

**Fisheries and education are cornerstones of  
Norwegian development cooperation –  
Why are we still in need of fisheries scientists?**



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The Norwegian Fisheries Forum

“IMR - Pynten”  
13-14 Mars 2019

## Norway's responsibility

*As one of the richest countries in the world, Norway has a special responsibility. We all have a moral responsibility to combat injustice and promote development wherever we can. **We are actors in the history of world development.***

Report No. 35 to Stortinget (2003-2004) / Fighting Poverty Together





**Norwegian aid works - but not well enough**  
The results of Norway's international development cooperation 2007

In view of its extensive fishery expertise and relatively successful fishery administration, Norway receives many requests for assistance from developing countries

Partly as a result of Norwegian assistance and advisory services, Namibia now has one of the best fisheries management systems in the world

That is about all that is said about fisheries development

<http://www.norad.no/en/fools+and+publications/Publications/Publication+Page?key=109732>

## So when does aid work?



regjeringen.no

Regjeringen Stoltenberg II

Departementene

Tema A-Å

Nettstedsk



**UTENRIKSDEPARTEMENTET**



Søk hos Utenriksdepartementet

Søk på hele regjeringen.no

Del/Tips Ut

**Departementets forside**

Portalens forside

Arrangementskalender

Nett-TV

Verden i endring

Interesser og verdier

Fra nasjonal sikkerhet til globalt fellesgode?

Du er her: [regjeringen.no](#) / [Utenriksdepartementet](#) / [Refleks - norske interesser...](#) / [Serien "Globale Norge - hva... / Engasjement / Når virker bistand?](#)

### Når virker bistand?

**Alf Morten Jerve, seniorforsker, Chr. Michelsen Institutt (CMI), Bergen**

**Hvilke forutsetninger må være til stede for at bistanden skal virke? Hva er, ut i fra ditt syn, de viktigste konklusjonene fra de siste års debatter? Vi kan ikke gi bastante svar på når og hvordan bistand virker. Det er flere grunner til det. Bistand er som regel en "dråpe i et hav" av mange andre faktorer som påvirker utvikling.**

Samfunnsvitenskapelig forskning kan sannsynliggjøre årsakssammenhenger, men kan ikke bevise eller forutsi virkninger. Det er et stort rom for faglig fortolking av mulige virkninger av bistand. Bistand er heller ikke en enhetlig størrelse. Den kommer i mange ulike former og med ulike bindinger. Mye av forskningen på bistandseffektivitet har hatt en tendens til betrakte bistand som en enhet - skalt OPA. Svaret på spørsmålet om bistanden virker er dessuten i stor grad politisk

<http://www.regjeringen.no/nb/dep/ud/kampanjer/refleks/innspill/engasjement/erve.html?id=492745>

Shantayanan Devarajan  
David R. Dollar  
Torgny Holmgren

Devarajan S., Dollar D.R. and  
T. Holmgren eds (2001) *Aid*

...the conclusions are relatively uniform that the effects have been small compared with the ambitions. "*Aid cannot buy reform*".

However, aid in the form of **knowledge transfer and capacity building** has been a major factor in the political development in several countries (Devarajan et al 2001).


The study concludes:

"...The case studies reveal that TA [Technical Assistance] often is not well managed: it tends to be ineffective and is supply driven from the donor side...

...Where technical assistance has worked well, there has been a **genuine mutual learning** on the part of the local counterpart and the foreign expert". (Summary p. 35)

[https://www.google.com/search?q=Devarajan+Dollar+Holmgren+eds+2001+Aid+effectiveness&rlz=C391C1D1w3d3-1x01-BOOK\\_resultdet=resultsresnum=11&ved=0CD0Q6AEwCg#v=onepage&q=&f=false](https://www.google.com/search?q=Devarajan+Dollar+Holmgren+eds+2001+Aid+effectiveness&rlz=C391C1D1w3d3-1x01-BOOK_resultdet=resultsresnum=11&ved=0CD0Q6AEwCg#v=onepage&q=&f=false)

Evaluation Department

 **Norad**

**Evaluation of Norwegian Development Co-operation in the Fisheries Sector (2008)**

**Capacity development**

- "*Training, research and education have been a primary focus of much of Norway's development co-operation in the fisheries sector.*
- *The approach taken, with a long-term vision, particularly with respect to fisheries research and stock assessment, has been effective in developing human resource capacity in the sector and has shown good sustainability as many people remain within sector institutions*" (p. 13)

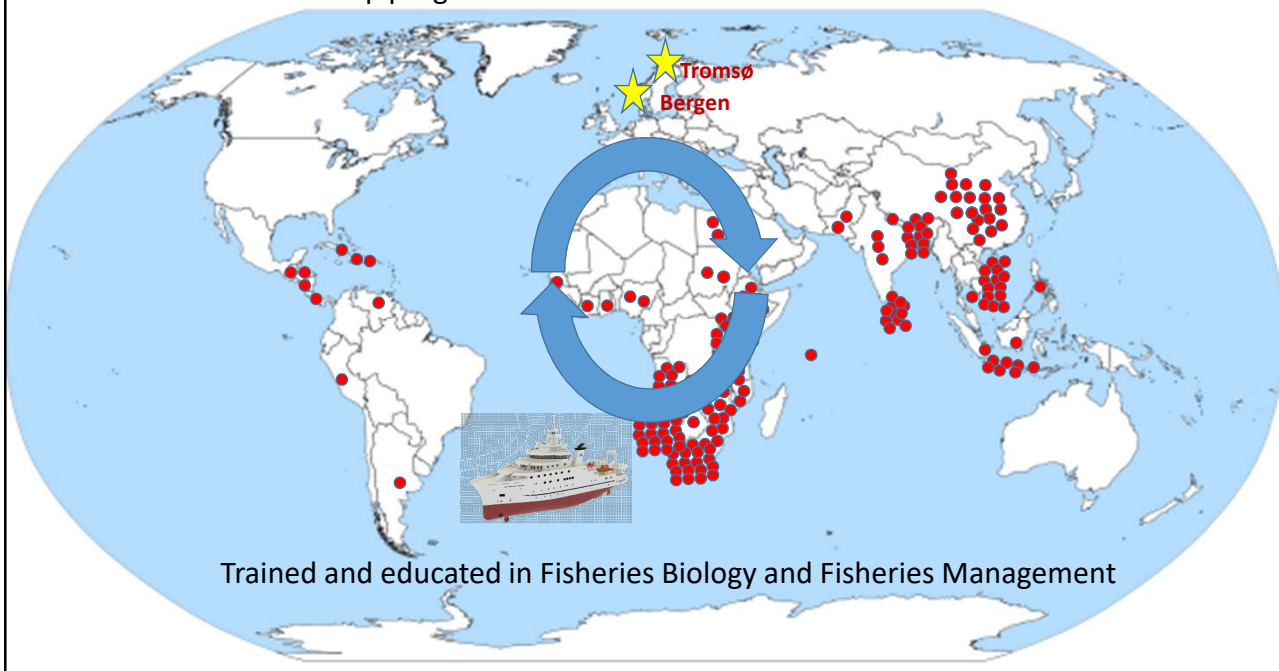


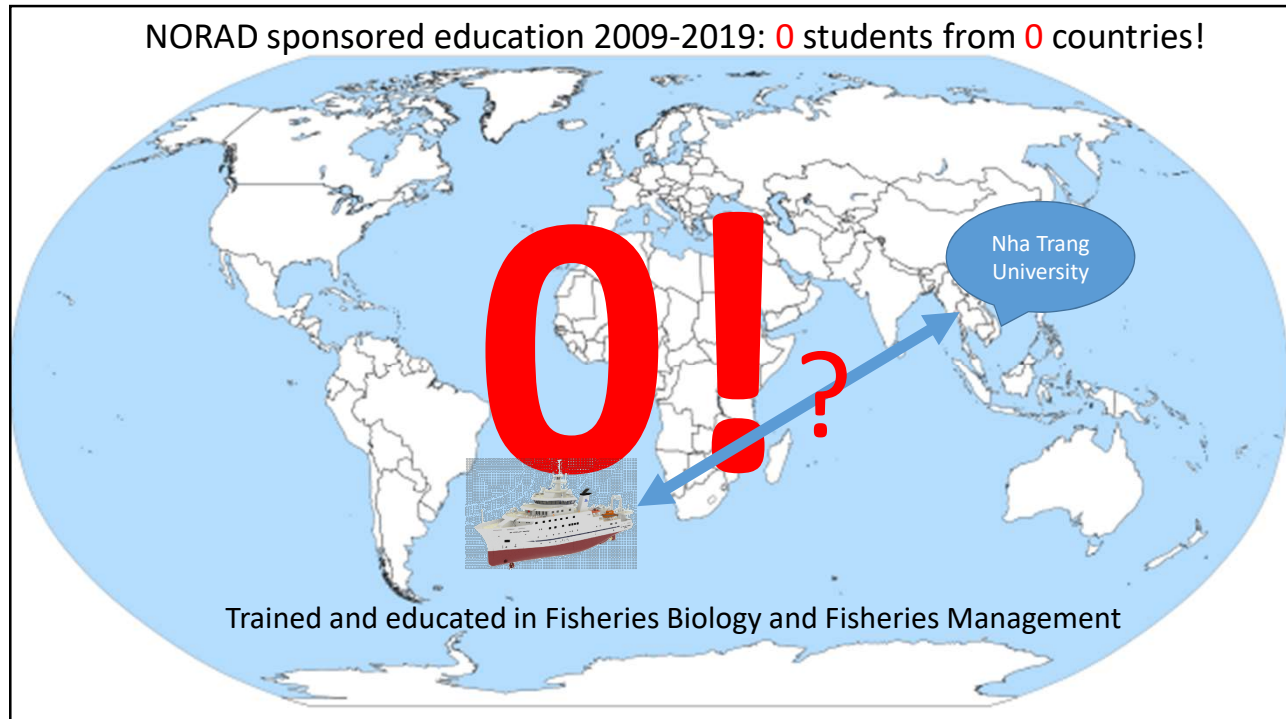
## Evaluation of Norwegian Development Co-operation in the Fisheries Sector (2008)

- “The Norwegian long-term commitment to the **education and training** of fisheries sector personnel has been **very effective** in **developing** the human resources **capacity** of the sector in **developing countries**.”



NORAD Fellowship programme 1983-2008: 214 students from 40 countries





## NORAD Fellowship Programme (UiB and UiT)

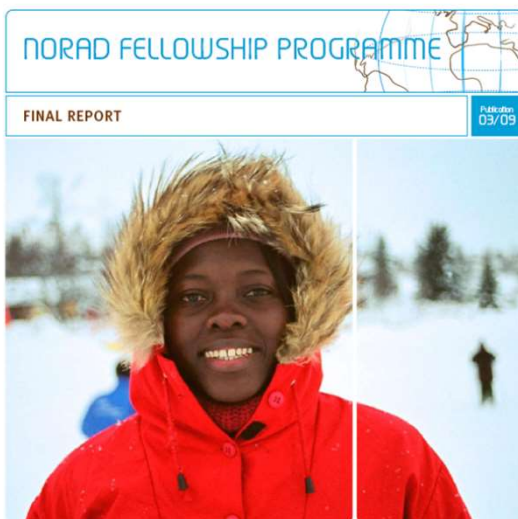
“Fisheries Biology and Fisheries management”

- 25 years (1983-2008)
- 2014 students from 40 countries (mainly from other countries)
- The overall majority have returned to their institutions
- Many have become permanent secretaries, directors..)
- They are on nearly every country we work with
- They are Norwegian ‘ambassadors’ for the rest of their lives
- The education in Norway is an area where we have worked longest and failed least

The 'Nansen Club' or 'Norway alumni'

## In 2008 we had apparently trained enough

- The Norad Fellowship Programme was replaced by NOMA (later NORHED) with the explicit aim that only a minority of the activities should take place in Norway
- All fellowship courses were dissolved – a few were attempted re-established in developing countries.
- Years of experience and the hard won integration with Norwegian institutions and students was lost.
- The direct link between technical implementing institutions (e.g. Nansen/IMR) and educational institutions (UiB, UiT) was lost.
- What was the philosophy? Why did we change a winning horse?



“.. the main reason for closing down the Norad Fellowship Programme was that rather than supporting individuals from developing countries who wanted to study in Norway, as well as the Norwegian universities themselves, Norad and the Ministry of Foreign Affairs instead wanted to contribute towards capacity development by directly supporting universities in developing countries.”

So we support institutions – not individuals?

All the individuals we trained came from institutions

## One Size Doesn't Fit All



Norwegian assisted education in fisheries disappeared with NOMA

-because there are NO counterparts in the South to cooperate with

-because not all universities can afford such a specialised study

-and because technical aid and higher education was separated

It is a great paradox that Norwegian students are strongly advised to take part of their education internationally, while students from developing countries have no possibilities to study in Norway



## Recommendations of the fisheries evaluation:

- With respect to *training* it is recommended that short course and BSc training be carried out where feasible *in the partner country*.
- Where more specialised courses are not available in the partner country, then training could be carried out at *regional institutions*, for example in *South Africa* (Southern Africa), *Tanzania, Kenya and Mauritius* (East Africa), *Thailand* (SE Asia) or the *United States* (Central America).

In short: Anywhere else but Norway !

*A partnership between South Africa and Norway*

“The proposal is well written and demonstrates a high capacity to develop and implement projects. The topic addressed is also very important and of great relevance to the Southern African Region.”

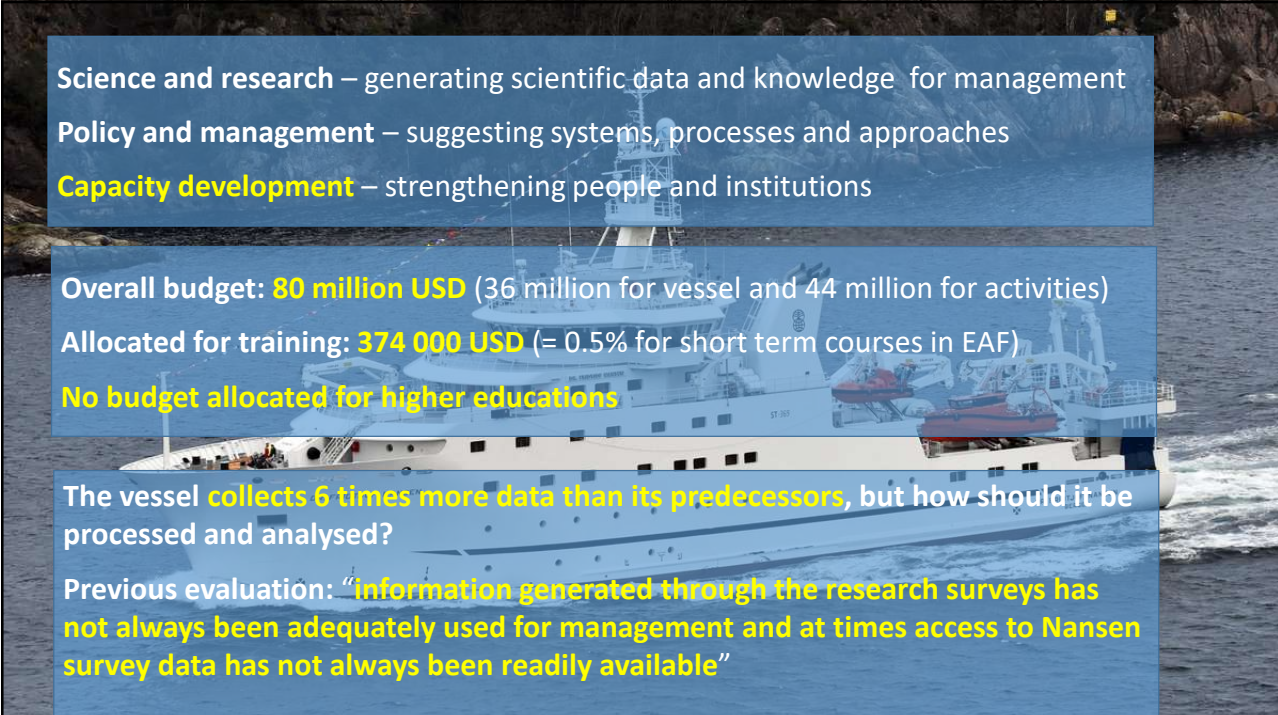
“The project also satisfies the NORHED objective of capacity development for higher education and research.”

“However South Africa is an Upper Middle Income Country and hence does not qualify in terms of geographic relevance.”

CEN  
EDU  
RES

A cons  
-ment a regional centre of excellence in aquatic science, perhaps the  
firm of its kind in Africa, with support from the Norwegian Agency for  
Development Cooperation





Science and research – generating scientific data and knowledge for management  
 Policy and management – suggesting systems, processes and approaches  
**Capacity development** – strengthening people and institutions

Overall budget: **80 million USD** (36 million for vessel and 44 million for activities)  
 Allocated for training: **374 000 USD** (= 0.5% for short term courses in EAF)  
**No budget allocated for higher educations**

The vessel **collects 6 times more data than its predecessors**, but how should it be processed and analysed?

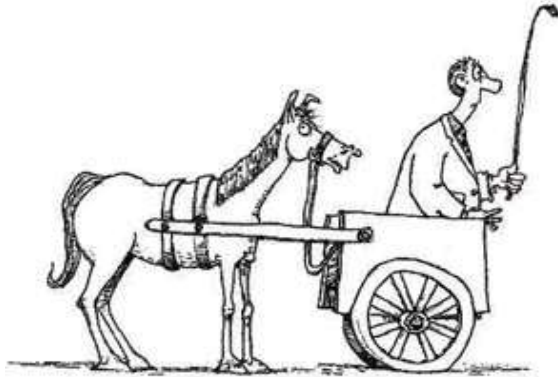
Previous evaluation: **“information generated through the research surveys has not always been adequately used for management and at times access to Nansen survey data has not always been readily available”**

## Conclusions:



- Developing countries have very limited access to high level fisheries education and capacity building for managing their aquatic resources.
- Very few universities worldwide offer this specialised training
- With Blue Growth, SDGs, Decade of Ocean Science, Ecosystem approach, etc. there is a high demand for highly trained scientists and managers
- Norway is now repeating the old failed approach of offering technical assistance without building the foundations for its sustainability, which is simply adequate local capacity!

Thank you for your attention



“All people make mistakes, but only wise people learn from their mistakes”

Winston Churchill