrammer sammen med HIBO. Riktignok finnes det høy ekspertise på landbasert olje- og gassutvinning i Russland, men lite erfaring med petroleumsvirksomhet i arktiske strøk og offshore, foreløpig. Det sier Sergej Vasilijev, viserektor ved det prestisjetunge MGIMO-universitetet, ofte omtalt som ”Russlands Harvard”.

*Les artikkelen på engelsk: Norwegian-Russian Meeting Point.*

### Klar for Stockman

Norsk forretningskultur er ikke som russisk forretningskultur. Norske selskaper er gjerne åpne for dialog, mens russiske har en tydeligere hierarkisk struktur, ifølge ph.d.-student Andrei Mineev, som skriver doktoravhandling om leverandører i den russiske petroleumsindustrien.

*Les artikkelen på engelsk: Preparing for Stockman.*

### Emosjonelt i nord

Forskningsbasert kunnskap om nordområdene er etterspurt vare. I et opphetet klima hvor nordlendinger og samer, miljøvernorganisasjoner og kirken, hever stemmen, vender petroleumsindustrien seg til forskerne, ifølge førsteamanuensis Jan Oddvar Sørnes. Han betegner nordområdehysteriet som et særnorsk fenomen, men internasjonal interesse for nordområdene er stadig økende ettersom behovet for sikring av framtidige energiresurser blir mer presserende. HIBO etablerte nylig et faglig nettverk sammen med universiteter i Canada og USA om energi og bærekraftig utvikling i nordområdene.

*Les artikkelen på engelsk: Getting so Emotional.*

### Fra Moskva til Houston

Russland og USA er ledende energiprodusenter og -konsumenter, men begge landene mangler en offentlig miljødebatt, ifølge norsk masterstudent.

### Samarbeider om urfolksstudier

Utfordringene for urfolksgrupper er de sammen verden over, ifølge UiT-professor Bjørg Evjen.

# Attractive With Russian Connections

RUNO ISAKSEN  
TEXT

BJØRN ERIK OLSEN  
PHOTO

“There is a tremendous need for multicultural understanding in energy management, not least in the High North. Multinational joint master programmes make the students flexible and well equipped for jobs in international enterprises.”

ANATOLI BOURMISTROV is the first Russian ever to obtain a PhD in business management in Norway (2001). Today he is an associate professor at Bodø University College's (HIBO) High North Center for Business and Governance. This particular university college, situated in the small town of Bodø in Northern Norway, has established two joint master's programmes in cooperation with Russian universities; one in energy management, the other in sustainable management.

## ENVIRONMENTAL MINDSET

“Many people think of sustainable management primarily as a public concern. Sure, national and international legislation define the framework conditions in the High North, but there is no doubt that the industries themselves are the single most important player in this game. What do we need? We need sustainable business management, one that takes the environment and social responsibility seriously into account. Our joint MSc programmes are about equipping the students with this sort of knowledge and mindset,” explains Bourmistrov. HIBO's Russian initiative dates back to the *perestroika* period and initially focused on business management, a discipline practically absent in Russia after decades of communist rule. Cooperation spread into other academic fields, notably health and energy. The cooperation started out as competence building but has evolved into mutuality and synergies. When it comes to international joint master programmes, 2+2 may very well turn out to be 5, according to Bourmistrov.



SEEKING THE TRUTH | “The most important thing we can teach our students is to search for relevant information. We do not know exactly where the truth lies, but students need to seek out reliable knowledge so that the right decisions can be made,” says Professor Frode Mellemvik, director at the High North Center for Business and Governance, Bodø University College.

## NEEDS INTERNATIONAL NETWORKS

*What is the added value offered by joint degrees – and at whom are they aimed?*

Professor Frode Mellemvik, director of the High North Center for Business and former rector (1997-2007) at HIBO, has been involved in the Russian cooperative actions right from the start and has no problems in identifying the added values.

“Our ambition at HIBO is to be the national and international forefront of academic com-

petence in business activity in the circumpolar north. We have to provide high-quality education and research that are relevant and attractive for students and staff, the business community and society at large. You simply cannot build such high-quality competence on your own, you need international networks,” Mellemvik emphasises.

The two MSc programmes follow a similar structure: in the second semester, all the students – both Norwegian and Russian – stay in Bodø, while in the third semester they move to Russia. Hence they become acquainted with and can explore different education systems and cultures, making them more flexible in their approach, trained in reflecting on values that are essential to others and also in promoting values important to themselves, thus making them well equipped for jobs in international enterprises.

“We become more and more competent in international cooperation, particularly with Russia, which makes us more and more attractive to Norwegian students and North American researchers alike. As the teaching is research-based, it provides opportunities for cooperation in research too,” Mellemvik points out.

Strong bonds to both the business sector and civil service, both nationally and internationally, is another important outcome of the joint master's degree cooperation.

“Our relations with MGIMO has led to cooperation with Rosneft, Russia's biggest oil company.





CONNECTIONS | The two Norwegian-Russian MSc programmes follow a similar structure: in the second semester, all the students – both Norwegian and Russian – stay in Bodø, while in the third semester they move to Russia. (Photo: Bodø University College)

Today we are in a position where we know – and constantly learn more about – how the Russian business sector works. That is valuable knowledge, of course.”

#### FACTS, NOT FEELINGS

There are cultural differences. The Russian students tend to be much more individualistic and elitist than the Norwegians. In general, they also perform better, according to Professor Mellemvik. Norway is a small country dominated by SMEs, abundant in natural resources and with a well-run welfare state. It is a rather common Norwegian assumption that Russians are not really that concerned about the environment – at least not as much as Norwegians are.

“Of course Russian students are concerned about the environment, but in a different way than Norwegians, partly due to different reality descriptions in the media and on the political level. Norway is an open society, with several environmental NGOs that address the social responsibility of the industry and with fairly strict environmental legislation too. I think Russians students are inspired by this.”

*Professor Mellemvik is cautious when it comes to offering clear-cut opinions about the High North: should we or should we not opt for a large-scale oil and gas industry?*

“What we need first and foremost, is more knowledge of these things. Sure, HIBO is oriented towards the business sector. We are interested in fisheries and offshore industry, logistics and trade, everything that contributes

to economical growth in the region. The question is: how much offshore industry can we develop rationally, at the same time as we ensure that other sectors are properly cared for? What is most valuable for society? It is vital that the answers to these questions should be based on high-quality research; on facts.”

LIBRARY | The library at the Bodø University College.



#### FACTS

- In February 2004, the Moscow State Institute of International Relations (MGIMO) and Bodø University College (HIBO) established the Russian-Norwegian Institute of Energy Cooperation. Two MA programmes were soon established:
- The Master of Science in Energy Management was established in 2005. This is a joint degree programme with Russian and Norwegian students.
- The Russian-Norwegian MBA programme, International Business in the Oil and Gas Industry, was developed for Russia’s Rosneft Corporation. The next step will be to develop an additional “open” executive MBA together with MGIMO and NUPI (Norwegian Institute of International Affairs), focusing on business in the High North.
- The joint Master of Science in Sustainable Management programme was established in 2008 in cooperation between HIBO, Arkhangelsk State Technical University (ASTU), Baltic State Technical University (BSTU), Murmansk State Technical University (MSTU), Ukhhta State Technical University (USTU) and Tymen State University (TSU). The main purpose of the programme is to give students an understanding of, and knowledge about, doing business in a sustainable perspective.



WORLD CLASS | “Precisely because we are major petroleum-producing countries, education in this sector has to be world-class in Norway and Russia. This Russian-Norwegian joint master’s programme has proved to be a win-win project,” says Sergej Vasilijev, deputy chairman at the International Institute of Energy Policy and Diplomacy at Moscow’s prestigious MGIMO university.

# Norwegian-Russian Meeting Point

GEIR SELJESETH  
TEXT AND PHOTO

The master’s degree programme in energy management jointly offered by “Russia’s Harvard” and Bodø University College provides students with high-quality education that is hailed by Russians.

“This is an extremely good opportunity for both Norwegian and Russian master’s students. They obtain a high-quality education in energy management as well as knowledge about, and contacts in, both Norway and Russia. The courses are taught in English, and this is an extra benefit when the time comes to look for a job in these turbulent times. Besides, huge petroleum companies are involved in the programme, offering internships and others forms of cooperation,” says Sergej Vasilijev, deputy chairman at the International Institute of Energy Policy and Diplomacy at the prestigious MGIMO university of Moscow.

## OFFSHORE EXPERTISE

MGIMO is often referred to as “Russia’s Harvard”. Many members of the social elite in Eastern Europe have learned the ropes at MGIMO. Russia’s foreign minister, Sergej Lavrov and the president of Azerbaijan, Ilham Alyjev, are two well-known former MGIMO-students. But MGIMO regards cooperation with little Bodø and Norway as important.

“We get access to Norwegian expertise, both academic and industrial, in exploiting hydrocarbons in the Arctic in general and offshore in particular. We share knowledge about how to train experts and specialists. In Russia, we have plenty of knowledge of large-scale oil and gas projects, but ours are all onshore,” explains Vasilijev.

## WEALTH MANAGEMENT

The joint master’s programme also functions as a Norwegian-Russian meeting point and a foundation for more comprehensive cooperation between Norwegian and Russian industry, according to Vasilijev. He believes that such cooperation provides a good opportunity to learn more about how wealth can be managed properly.

“As researchers, it is useful for us to learn how Norwegian authorities utilise and regulate petroleum exploitation and its relations with local inhabitants and the environment. Cutting-edge technology is used, and several companies operate together under the Norwegian system.”

## SHOCKING TRANSITION

Bringing Norwegian and Russian students together for the second and third term of this four-term programme, revealed some social and cultural obstacles that had to be overcome.

“The transition from Moscow to Bodø is quite shocking for most of our students. But it is great to see them when they come back after half a year abroad; they just want to go back to Norway. Without exception, our students have had a positive experience of Bodø and Norway.”

The education systems also contain differences that have to be taken into account.

“Teacher instruction is widespread in Russia, whereas the system in Norway is based on independent work under supervision. But these differences are not impossible to deal with. On the contrary, they only serve to enrich the relationship,” says Sergej Vasilijev.

# Preparing for Stockman

TORDIS MARIE ESPELAND  
TEXT

BJØRN ERIK OLSEN  
PHOTO

Andrei Mineev is doing research on Russian companies from Norway – a perfect combination for future participation in the coming oil and gas adventure in North Russia.



COOPERATION | Gazprom, Total and StatoilHydro are the partners for the Stockman field development, phase one. © Gazprom



DIFFERENCES | "The approach to business management studies in Norway is quite different than in Russia, Norwegian institutions being more in line with European Bologna-criteria," says Andrei Mineev, PhD-student at Bodø University College.

Mineev comes from St Petersburg, but is at present doing a PhD at Bodø University College. He has been living in Bodø since 2003, when he started his MSc in Business, which he finished in 2005.

## OLD NEWS

In his doctorate, Mineev is investigating frameworks and regulations, networking and economy among contractors in the oil and gas sector, especially in relation to the North-Russian offshore sector. He is also doing research on StatoilHydro's activities in Murmansk and Arkhangelsk, focusing on their transfer of knowledge about oil and gas to Russian companies.

"In Russia there is an ongoing development to prepare industry for working with oil and gas, particularly in relation to the Stockman field," explains the PhD-student, who is also an engineer. "Russian companies want to deliver goods, services and technology to Stockman, but they have no previous experience with this particular sector. The offshore industry is new to Russia, but old news to Norway," says Mineev.

## FUTURE NETWORKS

"The business cultures in the two countries are quite different, in that Norwegian companies are inclined to dialogue, while Russian companies often have a more hierarchic structure," the PhD-student believes, well aware of his privileged position between the two cultures.

In addition to the advantages of knowing both Russian and Norwegian working life and society at large, Mineev sees his Norwegian network as a source of important relationships in the future.

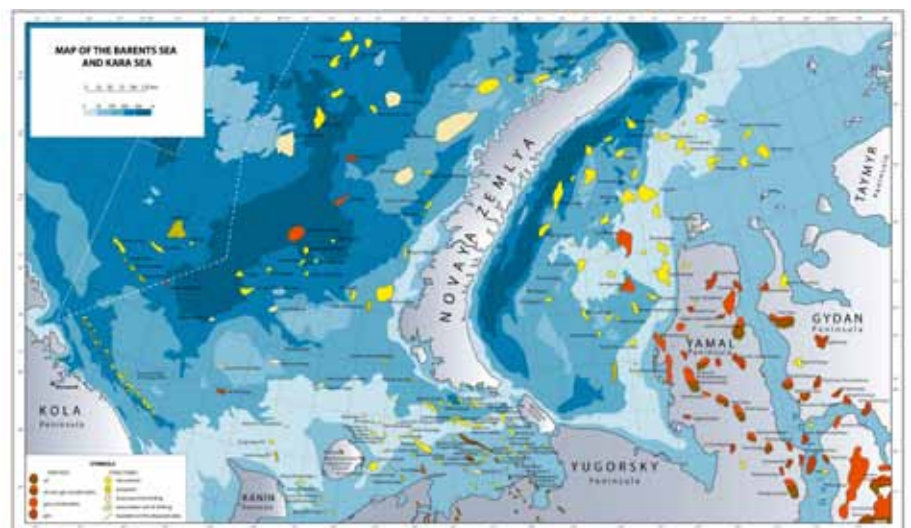
"I have particularly enjoyed making contacts

with centers such as NUPI and the Fridtjof Nansen Institute on topics like politics and management of natural resources. I also find that the Norwegian research methods suit me better than the Russian way, which tends to focus on normative research related to a specific issue. I find Norwegian research more flexible and knowledge-seeking, with more space for discussion. This suits research tailored for the business sector."

Life is good in Bodø, Mineev explains, pointing to the typical Norwegian habits of mountain hiking and fishing. "A sense of well-being outside of working hours is important in life here. Later, I would like to work in Russia, for example in a Norwegian enterprise. But not yet," says the Russian PhD-student in perfect Norwegian.

## STOCKMAN

The Stockman field, situated in the Barents Sea about 600 km from Murmansk, is the largest gas field ever discovered offshore. Production is expected to start in 2013, and the field will be operated by the Stockman Development Company (SDC). The SDC shares are divided between StatoilHydro (24 percent) and French Total (25 percent), with the majority 51 percent shareholding held by the Russian company Gazprom, partly owned by the Russian state.





FAR FROM FINISHED | What should we choose in the far north: oil or fisheries? Is it possible to combine the two? The discussions are far from finished, according to Anatoli Bourmistrov (left), Frode Mellemvik and Jan Oddvar Sørnes.

# Getting so Emotional

RUNO ISAKSEN  
TEXT

BJØRN ERIK OLSEN  
PHOTO

“The debate on energy in the Arctic region is very emotional, especially in Northern Norway, where the people are crying out and even the church is getting involved. In this climate the petroleum industry turns to us, the academics, as neutral middlemen.”

Jan Oddvar Sørnes is associate professor at the High North Center for Business and Governance, Bodø University College. He is in charge of a newly established partnership with the University of Alberta, Canada, and the University of Texas, Austin: “Energy in a New Time: Energy Sustainability in the High North” (2008-2011).

It is a completely new world for the oil industry now, according to Sørnes.

“Earlier, the oil industry met a clear set of rules and legislations, then went off and obtained licences and started test drilling. Today everything is much more complicated and the truth is that educators and researchers are still in a preliminary phase of understanding these issues. Local involvement is much stronger than it used to be. The rights of the indigenous people have not really been put to a serious test yet. What should be their profit? These discussions are far from finished,” Sørnes cautions.

## HIGH NORTH HYSTERIA

Sørnes talks warmly about the Arctic Study Tour initiative aiming at fostering dialogue and increasing information-sharing among the various stakeholders in the Arctic North.

“What should we choose in the far north: oil or fisheries? Is it possible to combine the two? And if so: how? Every year, we bring together

about 100 stakeholders: representatives of the fishing and offshore industries, environmental NGOs, indigenous people and local, provincial and national governments, for a four-day cruise on the Coastal Express from Bodø all the way to Hammerfest, close to the Russian border. The ambition is to come up with specific goals for sustainable development.”

“The High North hysteria”, as Sørnes calls it, is widespread in Norway only. But interest is rapidly growing in Russia, Canada and USA too, as the need to secure future energy resources is becoming more and more urgent.

## BECOMING ATTRACTIVE

“It is interesting to see just how eager the oil companies are to acquire research-based knowledge. The Arctic is a young field of study and much research is still needed. A holistic approach is essential, an overall circumpolar focus. For us it is only natural to connect our two Norwegian-Russian joint master’s programmes to North American universities. That is what this new Norwegian-North American partnership is about,” Sørnes explains.

Another way of seeing it is that Bodø University College, thanks to its relationships with Russian institutions for almost 20 years, is becoming more and more attractive to North American institutions.

“Yes, that is true. We are internationally attractive thanks to our Russian networks. We are also attractive because of our connections with the private sector both in Norway and Russia.”

## NORWAY-NORTH AMERICA

### Partnerships in higher education: Norway-North America

The partnership programme for higher education collaboration between institutions in Norway and the US and Canada is funded by the Norwegian Ministry of Education and Research, and managed by SIU. In all, 12 four-year projects coordinated by Norwegian institutions are funded.

One key objective for the Norwegian-North American partnership “Energy in a New Time: Energy Sustainability in the High North”, is to establish a joint MSc programme in sustainable energy by 2011. Mutual student and staff mobility will be the first step. Closer relationships are a prerequisite for having the joint degree programme come into existence, according to Jan Oddvar Sørnes, associate professor at Bodø University College.

The partnership also has status as a thematic network of the University of the Arctic.



# From Moscow to Houston

TORDIS MARIE ESPELAND  
TEXT

“Living abroad gives you local knowledge and insight you would not get by just reading about the country,” says Tonje Fingalsen, who gains experience of Russia and the US as part of her studies.

Fingalsen is to complete her MSc in Energy Management at Bodø University College in June 2009, but at the moment she is in Houston, Texas, writing her master’s thesis while doing an internship at HBW, a Houston-based energy consulting company.

“Houston might be called the capital of energy in the Western world today. I have already learnt a lot from the internship, especially on how to work with energy policy,” says the Norwegian energy student, who came almost directly to Houston from Moscow, where she spent the autumn semester 2008 at the MGIMO university together with fellow Norwegian and Russian master’s students.

## DIRECT TRANSFER

“Being in Moscow as a student you gain a unique insight into Russian way of life” says Fingalsen. She especially points out the authoritarian

teaching style at the university as a difference from Norwegian student life. “Russian society was worlds apart from what had I expected.”

The direct transfer from Russia to USA was a fascinating experience, remarks Fingalsen, pointing out that in relation to the energy sector, the two places have one thing in common.

“Both countries are major producers and consumers of energy, but both lack public debate on the environment. Here in Texas everyone drives private cars everywhere, and I still haven’t found a place to recycle.”

## UP TO DATE

In her thesis, Fingalsen is studying the consequences of an ecosystem leadership of the North.

“The petroleum and shipping industry will be powerfully affected by the future policies in the North. I look at how key stakeholders in



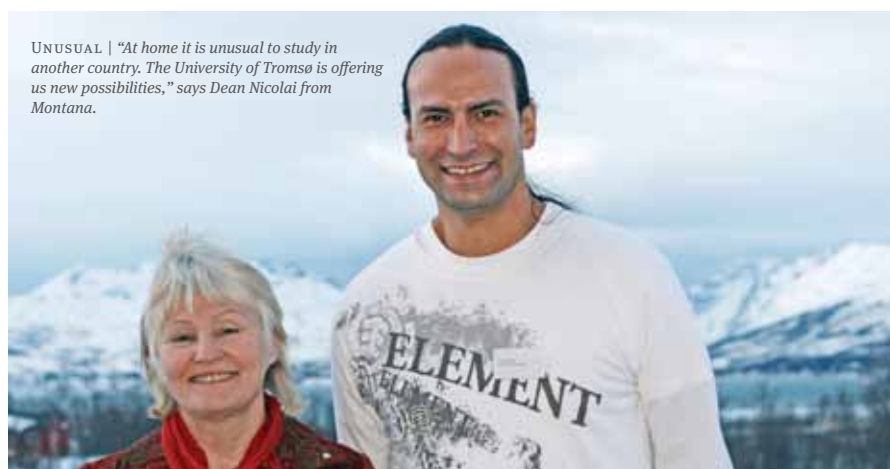
INTERNATIONAL EXPERIENCE | HiBO-student Tonje Fingalsen hopes her international experience will make her attractive on the labour market. (Photo: Private)

the Arctic, such as the business sector, indigenous peoples, environmental organisations and civil societies in general perceive the term ‘Ecosystem management.’ This is a term that the UN dialogue began to use in 2002, and it can be described as maintaining sustainable development in the Arctic.”

# Indigenous Collaboration

TORDIS MARIE ESPELAND  
TEXT AND PHOTO

“The challenges facing indigenous peoples are universal. This cooperation will help to develop a clearer international perspective on the subject.”



UNUSUAL | “At home it is unusual to study in another country. The University of Tromsø is offering us new possibilities,” says Dean Nicolai from Montana.

Professor Bjørg Evjen at the University of Tromsø (UiT), and Dean Nicolai, a student from Montana State University, USA, agree on the main purpose of the cooperative project between Tromsø and Montana that started in

2008. The collaboration, which is being supported by the Norwegian Ministry of Education and Research, focuses on exchanges of students and academic staff in the field of indigenous studies.

## UNIVERSAL CHALLENGES

“There is growing interest in indigenous groups all over the world. Typical issues for native peoples are their fight for national status as an indigenous group, their rights to land and natural resources, and the protection of their language and culture,” says Evjen, adding that one example is the plan to bring oil and gas ashore in Northern Norway.

“These plans will affect Sami reindeer husbandry as well as the fishing industry. This has also been pointed out by the Sámi Parliament.”

The University of Tromsø has offered a master’s degree in Indigenous Studies since 2003, and today the degree programme has students from all over the world. Evjen and Nicolai are certain that the collaboration between Tromsø and Montana will contribute to the field of Indigenous Studies.

## SUPPORTING NATIVE AMERICANS

“I hope that cooperation with UiT will advance the development of master’s and PhD programmes at our Center for Native American Studies,” says Dean Nicolai, who belongs to the Native Tribe of the Salish People.

“The studies of Native Americans at Montana State University were established as a support function for the Native American groups in our area, both to encourage them to study at university, and to develop academic thinking about the problems that these groups encounter.”



DIVERSITY | The reindeer sprint held during the Poro Feria festival in Oulu, Finland, is a good example of the great cultural diversity of the High North. The winner this year was Takaveto, and the reindeer ran the quarter mile snow track in 17 seconds. (Photo: Pekka Kallasaari)

# Networks for Knowledge

TORDIS MARIE ESPELAND  
TEXT AND PHOTO

## ► NORSK SAMMENDRAG

### Utviklar kunnskapsnettverk

– Arktisk universitets tematiske nettverk er partnerskap mellom akademiske institusjonar, næringsliv og lokale og regionale styresmakter. Målet er å kopla akademisk kunnskap til relevante tema i nordområda, seier Andy Greenshaw, nestleiar i styret til Arktisk universitet, eit nettverk av universitet, høgskular og organisasjonar med særleg fokus på høgare utdanning og forskning i og om nordområda.

Arktisk universitet vart etablert i 2001, og har i dag 115 medlemmer i åtte ulike land. Medlemmene deler ressursar og ekspertise for å bygga opp utdanningsprogram som er relevante og tilgjengelege for studentar i nord.

Det overordna målet for Arktisk universitet er å bidra til å bygga ein sterk, bærekraftig region gjennom utdanning og tilgang til kunnskap. Nettverket søker også å inkorporera urfolksperspektivet i all sin aktivitet.

“Human capacity, energy and climate change are our main areas of focus,” says Dr. Andy Greenshaw, vice-chairman of the University of the Arctic, an academic network committed to higher education and research in the north.

GOOD VEHICLE | “The countries involved in the University of the Arctic increasingly see that the UArctic is a good vehicle for research on polar topics,” says Professor Andy Greenshaw, vice-chairman of the Board of Governors, UArctic.



“There are political, technological, social, environmental and economic challenges related to the future development of the Arctic. Academic institutions have a moral responsibility to affect the development of the High North. The goal of the University of the Arctic (UArctic) is to develop and share useful knowledge essential to the circumpolar area,” states Dr. Greenshaw, especially pointing out the importance of the UArctic thematic networks.

### EXCELLENCE LINKED TO RELEVANCE

“The UArctic has 17 thematic networks. These are partnerships in which several academic institutions, companies and local and municipal governments work together on linking academic excellence to relevant issues of the north,” explains professor Greenshaw, listing ongoing networks such as Northern Agriculture, Arctic Medicine, Northern Tourism, Indigenous Arts and Crafts and Energy in a New Time, in which



ON TOP OF THE WORLD | The University of the Arctic has 115 member institutions spread all over the circumpolar north.

his own institution, the University of Alberta in Canada, is involved, together with Bodø University College in Norway.

This network aims to strengthen North American and Norwegian education and research cooperation in the field of energy sustainability in the High North.

“The University of Alberta is doing excellent research on technology, while Bodø University College has Russian connections that are very valuable for us, as well as channels to the energy business sector. The development of joint degree programmes based on these thematic networks is natural,” says the professor enthusiastically, adding that the thematic networks have become the focal point of the UArctic’s engagement across widely different geographic and cultural regions.

“The link between academic excellence and concrete actions is critically important.”

#### MISSION: ACCESS

Integrated into all the activities of the UArctic is the perspective of the indigenous groups living above the polar circle.

“One of the most important missions for the UArctic is to give indigenous peoples access to education without having to move away from their communities,” says Greenshaw, emphasising that the geographical realities of most of the northern region make this challenging: vast distances, great cultural diversity and small communities and institutions.

“These conditions require a special effort to deliver education that is accessible to all northerners. However, there are huge differences within the circumpolar region regarding this issue. While getting access to education is still a serious challenge for the indigenous population in Northern Canada, the Sami people in Norway, for example, have better access, although not good enough. We would like to see the potential for distance learning in higher education increasing,” says Greenshaw, who regards distance learning as one of the UArctic’s most important tasks for the future.

“In this regard, the Bologna process has been very valuable to the UArctic, as we use the ECTS credit system as a common value for our online distant learning courses,” Greenshaw explains.

“The ambition of the University of the Arctic is to provide greater opportunities for relevant first-class education and knowledge transfer as well as to facilitate international engagement. We can hope that this will lead to positive changes in the Arctic.”



UNIVERSITY OF THE ARCTIC

## UNIVERSITY OF THE ARCTIC

- The University of the Arctic (UArctic) is a network of higher education institutions, research institutes and other organisations committed to higher education and research in the north.
- The UArctic was established in 2001 and today it has 115 member institutions in eight different countries.
- The overall goal of the UArctic is to “create a strong, sustainable circumpolar region by empowering northerners and northern communities through education and shared knowledge.”
- The UArctic is a decentralised organisation, with offices, programmes and other functions hosted by member institutions in the Circumpolar North.
- The UArctic runs the student recruiting programme GoNort and the student exchange programme north2north. The organisation also sets its hallmark of quality on a Bachelor of Circumpolar Studies degree, built up of courses offered by member institutions. The UArctic also offers undergraduate courses online.
- More information: [www.uarctic.org](http://www.uarctic.org)

# Polar Research in the Classroom

MARGUNN INSTEFJORD  
TEXT

“Here is a challenge for you: you are now to do research on the Sun and the Northern Lights, and you will study and analyse real-time data. Is it possible that there will be any Northern Lights in week 47, 2009?”

## ► NORSK SAMMENDRAG

Dyktige lærere trengs for å skape et inspirerende læringsmiljø som stimulerer elevens interesse for naturfag. Dette er akkurat hva “Polar research in the classroom” handler om. Prosjektet er initiert av Nasjonalt senter for romrelatert opplæring (NAROM) med støtte fra Nordplus-programmet. Prosjektet skal munne ut i opplæringskurs for nordiske lærere, med oppstart i 2010. Bestått kurs gir 10 ECTS.

– Dette er helt unikt. Det finnes ingen tilsvarende kurs som fokuserer på polarforskning med bruk av satellittbilder kombinert med pågående forskning, sier Birgit Strømsholm, prosjektleder ved NAROM. Rektor ved Steigen skole, Aasmund Gylseth, er enig. Han viser til at både lærere og elever har stort utbytte av prosjektet.

This is an example of an assignment in a Polar Year contest for secondary school pupils. An inspiring learning environment that stimulates young people’s interest in science requires skilled teachers – and that is exactly what “Polar research in the classroom”, initiated by the Norwegian Centre for Space-related Education, is about. The project aims to qualify teachers in various polar-related subjects by establishing quality follow-up studies within a Nordic educational network.

### NORDIC COOPERATION

The project involves both primary and secondary schools, in addition to university colleges and universities in Norway, Denmark and Iceland. The project is financed by Nordplus Horizontal, a programme that targets Nordic and Baltic institutions and organisations at all education levels that have education and lifelong learning as their main objective.

“Polar research in the classroom” is a direct follow-up to one of the Space Centre’s earlier projects, “PolarEduSpace”, which had the aim of inspiring and stimulating interest in and

understanding of polar research among young people aged 13 to 18.

### FORMAL QUALIFICATIONS

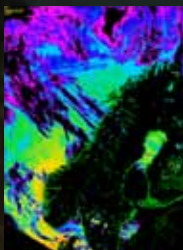
For two years researchers, teachers and student teachers are involved in the development of two web- and field-based teacher training courses at Nordic level, called Beneath the Polar Sky and Climate research in Polar landscape. The first training course is scheduled for August 2010. The courses give 10 ECTS credits at university level.

Birgit Strømsholm is in charge of the project on behalf of the Space Centre.

“This is unique; there are no equivalent courses that focus on polar research and the use of satellite images combined with observations and ongoing research,” she explains.

### INCREASE OF COMPETENCE

The headmaster of Steigen primary school in Northern Norway, Aasmund Gylseth, is pleased with the school’s participation in the project, as it is of great value to both teachers and pupils.



SEA SURFACE | Satellite photo indicating the sea surface temperature in the North Sea and the Norwegian Sea. (Photo: KSAT)





LONGYEAR GLACIER | Researchers and teachers involved in “Polar research in the classroom” and “PolarEduSpace” visiting the Longyear Glacier at Svalbard. (Photo: Helene Eide)



ROCKETS | Launching base for research rockets at Andøya in Northern Norway. (Photo: Birgit Strømsholm)

“For our school this project represents long-term modernisation of the way that scientific subjects are taught. We want the school as a whole to benefit from the knowledge that the project gives us, and to involve several teachers,” he explains.

“We have taken part in similar projects before, where our pupils used satellite pictures to map burial mounds and to follow the development of geological structures produced by glaciation. The children enjoy these assignments,” he adds.

#### NEW LEARNING METHODS

The web site Sarepta ([www.sarepta.org](http://www.sarepta.org)) has already proved to be an important tool in the classroom, and young students can easily access

information about weather and climate, ice in the Arctic, ocean currents, Sun-Earth interactions, satellite navigation and satellite communication, as well as information about rockets, the International Space Station and space shuttles. Teachers from all over Europe make use of these resources in their teaching.

The use of blogs in the communication between schools and pupils is still quite new.

“We know from experience that writing blogs has a positive effect on both commitment and the learning outcome of the young pupils,” concludes Birgit Strømsholm.

#### FACTS

Nordplus is the Nordic Council of Ministers’ most important programme in the area of life-long learning. It involves the Nordic countries and the Baltic States. The programme consists of Nordplus Junior, Nordplus Higher Education, Nordplus Adult and Nordplus Horizontal. Website: [www.nordplusonline.org](http://www.nordplusonline.org)

The Norwegian Centre for Space-related Education (NAROM) aims to organise space education and encourage recruitment to the space sector, promote appreciation of the benefits of space activities, and stimulate interest in science in general. The centre is co-located with Andøya Rocket Range on the island of Andøya in Northern Norway. NAROM is partly supported by the Norwegian Government. Website: [www.narom.no](http://www.narom.no)





**BOLOGNA COMING** | Student mobility is a crucial part of the cooperation programme between the University of Stavanger (UiS), Norway, and Arkhangelsk State Technical University (ASTU), Russia. Today, there are no UiS-ASTU research cooperation projects running, but that will change as soon as the Russian education system has adapted to the Bologna system and English is being widely taught. Photo from the Department of Petroleum Engineering at the University of Stavanger (UiS), Norway. (Photo: E. Tønnessen/UiS)

# The Future Lies in the Arctic North

**RUNO ISAKSEN**  
TEXT

“Our long-term goal is to strengthen Russia’s expertise in petroleum research and education. In 20 years, Arkhangelsk could evolve into Russia’s undisputed oil capital.

## ► NORSK SAMMENDRAG

Om 20 år kan Arkhangelsk seile opp som Russland udiskutable oljehovedstad. Det tror Terje Frøiland, administrativ leder ved Institutt for petroleumsteknologi, Universitetet i Stavanger (UiS). Store oljeselskaper er tungt inne i samarbeidet mellom UiS og universitetet i Arkhangelsk, som handler om å heve kvaliteten på petroleumrelatert utdanning og forskning i Russland. Framtiden ligger i Nordområdene, ifølge Frøiland.



**STRONG TIES** | “Our aiming is made possible because the academic and industrial world recognise that we have common interests in certain areas. Several of our professors have part-time positions in oil companies, while some oil company staff hold adjunct professor positions here at UiS. There are strong ties between the industry and UiS,” says Terje Frøiland, head of administration at the Department of Petroleum Engineering at the University of Stavanger (UiS), Norway.

Terje Frøiland is head of administration at the Department of Petroleum Engineering at the University of Stavanger (UiS), Norway. In 2007 UiS received NOK 3 million in funding through the Norwegian Cooperation Programme with Russia for a cooperative project with Arkhangelsk State Technical University (ASTU) on education in the petroleum sector.

### MODERNISING THE SYSTEM

Student mobility is a crucial part of the cooperation programme. In 2008 two Russian students were accepted for the MSc programme in Petroleum Engineering at UiS and two more will be accepted in 2009. Some of these may in time prove ready to move on to UiS’ PhD programme, Frøiland hopes.

“The idea is to educate Russian scholars here in Stavanger, getting them accustomed to the Bologna features and make them fluent in English too. Our long-term goal is that they should return to Arkhangelsk to become associate professors and later, professors – and help modernise the system from within.”

### OIL BOOM

And then in 20 years, Arkhangelsk could flourish and become the undisputed oil capital of Russia.

“Competence and wealth will swarm to the area and I think it is very likely that Arkhangelsk could experience a boom similar to what has happened here in Stavanger. But this will take time. Language barriers and bureaucracy are still the main obstacles.”

*What is this Norwegian-Russian cooperation really about, deep down: is it a matter of economic interests?*

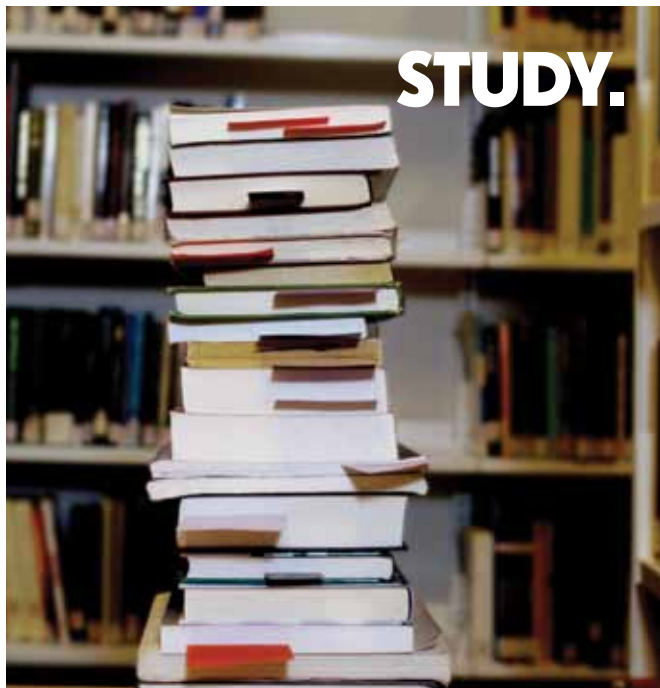
“We define our university as a public enterprise and therefore regard it as our duty to help to implement our government’s High North strategy. It is all about searching for, finding and exploiting the oil and gas resources in the most efficient manner and with the minimum negative effects on the environment. We have to be present wherever the oil industry is operational. These days in Norway, the industry is gradually moving from the North Sea and towards the Arctic North. The future lies in the High North.”

### FACTS

The contacts between UiS and ASTU started in 2005, initiated by the petroleum company Statoil ASA. At the time, Russia possessed expertise in land-based petroleum technology, but lacked competence in offshore technology, especially subsea. Perhaps Statoil could assist in raising the capacity at ASTU? The suggestion was put forward by local Russian politicians. UiS was contacted and given the task of identifying ASTU’s needs, setting up courses and developing study programmes.

With Statoil funding UiS developed eight courses at ASTU on “Offshore oil and gas fields development”, starting in 2006. The courses have since been implemented in ASTU’s five-year specialization programme, and from 2009 on will be entirely Russian run.

The Norwegian Cooperation Programme with Russia supports long-term collaboration in higher education and research between universities, university colleges and research institutes in Russia and Norway.



## Norge “hot” på engelsk

Åtte av ti velger Norge som studieland på grunn av studietilbud på engelsk. Det framgår av en større undersøkelse SIU har gjennomført blant internasjonale studenter i Norge. Kvalitet på utdanningen, Norges gode omdømme som studie- og forskningsland og norsk natur er de neste årsakene på listen over hvorfor studentene ønsket å komme til Norge. Hele åtte av ti er fornøyd eller svært fornøyd med oppholdet i Norge. Ikke uventet mener mange at det er for dyrt å leve i Norge og at det er vanskelig å finne deltidsjobb. Klimaet oppleves derimot ikke som

så ille som mange hadde forestilt seg før de kom hit.

Forskjellene på utvekslings- og helgradsstudenter er tydelige når det gjelder valg av utdanningsinstitusjon i Norge. Institusjonsavtaler er avgjørende for utvekslingsstudentene, som utgjør rundt 70 prosent av de som har svart på undersøkelsen. At lærestedet tilbyr program innenfor et relevant fagområde var viktigste grunn for flertallet av gradsstudentene, som også vektlegger betydningen av fasiliteter og moderne læringsmiljø. At det er gratis å stu-

dere i Norge var ikke blant de mest betydningsfulle faktorene.

Undersøkelsen er utført av SIU i samarbeid med universitetene og høyskolene i Norge, og omfatter grads- og utvekslingsstudenter på bachelor-, master- og ph.d.-nivå. Resultatene vil bli brukt i det nasjonale profileringsarbeidet som SIU har ansvar for. SIU har utarbeidet en nasjonal rapport om undersøkelsen.

### Nordic Master Program 2009

Nordisk Ministerråd følger opp pilotprosjektet med Nordic Master, som var lyst ut første gang i 2007. I 2009 lyses det ut opp til 1 million danske kroner per program, der hensikten er å utvikle et Nordic Master Program. Nordiske masterprogram er et viktig virkemiddel for sikre at de nordiske landene hevder seg i den globale økonomiske konkurransen, ved at utdannings-systemene produserer og formidler kunnskap på internasjonalt toppnivå. Et Nordic Master Program er satt sammen av kurs ved minimum tre høyere læresteder i Norden, og sikrer derfor en bred utdanning som kan trekke på det beste nordiske universiteter kan tilby.

### Samarbeid med Latin-Amerika

Argentina, Chile og Norge har en rekke sammenfallende satsingsområder for utdannings-samarbeid og viljen til økt samarbeid er stor. SIU var på delegasjonsreise til Argentina og Chile i november 2008 som et ledd i oppfølgingen av statsråd Tora Aaslands rundreise, hvor Norge undertegnet nasjonale avtaler som skal bidra til økt utdannings- og forskningssamarbeid med Argentina, Brasil og Chile.



– Argentinerne prioriterer som oss utveksling på master- og ph.d.-nivå og uttrykte stor interesse for å samarbeide med norske universiteter og høyskoler om utvikling av gradstilbud og felles læreplaner. Klima, fornybar energi og marine fag prioriteres i den norske strategien, og er også satsingsområder fra argentinsk og chilensk side, fastslår direktør i SIU, Gunn Mangerud.

### Call for NOMA-applications

The Norwegian Centre for International Cooperation in Higher Education (SIU) invites applications for grants to Master programmes to be conducted in English in the South, for the period 2010 to 2014.

NOMA (Norad's Programme for Master Studies) provides financial support to develop and run Master degree programmes in developing countries through collaboration between local and Norwegian higher education institutions. The overall aim of the NOMA programme is to contribute to the education of staff through strengthening capacity at the Master level in Malawi, Mozambique, Tanzania, Uganda, Zambia, Bangladesh, Nepal, Nicaragua, Bolivia and other eligible countries as decided by Norad. The prioritised academic fields are: Education; Environment, economic development and trade; Gender; Good governance, democratic development, human rights and migration; Health; HIV/AIDS; Oil and energy; Peace and conflict resolution.

A joint application should be submitted online to SIU no later than 30 June 2009. The NOMA Programme Board will make the final selection of the projects to be supported in October 2009. The selection will be based on inputs from two external evaluators, one from the South and one from the North, as well as assessment and ranking made by the applying institutions.

NORWEGIAN CENTRE FOR INTERNATIONAL COOPERATION IN HIGHER EDUCATION (SIU)  
PHONE: +47 55 30 88 00 FAX: +47 55 30 88 01 EMAIL: SIU@SIU.NO  
POSTAL ADDRESS: P.O. BOX 7800, NO-5020 BERGEN, NORWAY  
OFFICE ADDRESS: VASKERELVEN 39, NO-5014 BERGEN WEB: WWW.SIU.NO

