

2023 ANNUAL REPORT





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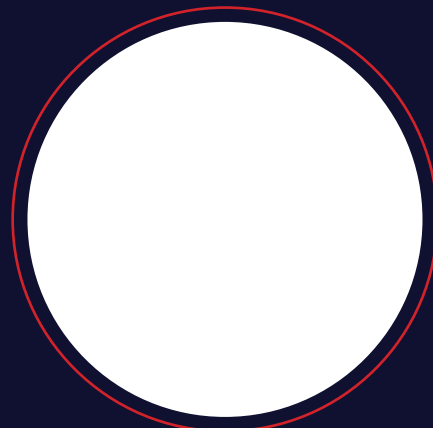
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International
research
communities,
institutional
partnerships, and
increased mutual
understanding
are dividends our
funders can count
on

EXECUTIVE DIRECTOR'S GREETING

War – what is it good for? (Absolutely nothing...)

Barrett Strong / Norman Whitfield

In his remarkable book *The Arrogance of Power*, JW Fulbright argued that American arrogance, which can manifest itself as an ignorance of other cultures and of other ways of seeing the world – was a major threat to lasting world peace.

The book is shocking in its directness, and it's quite astonishing that the Chairman of the U.S Senate Foreign Relations Committee in 1966, at the height of the Cold War, could write with such candor about the war in Vietnam, and about the moral dilemma of war in general.

For example, he writes:

The view of communism as an evil philosophy is a distorting prism through which we see projections of our own minds rather than what is actually there. Looking through the prism, we see the Viet Cong who cut the throats of village chiefs as savage murderers, but American flyers who incinerate unseen women and children with napalm as valiant fighters for freedom.”

Fulbright was not trying to suggest that the Viet Cong were the good guys and the Americans the bad guys, but he had the gumption and the brazenness to raise the very difficult issue of moral equivalence – one man's terrorist, another man's freedom fighter – and was reminding Americans that they'd better be damn sure there were no “distorting prisms” in the way when they were deciding whether it was morally acceptable to kill people, including many innocent civilians, in Vietnam.

He was also insisting that humility, circumspection, inquisitiveness, and curiosity about others – all of them human qualities that simply cannot be reconciled with arrogance – were imperatives for the realization of world peace.

And clearly, the kind of arrogance Fulbright was talking about is not a peculiarly American phenomenon; it is endemic and can pertain anywhere there are nations and national identities. Fulbright hoped that by “turning nations into people” his exchange program might in a modest way contribute to the lofty goal of once and for all overcoming the absurdity of war.

Fulbright’s biographers tell us that as he was getting on in years he became less interested in politics, strategy, and gamesmanship, and that he had little patience with those who held forth about the primacy of foreign and military concerns, and about the heady abstractions of ideologies, which he dismissed as romantic nonsense.

National identities, and alliances that united one group of likeminded nations against another, were obscuring an important truth – “that the nation performs its essential function not in its capacity as a power; but in its capacity as a society – and that the primary business of the nation is not itself, but its people.”

And he is endlessly quotable on the paramount importance of those peoples’ personal response to the world around them - specifically a person’s attitudes, prejudices, and entrenched interpretations of the world - and the role of personal experience in shaping their responses.

In 1966, as Chairman of the Senate Committee on Foreign Relations, Fulbright chaired a hearing on the Psychological Aspects of International Relations, in which several prominent psychologists and psychiatrists testified. In his opening statement Fulbright stated:

Recognizing as we must, that human nature is the ultimate source of war and peace, and of wisdom and error in public policy, we are concerned in today’s hearing with general psychological principals which may contribute to our understanding of the problems of foreign policy.

He goes on to describe as the overarching objective of the hearing, “the task of probing the mystery of man’s peculiar propensity to kill – and even enjoy killing on a mass basis when such crimes are sanctioned by his country or society.”

The quote recalls a reflection by another great statesman and humanitarian, the Norwegian national hero, scientist and Nobel Peace Prize laureate Fridtjof Nansen, who like Fulbright was keenly interested in the potential of human compassion to overcome national enmity, war and human cruelty. In his 1916 book “Friluftsliv: blad av dagboka” (Sporting days in wild Norway: pages from my diary), Nansen writes vividly about the life-affirming exhilaration of a hike in the pristine nature of the Norwegian mountains, when his reveries are suddenly interrupted by involuntary images of the hideous carnage then going on in the trenches of WWI. Even up here in the idyll of the mountains he cannot escape his recollections of heaps of maimed flesh, the sounds of wailing women who have lost their children, and the ghastly horrors of the battlefields. His elation turns to despair as he considers what is happening in “civilized” Europe, and he rails against the very concept of war: “When a man gets a uniform, clothes of a certain fit and color, and an order, he has a right to do just anything: drop bombs from the air on peaceful towns, on industrious citizens going about their daily business unsuspecting, destroy homes, property, livelihoods. Treacherously, without warning, the uniformed men may send ships with people – with women, men and children - to their deaths.”

And he asks himself incredulously: "Is something good, a new day, supposed to come out of this mad, berserker frenzy?!"

These dark musings in *Friluftsliv* make it legitimate to question the appropriateness of using Nansen's name for a class of warships, or for the government's invoking what is perhaps his most famous quote - "But no realpolitik in a civilized society is thinkable without it being based on compassion, reciprocity, helpfulness, trust" - to introduce its massive arms assistance package for Ukraine. And Nansen's rhetorical question- what good will possibly come of this?! - is one that should be asked more often and urgently today.

Fulbright too, in *Arrogance of Power*, questions the sanctioning of murder by men and women in uniform:

"Under normal circumstances, most people would say immediately and instinctively "no" if asked whether they were proud of their country's ability to kill and destroy. But in a war all that changes, and in the course of dehumanizing an enemy - and this is the ultimate fallout from any war - a man dehumanizes himself. It is not just the naturally bellicose, the thwarted or the twisted personalities that become dehumanized in a war. It is everyman: the good and decent citizen who looks after his children, who is considerate of his neighbors and kind to animals. It is he who ultimately prays the obscene War Prayer of Mark Twain."

Fulbright goes on to quote to quote this prose poem by Mark Twain, which is an indictment of war so uncompromising that his family and friends pressured him not to publish it, fearing it would be regarded as profane. It was first refused by *Harper's Bazaar* in 1905, but published in *Harper's Monthly* in 1916, ten years after Twain's death.

In the War Prayer, an aged "stranger" turns up among a congregation of patriots praying for success in an imminent war. The stranger says he has come to clarify what it is they are actually praying for, and then provides a grisly, horrific account of the suffering and destruction they are in fact wishing upon their enemies. The poem concludes, "It was believed afterward that the man was a lunatic, because there was no sense in what he said."

The poem, and Fulbright's use of it to convey the grander, overarching vision of his exchange program, is especially relevant today, perhaps more important than ever, but also harder than ever to understand and to accept.

There are those who dare to talk about peace, even today, and who argue that if we are ever to see the end of war, society must first transcend "Warism" - what philosopher Duane Cady has defined as the primary obstacle to peace, namely "taking war for granted as morally acceptable, even morally required." But in today's fraught situation, such people are likely to be contemptuously dismissed, like Twain's stranger, as lunatics - our congregation finds no sense in what they say.

And honestly, how does one respond to the brutal invasion of a sovereign country, if not with force? It's a fair question, but not the right one; the Fulbright program is a long-term and cautionary project, perhaps utopian, but which aims to change the mindset that allows these things to happen. It cannot stop the actions of tyrants and war-mongers, but perhaps help prevent them from finding a foothold in society. And perhaps help provoke in all of us the kind of anguished epiphany that rattled Nansen as he was lost in the unearthly beauty of

the Norwegian mountains.

About the absolute folly of war Fulbright spoke often and passionately, and said many things, including “What a paradox if our own cleverness in science should force us to live underground with the moles.”

If that should come to pass, we surely won't be pointing fingers and blaming our adversaries, arguing over who started it, or who was right and who was wrong, but we'll be blaming ourselves, and asking only one thing - how on earth could we ever let this happen? That's what the Fulbright program is fundamentally about, and we should not lose sight of it.

Oslo, 13 March 2024



Petter Næss, Executive Director



The 2023-24 cohort of U.S. Fulbrighters is in fact the largest we have welcomed to Norway since the 1950s

LETTER FROM THE GOVERNING BOARD

The Fulbright program has been the flagship exchange program between Norway and the United States for more than seven decades, and has enriched the lives – and brains – of nearly 6000 Norwegians and Americans who have benefited from a Fulbright exchange between our two countries during these years.

In 2023-24 Fulbright Norway awarded grants to a total of 65 outstanding students and scholars; 39 Americans came to Norway, and 26 Norwegians went to the United States. They came here and went there to study and do research, to teach and to learn, to experience the people, culture and nature of another country, and above all to contribute to the important collaboration and mutual understanding that is the bedrock of our bilateral relationship.

The 2023-24 cohort of U.S. Fulbrighters is in fact the largest we have welcomed to Norway since the 1950s, and the Board is not shy about citing this as evidence that we are doing something right. That “we” of course extends beyond Fulbright to our many partners in the entire higher education and research community in Norway, and to all who make Norway such an attractive destination for American students and scholars.

The Board wishes to share, through the texts and photos in this report, an inkling of what constitutes the transformative “Fulbright experience,” as well as provide a sampling of the incredibly diverse range of intellectual pursuits this program helps to facilitate.

Students and scholars are still coming to Norway, as they’ve been doing for more than 70 years, to study what they find interesting about this country; Ibsen and Grieg, the Norwegian welfare state, the Harding fiddle, how a small country like Norway manages to “punch above its weight” in the international community, and other topics that one might say were “typically Norwegian.”

While “what is interesting” about Norway - or the United States, or any nation - might still be a perfectly good reason for pursuing research in that country, we are seeing that the research topics that dominate exchange, both ways between Norway and the United States, are becoming far more diverse; this reflects not only a dramatic internationalization of knowledge and research, but also an increasing awareness of how essential internationalization is for addressing the national and global challenges facing society today.

These days when Fulbrighters explain their motivation for choosing one country or institution over another, they are more likely to talk about “what is excellent” than “what is interesting.” The Board applauds this development; it means the best minds are seeking out the best institutions, for the benefit of both. And this benefit accrues to both countries; an illustrative example might be the geneticist who will go to Princeton next year to share her unparalleled knowledge of (and data from) Norwegian biobanks, and while there benefit from Princeton’s cutting edge expertise (and equipment) for applying AI and machine learning methodologies to enhance understanding of genetic predisposition to cancer.

Another example might be the many top-notch American Fulbright students and scholars who come to Norway to do fieldwork in the Arctic, and to collaborate with preeminent polar researchers at world-class research facilities, thereby enhancing understanding on both sides of the Atlantic of global climate change. The opening of Round IV of the Fulbright Arctic Initiative with a plenary meeting in Tromsø in September, 2024, will accentuate Norway’s leading role in this field.

The Board is confident that such bilateral Fulbright synergies, of which there are many examples, will confirm the wisdom of the Norwegian government’s decision to exempt Fulbrighters from the newly implemented tuition regime for non-EU students, an exemption for which we are most grateful.

The Governing Board is unanimous in its praise for the excellent work done by the Commission’s small but efficient staff of four, who work closely together in managing the American and Norwegian scholarship programs, promoting the Fulbright program, and moving it forward with innovative ideas, energy and determination.

All staff members are professionals and have education and experience that is directly relevant to international educational exchange. The Board is pleased to note that the working environment in the Commission is excellent; one indication of that is that the Executive Director, who has been there for 14 years, is still the most junior member of the staff!

The Norwegian government continues to contribute well over half the total program funding, making the program a truly bi-national effort, and an effort in which both countries in equal measure are sponsors and beneficiaries. Through its Centre for Foreign Languages in Education and the Directorate for Education and Training, the Norwegian Ministry of Education and Research also provides invaluable assistance with promoting the Roving Scholar program to Norwegian teachers.

Beyond the gratitude owed both governments for financial support, the Governing Board greatly appreciates vital facilitative support for seminars and representational events and sundry assistance rendered by the Norwegian Ministry of Education and Research, the Norwegian Ministry of Foreign Affairs, the Directorate for Higher Education and Skills, and the United States Embassy.

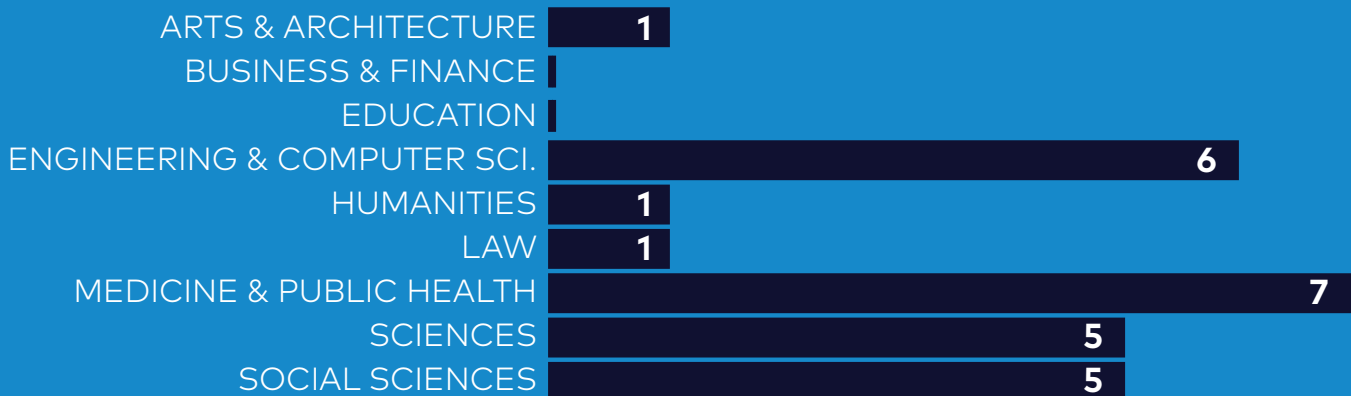
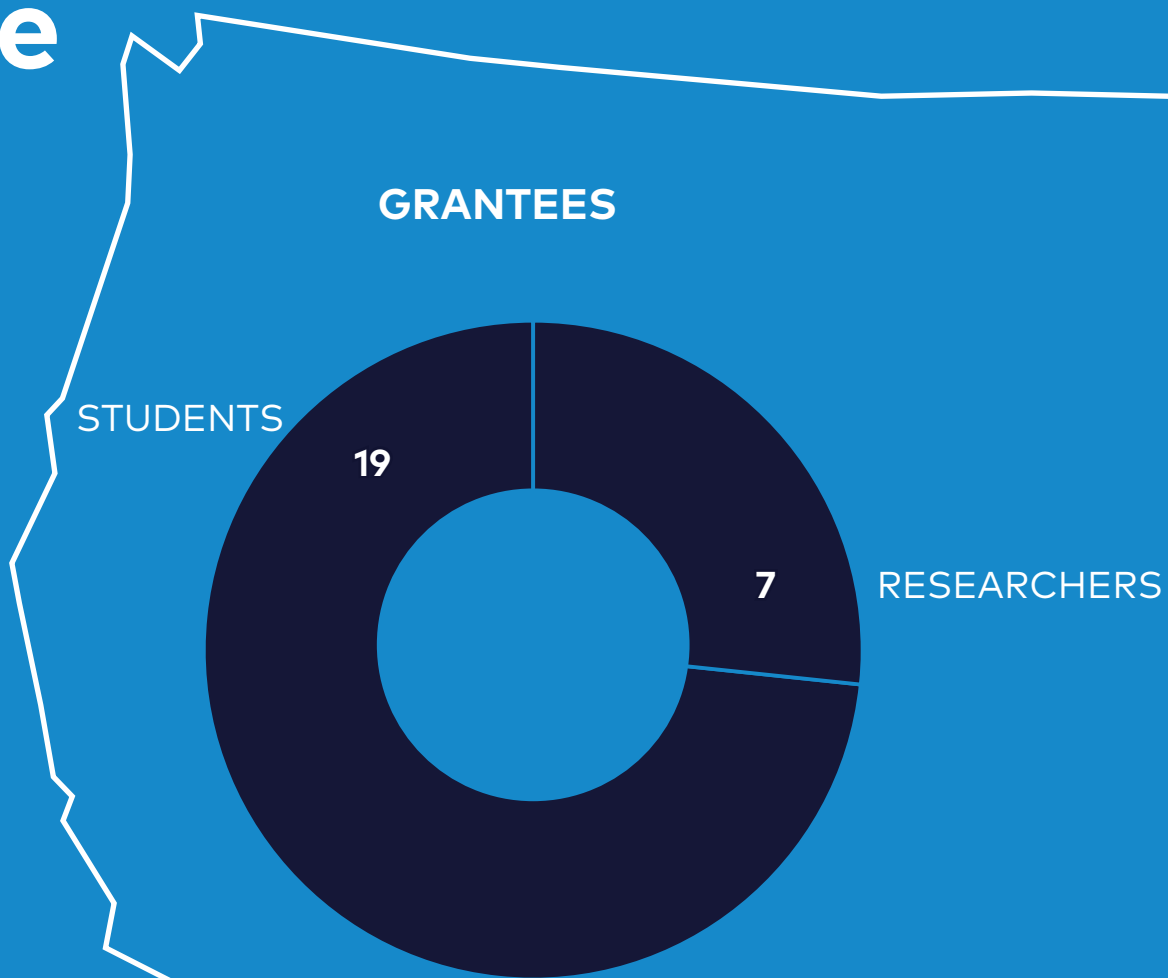
Oslo, 13 March 2024




Kristin Danielsen, Chair of the Board (From January 1st, 2024)



Fulbrighters In The U.S.





Each year a group of distinguished Norwegian Fulbright grantees travels across the Atlantic to pursue research, lecturing, and educational opportunities in the United States. Our grantees study and conduct research at some of the world's finest educational and research institutions; this year Norwegian Fulbrighters are at Yale, Stanford, M.I.T., U.C. Berkeley, and Columbia, among other excellent universities. They are both contributing to and profiting from the vibrant academic host communities in the United States, and will bring with them a wealth of valuable knowledge and experience when they return to home institutions in Norway; the U.S. Fulbrighters in Norway undergo a corresponding process of reciprocal enrichment while here in Norway, and bring new insights back to their home institutions. As such, the mutual exchange of Fulbright students and scholars between Norway and the United States is an invaluable asset for the scholarly communities of both countries.

A list of the Fulbright grantees in the U.S. funded in FY 2023 can be found on the next page.



26

TOTAL FULBRIGHT
GRANTS AWARDED
IN 2022

19

NORWEGIAN
STUDENTS

16

UNIVERSITIES IN
THE US HOSTING
FULBRIGHTERS IN 2022-
23

7

NORWEGIAN
RESEARCHERS

HIGHLIGHTED 2023-24 GRANTEES



MARIE HELENE EIKEMO
UNIVERSITY OF OSLO -
UNIVERSITY OF MICHIGAN
MEDICAL SCIENCES

Eikemo will draw on her background in neuroscience and psychology to test whether the subjective experience of opioid drugs in the surgical setting is predictive of problematic drug use. Among the millions of people who undergo surgery every year, 5-15% develop persistent opioid use. Identifying key risk factors can enable more efficient prevention of drug use disorders.



**STEVE CARTER FEUJO
NOMENY**
NTNU - MIT
COMPUTER SCIENCE

Nomeny will continue his master's degree in cybernetics and robotics, specializing in the development of autonomous navigation and control systems for vehicles. By applying principles from computer vision, robotics, and control theory, he aims to design efficient and safe autonomous systems for aerial mobility.



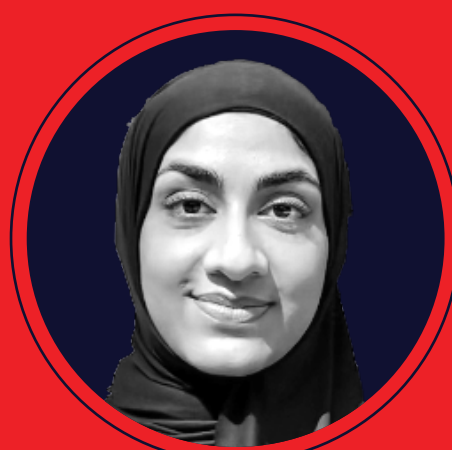
INGEBORG DALHEIM
NORWEGIAN ACADEMY OF
MUSIC - UC LOS ANGELES
MUSIC

Dalheim will work on her PhD which focuses on vocal repertoire of the early 20th century, using original gramophone recordings to learn the style of the female classical singers of the time. As a continuation of this, she will explore dimensions of the female voice, its expressions, and femininity, and how we listen to female voices.



JACOB JOREM
UNIVERSITY OF OSLO -
COLUMBIA UNIVERSITY
MEDICAL SCIENCES

Jorem will work on his interdisciplinary PhD in mental health, law and ethics. He will study the competence to consent as a legislative condition for coercion in mental health care. His work will enhance the understanding of competence-based mental health legislation.



ATOOFAH NAQVI
NORWEGIAN MINISTRY
OF FINANCE - COLUMBIA
UNIVERSITY
LAW

Atoofah will pursue a Master's of Law (LLM), specializing in international law. Through her LLM, she seeks to deepen her understanding of the development of functional international law. Her research interests include public international law, international criminal law, and financial market law and regulation.



ANDERS EINUM
UNIVERSITY OF BERGEN -
NIEHS
MEDICAL SCIENCES

Einum will continue his work on a PhD in perinatal epidemiology, exploring the effect of progesterone treatment on the prevention of preterm birth in a low-risk population. By identifying long-term adverse effects for mother and child, new insights into the mechanisms and safety of pharmacological therapy during pregnancy can be obtained.

THE 2023-24 NORWEGIAN GRANTEES

RESEARCH

BEATE HENNIE GARCIA Medical Sciences
University of Tromsø - Northeastern University
ODD ERIK GARCIA Physics
University of Tromsø - Massachusetts Institute of
Technology
MARIANNE SINGSAAS Sociology
Telemark Research Institute - Cornell University
ELI SMEPLASS Social Sciences
Norwegian University of Science and Technology -
Ohio State University
SIRI WEIDER Psychology
Norwegian University of Science and Technology - UC
San Diego

RESEARCH (POST DOC LEVEL)

MARIE HELENE EIKEMO Medical Sciences
University of Oslo - University of Michigan
ALEKSANDER ÅRNES Madsen Sociology
University of Oslo - Stanford University

PHD LEVEL GRANTEES

INGEBORG DALHEIM Music
Norwegian Academy of Music - UC Los Angeles
ODA KAROLINE STORBRÅTEN DAVANGER Philoso-
phy
Norwegian University of Science and Technology -
Emory University & The New School
GINA ARNESEN ECKHOFF Economics
Norwegian University of Science and Technology -
University of Chicago
ANDERS EINUM Medical Sciences
University of Bergen - National Institute of Environ-
mental Health Sciences
NINA KRISTINE ERIKSEN Physics
University of Bergen/UNIS - Boston University
JACOB JOREM Medical Sciences
University of Oslo - Columbia University
KRISTINE KNAPPSKOG Medical Sciences
Haukeland University Hospital - University of Texas
Medical Branch
MAREN LERFALD Public Health
Norwegian University of Science and Technology -
Yale University
MARIANNE STENBEKK THORKILDSEN Medical Sci-
ences
Norwegian University of Science and Technology -
Yale University

MASTER'S LEVEL STUDIES

TINUS FURNES ALSOS Computer Science
Norwegian University of Science and Technology -
Massachusetts Institute of Technology (MIT)

FELIX BAASTAD BERG Mathematics
Norwegian University of Science and Technology -
Massachusetts Institute of Technology (MIT)
JOHANNES IHLE Engineering
Norwegian University of Science and Technology -
Massachusetts Institute of Technology (MIT)
SAIM NAVEED IQBAL Computer Science
Norwegian University of Science and Technology -
Massachusetts Institute of Technology (MIT)
ADAM PAWEL KOSINSKI Physics
Norwegian University of Science and Technology - UC
Berkeley
STEVE CARTER FEUJO NOMENY Computer Science
Norwegian University of Science and Technology -
Massachusetts Institute of Technology (MIT)
TRYGVE JOHAN KJELLEMO TEGNANDER Mathe-
matics
Norwegian University of Science and Technology - UC
Berkeley
EDVARD HOFSLI ULSTRUP Engineering
Norwegian University of Science and Technology -
Massachusetts Institute of Technology (MIT)
ANDREA WESENBERG Computer Science
Norwegian University of Science and Technology -
Massachusetts Institute of Technology (MIT)

MASTER'S DEGREE

ATOOFAH NAQVI Law
Norwegian Ministry of Finance - Columbia University



2023-24 Norwegian Grantees to the US



2023-24 Norwegian Researcher Marianne Singsaas



2023-24 Norwegian Student Anders Einum and family



2023-24 Norwegian Researcher Beate Hennie Garcia



2023-24 Norwegian Reasercher Eli Smeplass



2023-24 Norwegian Student Steve Carter Feujo Nomeny



2023-24 Norwegian Student Saim Iqbal



2023-24 Norwegian Reasercher Eli Smeplass

RETURNING FULBRIGHTERS FROM 2022-23



GORAN DURAKOVIC

MIT
ENERGY

I came to MIT in pursuit of learning state of the art technologies and research techniques, and I am happy to share that this goal was met. It is no secret that MIT harbors world-leading experts in their respective fields, and it has been nothing short of inspiring working together with these professors and students.

However, while being the primary motivation for coming to MIT, this is not the reason I will miss my time in Boston. Instead, it is the people that I remember most fondly. Through my research and extra-curricular participation, I have engaged with people from all over the world, and I am glad to now call many of them my friends. These are friendships that I look forward to nurturing even after our studies, through future visits and travels together. Without my stay in the U.S., which was completely enabled by the Fulbright program, I would never have met these wonderful people.



EILI TRANHEIM KASE

UC SAN DIEGO
PHARMACOLOGY

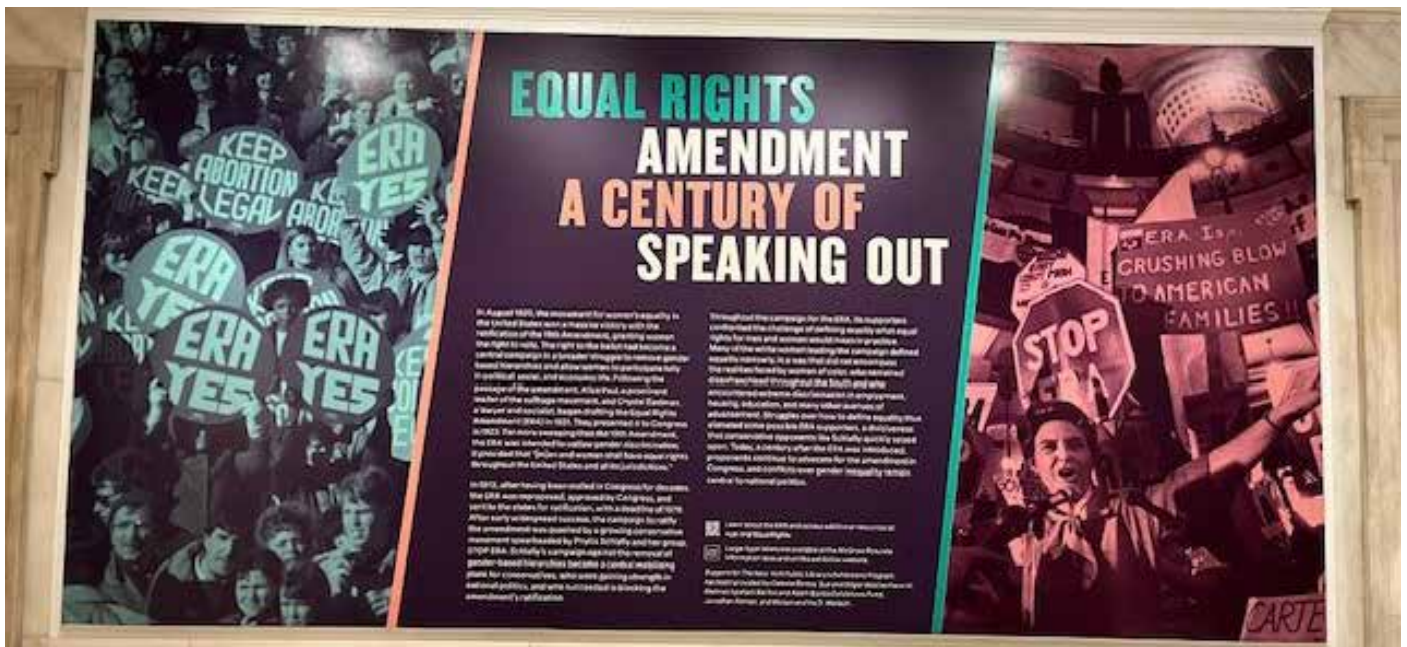
I have had the opportunity to be a part of a very active and large laboratory at UCSD learning new methods that I can bring home to my laboratory and colleagues. I have experienced another way of running a laboratory and met a lot of international PhD and post doc students. I attended a Fulbright Enrichment Seminar where I met many amazing researchers and people – it is highly recommendable! Personally, I got to experience a very different culture from my own through travelling and through my childrens school and sport activities. Thank you for a wonderful experience!



TOMAS TOBIASSEN

HARVARD UNIVERSITY
LAW

I spent five months as a Visiting Researcher at Harvard Law School to work on my dissertation on constitutional law, and had a great time in the vibrant, inter-disciplinary and intellectually curious academic environment that is Harvard Law School. Academically, I got guidance from my academic supervisor, Professor Vicki C. Jackson, on what to research to meet my academic goals. I had access to the world's largest law library, both in terms of physical and electronic volumes, according to the very helpful HLS Library staff. I learned a lot from auditing classes with American JD students, international LLM students and other Visiting Researchers, and beyond my narrow academic interests there were lively debates about the future of US Constitutional Law basically everywhere. While Cambridge is pretty much a liberal bubble, the Law School has a contingency of the powerful conservative organization The Federalist Society, which paves the way for Republican nominations for federal judge. While American academia is decidedly more politicized than back home, with demonstrations, walk-outs and fellowships being denied for political opinions, the lively character of it makes for new insights, in the classroom or at the bar, accompanied by new friendships.



MARIANNE SINGSAAS
 CORNELL UNIVERSITY
 SOCIOLOGY

Empowering Narratives: Tracing Women's Rights from Seneca Falls to the NY Public Library

In an odyssey bridging historical landmarks and contemporary advocacy, I embarked on a journalistic exploration that traversed the Women's Rights National Historical Park in Seneca Falls, culminating in a thought-provoking conversation with the US National Organization for Women (NOW) at the iconic New York Public Library.

Seneca Falls: Where It All Began
 Seneca Falls, nestled in the heart of upstate New York, served as the cradle of the women's rights movement, and the Women's Rights National Historical Park stands as its living monument. The visit unfolded like a historical tapestry, each exhibit revealing the indomitable spirit of pioneers who convened in 1848 to script a new chapter in the pursuit of gender equality. As I traversed the park, the Wesleyan Chapel echoed with the echoes of revolutionary speeches. The Seneca Falls Convention, marked by the drafting of the Declaration of Sentiments, was a turning point challenging societal norms. Park rangers have become custodians of tales, unraveling stories of suffragists like Elizabeth Cady Stanton and Lucretia Mott,

who sowed the seeds for the relentless fight for women's rights. The park was not a mere memorial but a living classroom, illustrating the continuum of challenges and victories. Conversations with visitors underscored the global resonance of these struggles, with tourists from various corners of the world seeking inspiration from Seneca Falls to fuel their own advocacy back home.

NOW at the NY Public Library: A Modern Discourse

Transitioning from Seneca Falls to the bustling landscape of Manhattan, the New York Public Library set the stage for a crucial dialogue with the US National Organization for Women. The current Women's Rights Exhibition at the New York Public Library is a dynamic exploration of the ongoing struggle for gender equality. Through captivating artifacts and multimedia displays, the exhibit vividly chronicles the historical milestones and contemporary challenges, creating a powerful narrative that resonates with visitors of all backgrounds. The exhibition became a crucible for discussing contemporary challenges in the realm of women's rights. NOW representatives, impassioned and strategic, unpacked the multifaceted facets of their advocacy. The conversation touched upon issues like the gender pay gap, reproductive rights, and the intersectionality of gender

struggles. NOW's commitment to inclusivity shone through, emphasizing collaboration and amplification of diverse voices as catalysts for change. As the discourse unfolded, the historical backdrop of the women's rights movement cast a long shadow. The struggles of the past were not forgotten; they were foundations on which NOW built its mission. The intergenerational dialogue in the library's hallowed halls served as a testament to the enduring spirit that animates the fight for gender equality.

*This is an excerpt from Marianne's report after receiving the Nations Into People supplementary travel grant. A grant with the focus of on getting to know and experience American/Norwegian culture outside of academia and outside the local community where the grantee is staying in either the US or Norway.



Fulbrighters In Norway

39

TOTAL U.S. FULBRIGHTERS
TO NORWAY FUNDED IN
FY 2023

13

ALL DISCIPLINE SCHOLARS
IN FY23

23

TOTAL SCHOLARS IN THE
2023 COHORT

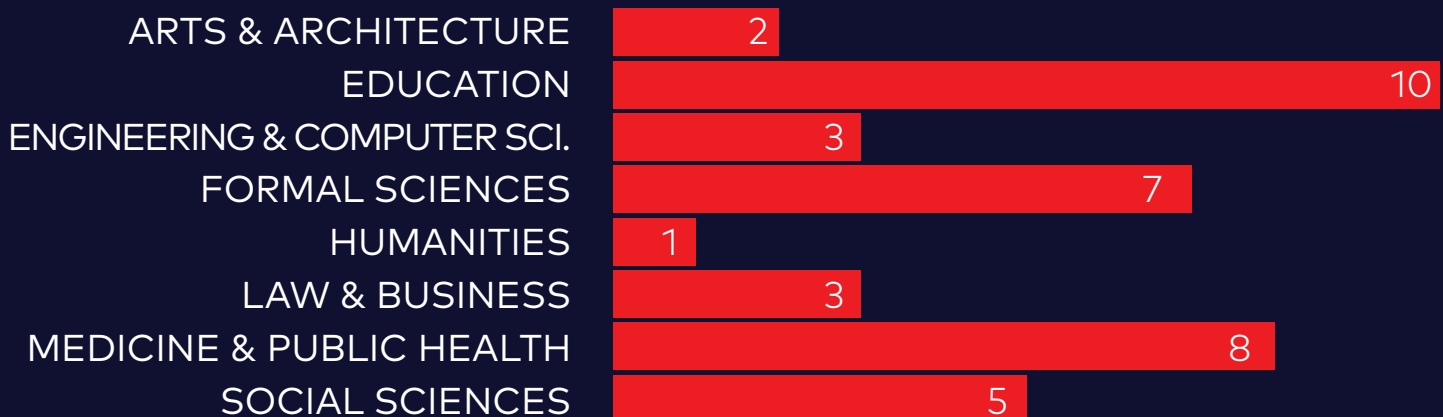
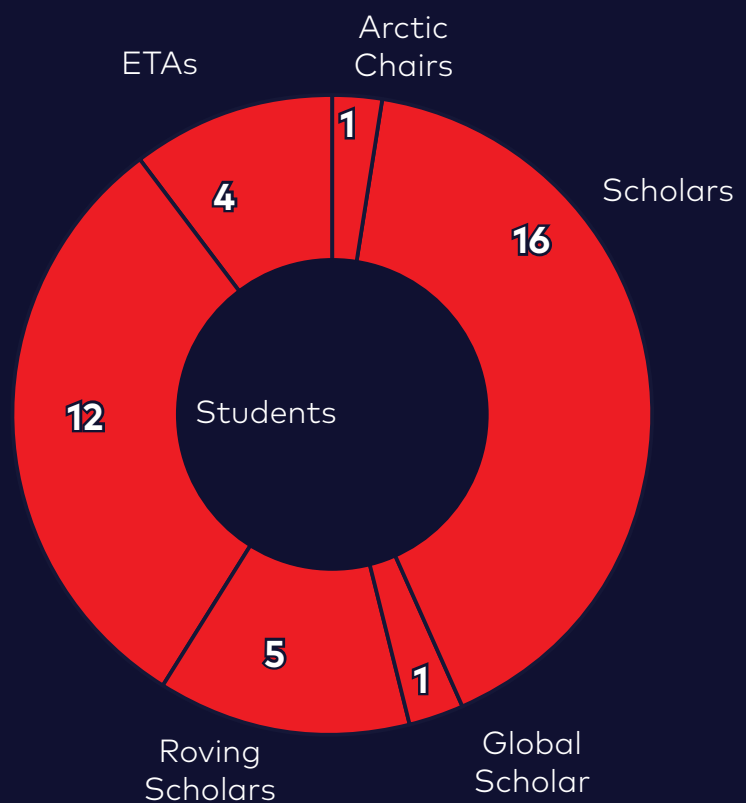
16

TOTAL STUDENTS IN THE
2023 COHORT

The Fulbright program in Norway was established with the agreement between the U.S. and Norway on May 25, 1949, in order to "promote further mutual understanding between the peoples of the United States of America and Norway by a wider exchange of knowledge and professional talents through educational contacts." These 39 grantees are fostering international collaboration while pursuing projects on diverse topics ranging from super massive black holes in the centers of some galaxies, to sports participation among people with intellectual disabilities, to the ethics and aesthetics of the green energy transition.

A list of the Fulbright grantees in Norway funded in FY 2023 can be found on the next page.

PROGRAM STATISTICS



THE 2023-24 AMERICAN GRANTEES

ARCTIC CHAIR

JASMINE SAROS. Environmental Sciences.
Western Norway University of Applied Sciences - University of
Maine

ROVING SCHOLARS

ALISON KNIGHT BILLMAN. Education.
Norwegian Center for Foreign Languages In Education - University
of California-Berkeley

LAWRENCE DORENKAMP. Education.
Norwegian Centre for Foreign Languages in Education - North Hills
Middle School

ELIZABETH GRASSI. Education.
Norwegian Centre for Foreign Languages in Education - Regis
University

LATOYA REID. Education.
Norwegian Center for Foreign Languages in Education - Tacoma
Community College

LISA-BRIT WAHLBERG. Education.
Norwegian Center for Foreign Languages in Education - Miss
Porter's School

LECTURERS

GERALD FELDMAN. Physics.
University of Oslo - George Washington University

LECTURING/RESEARCH SCHOLARS

JAMES BARILLA. Literature.
University of Bergen - University of South Carolina

ADAM GROFF. Business.
Norwegian University of Science and Technology - Dartmouth
Health

MEHMET KONAR-STEENBERG. Law.
University of Bergen - Mitchell Hamline School of Law

MATHIAS MADISON-KLANG. Communications.
University of Bergen - Fordham University

SARAH MARTIN. Arts.
University of Bergen - University of Notre Dame

RESEARCH SCHOLARS

SCOTT ANFINSON. Archaeology.
University of Oslo - Independent Scholar

HANS BAUMANN. Arts.
University of Stavanger - Independent Artist

MICHAEL BETZ. Demography.
Norwegian Institute for Public Health - Ohio State University

TRICIA GROFF. Public Health.
Norwegian University of Science and Technology - Dartmouth
College

PAUL HAN. Medical Sciences.
University of Oslo - National Cancer Institute

JOERG KLIEWER. Engineering.
Simula UiB - New Jersey Institute of Technology

KELLY MCKOWEN. Anthropology.
University of Oslo - Southern Methodist University

SHAWN MILRAD. Meteorology.
University of Bergen - Embry-Riddle Aeronautical University

LAURENT MONTESI. Geology.
University of Oslo - University of Maryland-College Park

AMY SINGER. Sociology.
University of Bergen - Franklin and Marshall College

ENGLISH TEACHING ASSISTANTS

GRACE ALGER. English Teaching Assistant.
University of Agder - University of South Carolina

TAYLOR AMBROSE. English Teaching Assistant.
University of Bergen/Bergen Cathedral School - Preston County
High School

BERIT SKOGEN. English Teaching Assistant.
Norwegian University of Life Sciences/Ås Upper Secondary School
- Luther College

MARIANNA STEPNIAK. English Teaching Assistant.
Norwegian University of Science and Technology/Byåsen Upper
Secondary School - Mid-Atlantic Equity Consortium

GRADUATE STUDENTS

OLIVIA ANDREWS. Psychology.
Norwegian School of Sport Sciences - University of North Caroli-
na at Chapel Hill

LEAH BALTER. Public Health.
University of Bergen - Stanford University

PRIYANKA HANUMAIHGARI. Neuroscience.
Norwegian Institute of Science and Technology - Johns Hopkins
University

EMILY JOHNSON. Education.
Queen Maud University College/Queen Maud University College -
St. Olaf College

CAROLINE MACLAREN. Computer Science.
Norwegian University of Science and Technology - Villanova Univer-
sity

ALISHA ROBERTS. Physics.
Norwegian University of Science and Technology - New Mexico
Institute of Mining and Technology

PHD LEVEL

NICHOLAS ANDREWS. Aerospace.
Norwegian University of Science and Technology - University of
Washington

CAITLIN BLACKWELL. Biology.
Norwegian Institute for Nature Research - Stony Brook University

GEOFFREY CARLISLE. Public Policy.
University of Oslo - University of Texas Austin

DARCI JOHNSON. Public Health.
Norwegian Institute of Public Health/University of Oslo - Brown
University

LARISA OZERYANSKY. Public Health.
University of Oslo/Norwegian Institute of Public Health - University
of Washington-Seattle Campus

ROCÍO RIVERA RODRÍGUEZ. Pharmacology.
Norwegian University of Science and Technology - University of
Illinois at Chicago

FULBRIGHT GLOBAL SCHOLAR

TIM OAKES. Geography.
University of Oslo - University of Colorado Boulder



HIGHLIGHTED 2023-24 GRANTEEES



SARAH MARTIN

UNIVERSITY OF BERGEN -
UNIVERSITY OF NOTRE DAME
ARTS

Martin will create an artistic work that blends archival research and digital design. She will design an interactive, digital folktale that digitally entangles buried archival folklore, computer learning, and local storytelling techniques in order to exhibit a responsive folktale that is co-authored by human, community, and machine.



KELLY MCKOWEN

UNIVERSITY OF OSLO -
SOUTHERN METHODIST
UNIVERSITY
ANTHROPOLOGY

McKowen will conduct research on the ongoing technological transformation of Norway's cradle-to-grave welfare system. With data collected via participant observation and interviewing, this project will illuminate the sociocultural and moral consequences of building digital regimes of care and support.



CAROLINE MACLAREN

NORWEGIAN UNIVERSITY OF
SCIENCE AND TECHNOLOGY -
VILLANOVA UNIVERSITY
COMPUTER SCIENCE

MacLaren will be researching an emerging, affordable, and eco-friendly form of machine learning known as Hyperdimensional Computing in medicine. Using this method, she will explore a low cost and minimal computer power option for identifying abnormal tissues in lung scans and classifying them as benign or malignant.



GEOFFREY CARLISLE

UNIVERSITY OF OSLO -
UNIVERSITY OF TEXAS
EDUCATION

Carlisle will investigate the impact of recent policy reforms to educator-preparation programs on the preparation, retention, and attrition of new teachers. He will observe instruction in classrooms across the country, in addition to conducting interviews with educators and policymakers. His findings will inform policy recommendations back in the U.S.



LEAH BALTER

UNIVERSITY OF BERGEN -
STANFORD
PUBLIC HEALTH

Balter will conduct a case study on Norway's overlapping Covid-19 pandemic and Ukrainian refugee crisis responses. She will conduct quantitative analysis of Ukrainian refugees' migration process, qualitative interviews with NGOs, and archival research on the response timelines. The results will advance proactive approaches to refugee crisis response.



HANS BAUMANN

UNIVERSITY OF STAVANGER -
INDEPENDENT ARTIST
ARTS

Baumann will examine the complex ethics and aesthetics of a "green" energy transition in Norway, with an emphasis on carbon capture and storage (CCS) technology. He will travel throughout the country to explore how CCS is being used to influence broader climate mitigation strategies and will share his research with the public via a feature-length science documentary film.



2023-24 US Grantees Geoff Carlisle, Nick Andrews, and Gerald Feldman



2023-24 US Student Geoff Carlisle



2023-24 US Student Nick Andrews



2023-24 US Scholar Larry Dorenkamp



2023-24 US Scholar Tim Oakes



US grantees at the Nobel Peace Prize ceremony



2023-24 US Students Olivia Andrews, Darci Johnson, and Kate Blackwell



2023-24 US Grantees to Norway

FULBRIGHTERS FROM 2022-23



ELLA MILLIKEN

NORWEGIAN UNIVERSITY OF
LIFE SCIENCES
BIOLOGY

My time in Norway has been exceptionally fulfilling. While I learned a lot professionally and culturally, my favorite part of my year was engaging in the Norwegian way of life. I'm excited to carry this experience with me for the rest of my life and share it with other Americans.

Professionally, I was able to accomplish many of my goals throughout the year. My project focused on comparing the differences in carbon storage between natural birch forests and converted conifer forests. The goal was to identify the storage potential of converted forests and understand their potential as a natural climate solution. In September, I traveled with two PhD candidates to do fieldwork in Hirkjølen, a long-term study area

managed by NIBIO. I collected over 300 soil samples, which I spent the next 4 months processing and analyzing. In February, I presented my findings to an Oikos ecology conference on NMBU's campus. Now, I'm working on publishing a paper on my findings. I'm combining my own lab work with long-term biomass data collected by NIBIO from the past 80 years to argue for the significant carbon storage potential of converted conifer forests. I also had some extra free time in the spring, so I joined the ECOFOREST project. This project is a collaboration between the UiO, NIBO, and NMBU to look at the effects of different management practices on the forest's ecology. I'm working with a Ph.D. student to analyze the differences in litter decomposition rates. This work exposed me to different aspects of ecological research I've never explored before.

During my time at NMBU, I've been able to build connections with

researchers of all levels. I've worked directly with professors to learn many technical and soft research skills. My professors have also been very good about inviting me to relevant meetings and talks to explore other projects and expand my knowledge base. My favorite activity was Waffle Thursdays, where all people in the building would meet at 11:30 and eat free waffles made by the university. The key is to dollop cream and jam on each waffle triangle for optimal yumminess. I hope to continue working with these professors into next year and beyond.



SARAH HARDER
UNIVERSITY OF AGDER
EDUCATION

Moving to Norway and adjusting to my new life here initially was easier than I thought. Living with eleven other students—some Norwegian and some international—connected me to a community right away. Working with the international office, coworkers always invited me to dinners and local events. I quickly fell in love with living in Kristiansand and spent my spare evenings and weekends exploring the forest just minutes from my apartment. Through a local hiking group, I got to explore areas of Agder I otherwise wouldn't have found. I quickly found a small group of friends who were also new to the area, whether because they had moved from other parts of Europe, or elsewhere in Norway, and was able to plan a few road trips early on in my stay before the weather turned too cold. We were able to plan a few camping and hiking trips in the fall, including Trolltunga, Kjeragbolten, and Priekestolen. Once winter set

in, we took traded tents for local cabins.

Similarly, I quickly settled into my work responsibilities. Coming from teaching in the classroom setting in the US, I quickly came to appreciate the ability to work one-and-one with students as a teaching assistant in university classes, and as a writing tutor at Skrivestua. This more informal mode of teaching allowed me to focus much more on the needs of individual students than I normally can and allowed me more flexibility in getting to know them. Working in master's level education classes, I could witness and even participate in the training process for the future teachers of Norway. This behind-the-scenes view allowed me to better understand the strengths and challenges of the Norwegian education system. I was able to see what was prioritized, what was stigmatized, and ways teachers are attempting to shift the focus of the system from within. I also had a unique view of a small-town education system. Teachers I worked with both at UiA

and KKG had been educated by one of my main advisors, Professor Erik Mustad, who I worked closely with in the education classes. I also had the privilege of working with Professor Sean Taylor, a UiA Fulbright alumni from over a decade ago who has continued to closely collaborate with Erik. Working with the two of them, I learned the value of transnational collaboration in educational spaces and curriculum development. This was reinforced when working at Skrivestua with Norwegian colleagues. Through our conversations, we discovered unexpected differences in writing style and academic conventions in our two different languages.

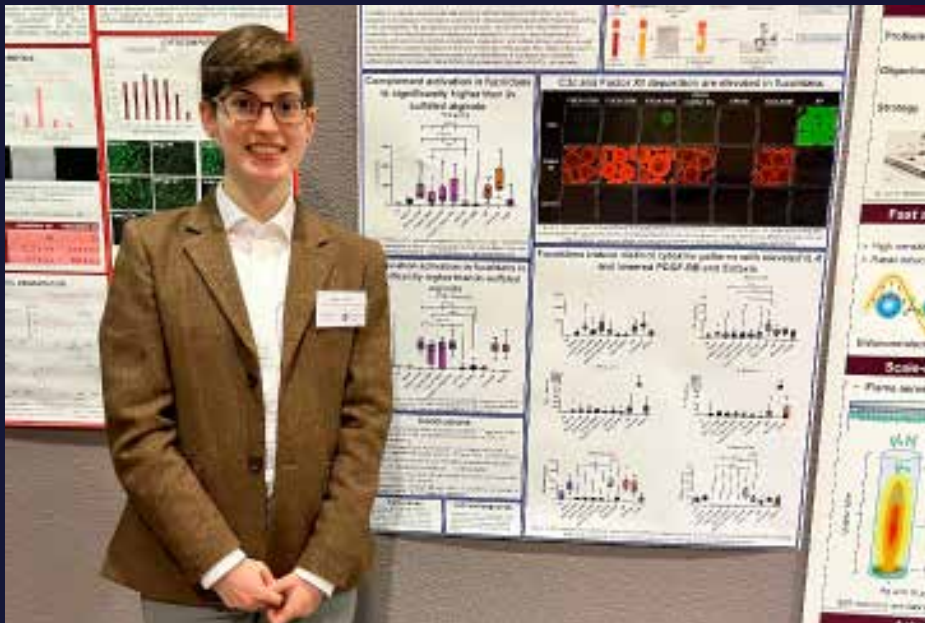
While I enjoyed discussing cultural differences with my coworkers, I quickly discovered a trick many recommended to me when I first moved here—Norwegians are much chattier out in nature. With my local hiking group, I was able to meet Norwegians outside of academia who otherwise might have been a bit quieter in other settings and was able to befriend people from



a variety of different backgrounds, including mechanics, store clerks, and nannies. With them, I braved hiking trips in the rain and bonfires in subzero temperatures. Based on my interactions in these groups, I decided to further push my comfort zone, and signed up to complete the Birkebeinerrennet relay, although I had little ski experience before this. Together with three other Fulbrighters (Team Fulbright!), we managed to just scrape by and finished second last, enjoying the race environment and camaraderie with other teams. The next day I volunteered at the finish line of the full and half Birkebeinerrennet, where I was able to watch the first skiers cross the finish line and chat with hundreds of other racers as they finished. Inspired by the Norwegian race environment, I signed up to run the Bergen half marathon at the end of April, where I was able to spend parts of the run chatting with other racers about their favorite parts of Bergen. Afterward, I was able to attend a post-race dinner hosted by a

local running club and was quickly astonished by just how friendly the racers were, even the ones who kept claiming they could not speak English that well but were still eager to talk about what running culture in the US is like. Moving back to the US this summer, I believe I am returning as a much stronger educator, advocate, and citizen. Just as I had imagined a very idealized version of Norway prior to living, I also had a very bleak understanding of the US. As disillusioned as I was with American politics and debates, it was becoming more and more difficult to engage in meaningful discussions with people I met from the other side of the political aisle. Living abroad, I've realized that while there is still much in the US to be hypercritical of, there are aspects of being an American to be proud of as well. For example, I can be critical of how little the government supports its citizens, while still being proud of how communities organize to support their members

in the absence of government programs. I am returning to the US reinvigorated to engage in the causes I am passionate about, like increasing literacy rates and ensuring equitable access to quality education no matter socioeconomic status, and ready to engage in those fights armed by the lessons I learned in Norway. On a personal level, I've learned much more about not only what I want to do in life, but how I want to live. I've recognized the importance of creating stronger work-life boundaries and the beauty of living somewhere with easy access to nature. I've also come to re-recognize the importance of engaging with people from different political backgrounds, and continuing conversations even though I may not understand where they are coming from. I have been so grateful for this year in Norway and the opportunities it has given me to grow as a person and change how I view the world.



MAYA LEVITAN

NORWEGIAN UNIVERSITY OF
SCIENCE AND TECHNOLOGY
BIOMEDICAL ENGINEERING

Through this research project, I was able to hone my microscopy skills and grow more independent as a researcher. In my previous research experiences, I had always worked directly with a graduate student or postdoctoral mentor. In this project, however, I worked independently in the lab while going to my advisor for guidance. This structure also allowed me to grow my communication skills, since I had to present my data to our research group on a regular basis. Scientifically, this project was also an opportunity for me to build my knowledge of immunology and biomaterials. This project allowed me to apply my knowledge of immunology from college courses and my knowledge of biomaterials from my undergraduate research experiences. I then gained practical knowledge of how biomaterials actually interact with the immune system. This knowledge will be an important foundation in my future research, since I plan to pursue immunoengineering and biomaterials research in graduate school. This project also gave me the opportunity to learn about

using the human whole blood model to study biomaterials. This model is an excellent tool for studying the human immune response to biomaterials, but there are not many research groups who use it currently. As such, the Fulbright grant gave me the opportunity to learn a unique skill. Finally, the interactions I had with professors at NTNU, seminars, and conferences gave me new insight into how international research collaborations work.

Outside of my research project, living in Norway has expanded my worldview. Although in many ways life in Norway is similar to the US, experiencing the cultural differences and looking at the US from the perspective of people who do not live there has given me a fresh perspective on almost everything from work-life balance to politics to religion. Living as an international student here has also given me a new appreciation for and better understanding of some of the challenges which international students and immigrants in the US may face. Finally, having navigated the move to Norway only a few months after graduating college, this experience gave me the opportunity to test my capabilities as an independent adult.

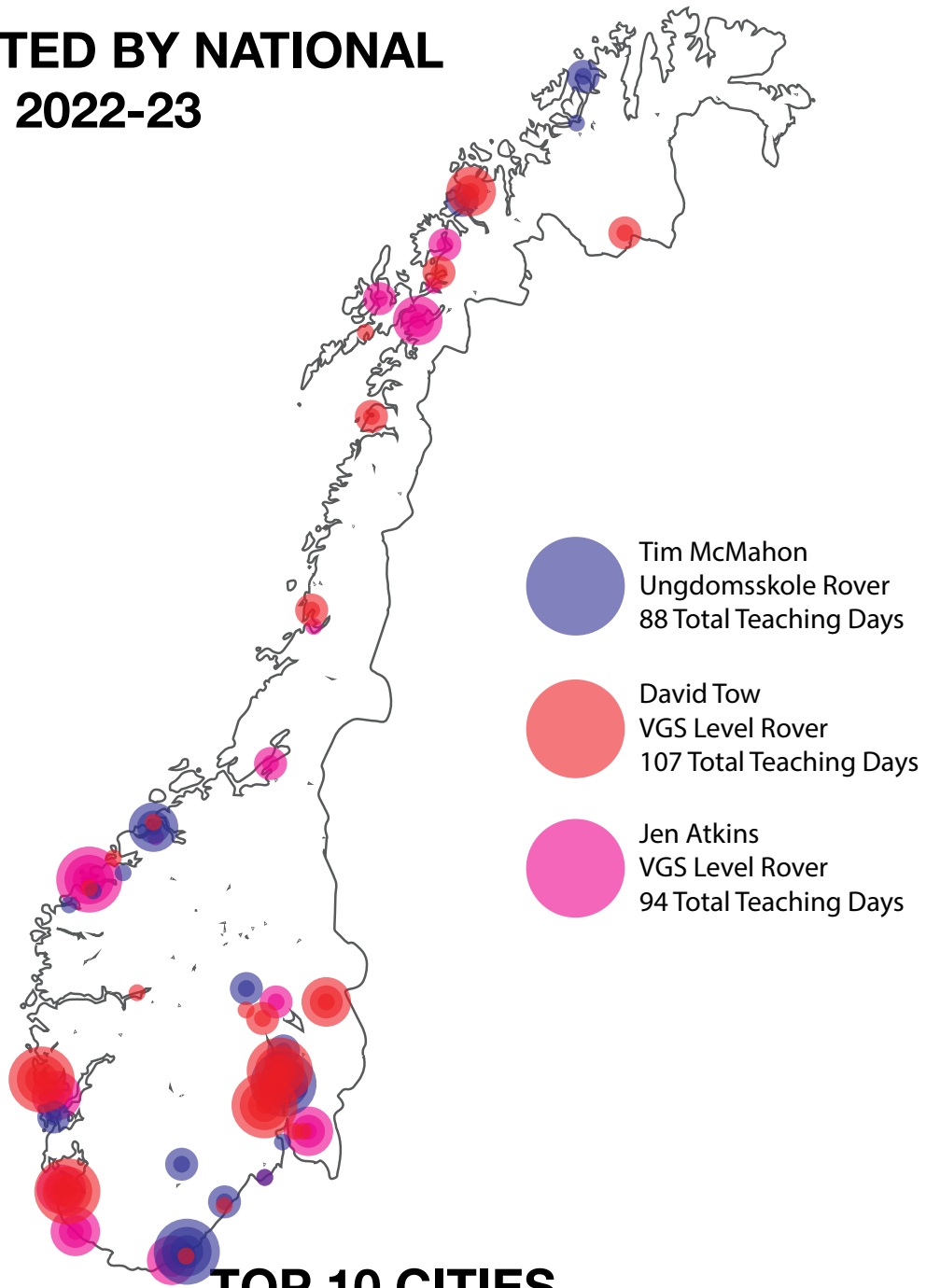


NICHOLAS BALASCIO

UNIVERSITY OF BERGEN
GEOLOGY

As a scholar, the year in Norway has been extremely productive, has energized my research program, provided new perspectives on earth science education, and has laid the ground work for future collaboration with Norwegian scientists. My program at William & Mary is an undergraduate-only department where research is valued, but our primary goal is to develop geologists at the undergraduate level and prepare them for academic and professional careers. The opportunity to work at a larger, research-focused university was particularly special, especially one with so much expertise and state-of-the-art facilities within my field of research

CITIES VISITED BY NATIONAL ROVERS IN 2022-23



TOP 10 CITIES

DAVID TOW

Oslo	10
Stavanger	8
Bergen	7
Drammen	7
Tromsø	6
Hamar	5
Bardufoss	4
Mosjøen	4
Bodø	3*
Gran	3*

JEN ATKINS

Ålesund	8
Bryne	5
Narvik	5
Bergen	4
Kongsvinger	4
Kristiansand	4
Nyborg	4
Sortland	4
Stavanger	4
Verdal	3*

TIM MCMAHON

Oslo	8
Kristiansand	6
Vestnes	5
Evje	4
Fyllingsdalen	4
Rådal	4
Tromsø	4
Arendal	3*
Hakadal	3*
Hammerfest	3*

*Multiple cities tied at this number of teaching days

ROVING SCHOLARS



2022-23 Roving Scholars

Norway is the only country in the world that offers the Roving Scholar grant. During the academic year, three American Roving Scholars travel throughout Norway to give presentations and workshops at lower and upper secondary schools.

The Roving Scholar program has proven to be a remarkably effective tool for instilling in Norwegian students and educators deeper insight into the language, culture, and history of the United States. This year's Roving Scholars have been offering a variety of interactive workshops for students with titles like "A History of America in 10 Songs," "Who is America?," "Get in 'Formation': African American Histories through the Lens of Beyoncé's Choreography," and "Voices of Native Americans: The Cherokee Indigenous People of the Southeast." Options for teachers include workshops that augment the content presented to students and workshops focused on teaching methods such as inquiry-based learning, the pedagogy of play, and using student-led seminars to build democratic classrooms.

The U.S.-Norway Fulbright Foundation views the Roving Scholar program as an essential bridge between its academic and public diplomacy roles, and publishes an additional annual report focused solely on this unique and valuable program.

289

TOTAL VISITS BY
THE 2022-23 ROVING
SCHOLARS



20,493

TOTAL STUDENTS AND
TEACHERS TAUGHT BY
THE 2022-23 ROVING
SCHOLARS



142

DIFFERENT SCHOOLS
VISITED BY THE 2022-
23 ROVING SCHOLARS



792

TOTAL
WORKSHOPS
PRESENTED

OTHER PROGRAMS



SUSI Teacher Gunhild Jensen



Fulbright Specialist Alisson Clark in Trondheim

INTERCOUNTRY LECTURING PROGRAM

Norway was one of 20 European Fulbright commissions that participated in the Intercountry Lecturing Program. Through this program, academic institutions co-sponsor short visits of US scholars based in other participating countries to lecture, lead a workshop, and/or consult on research. The cost of an Intercountry visit is split between the host institution and the local Fulbright commission.

In April the University of Stavanger hosted an Intercountry visit from Scott Laderman. Laderman came from Sweden and gave a lecture entitled, "From Colonialism to the California Dream: A Political History of California Surf Culture."

Three US scholars in Norway made Intercountry visits as follows:

January 22-25, Susan Kaspari, University of Aarhus, Denmark

May 23-27, Aaron Hess, Örebro University, Sweden.

June 4-9, Susan Kaspari, University of Milano Bicocca, Italy

June 11-15, David Tow, University College Dublin, Ireland

FULBRIGHT SPECIALIST PROGRAM

The Fulbright Specialist program provides opportunities for educational institutions around the world to host U.S. scholars for visits of two to six weeks. These visits are intended to benefit host institutions in particular, as U.S. scholars are expected to share their expertise rather than conduct their own research. Specialist visits typically entail a mix of guest lecturing and capacity building through things like curriculum development.

Norway received the following Specialists during FY2023:

Assistant Director of Communications Alisson Clark from University of Florida was invited as a Fulbright Specialist to the Communication Division at NTNU in Trondheim. The visit aimed to "build bridges to better science communication" and it was a great success. The host shared the following remark: 'Hosting our Fulbright Specialist, Alisson Clark, was a wonderful experience in cross-cultural exchanges. We had so much to learn from each other — and so much in common! It's a great way for all involved to see their own work with a fresh perspective — and to be inspired.'

THE 2023 SUMMER INSTITUTE FOR EUROPEAN STUDENT LEADERS

Two Study of the U.S. Institutes for Student Leaders were offered in 2023 on the topics of Civic Engagement, and Environmental Issues. Arthur Brunborg was selected for the Institute on Environmental Issues, hosted at Shippensburg University, and Maja Holmen was selected for the Institute on Civic Engagement, hosted at Michigan State University.

THE 2023 SUMMER INSTITUTE FOR SCHOLARS AND SECONDARY EDUCATORS

The Summer Institutes for Secondary Educators bring secondary educators from all over the world together for five weeks of intensive study of the United States. The Norwegian Fulbright Commission has recruited nominees for this U.S. State Department sponsored program for more than 20 years, and many of our most important contacts in the Norwegian secondary education community are alumni of this program. In 2023 we were able to purchase one slot for the seminar. Gunhild Jensen attended the Institute of Training and Development in Amherst, Massachusetts.



2023 Institute of Training and Development in Amherst, Massachusetts



2023 SUSI Student Arthur Brunborg



2023 SUSI Student Maja Holmen

ALUMNI

THE FAAN ALUMNI BOARD

The Fulbright Alumni Association of Norway (FAAN) was established "to strengthen academic, social and cultural ties between the United States and Norway, and maintain bonds between Fulbright alumni and the larger Fulbright community." Six alumni served on the board in 2023 and worked to resume in-person FAAN activity after the pandemic.

With two members located in cities other than Oslo, the board continued to hold its regular meetings online.

FAAN EVENTS

In September FAAN co-sponsored a US History seminar organized by US Fulbright alumn Randall Stephens '11-'12 who is now a professor at the University of Oslo. "The Great Depression, the New Deal, and the Grassroots in the US" focused on local and regional aspects of the New Deal and featured three guest scholars from the US.

Gudrun Østby and Lise Helsingen, winners of the FAAN Article of the Year Award in 2022 and 2020 respectively, presented at a public event at the House of Literature in March. Both talked about the research behind their articles and about their experiences as Fulbright grantees. The evening ended with some words of reflection by Fulbright Norway executive director Petter Næss.

THE FAAN ARTICLE OF THE YEAR AWARD

FAAN awarded its 10th Article of the Year prize in June. This prize of 50,000 NOK goes to the Fulbright Norway alumn who has published the best article in a peer-reviewed journal the previous year. FAAN also awarded a 10,000 NOK prize to the Young Researcher of the Year. This award dates back to 2017 and goes to an alumn who completed their PhD in the past three years and has posted the best article in a peer-reviewed journal during the previous two years.

Francesca Refsum Jensenius '05-'06 received the 2023 Article of the Year prize for "Time in Office and the Changing Gender Gaps in Dishonesty: Evidence from Local Politics in India» that was published in the *American Journal of Political Science*. In the article Jensenius and her co-authors surveyed and used incentivized behavioral games with local politicians in West Bengal. They found that there was a gender gap in attitudes toward corruption among inexperienced politicians that was not there for experienced politicians. They conclude that this stems from

socialization into the local political culture and that to reduce levels of corruption, changes in political culture are needed.

The 2023 Young Researcher of the Year prize was awarded to Ishita Barua '20-'21. She was lead author of the article "Real-Time Artificial Intelligence – Based Optical Diagnosis of Neoplastic Polyps during Colonoscopy" that was published in *NEJM Evidence*. Barua and her co-authors whether artificial intelligence using computer-aided diagnosis (CADx) was more effective than optical diagnosis in detection of neoplastic polyps during colonoscopies. They found that CADX did not significantly increase polyp detection. However, it did improve confidence in visual diagnosis.

FULBRIGHT ASSOCIATION ALUMNI INTEREST GROUP FOR NORWAY

The Fulbright Association is a national organization in the United States for alumni of Fulbright programs from around the world. Since its inception in 1977, the Fulbright Association has operated through geographically based chapters around the country. These chapters are for all Fulbright alumni in an area regardless of what country they went to on their Fulbright grants.

Recognizing that Fulbright alumni might be as or even more interested in connecting with alumni who had been to the same country, the Fulbright Association started piloting country interest groups. Norway was among those countries selected to test the concept.

In June dozens of US alumni who had been to Norway participated in an online meeting featuring remarks from Fulbright Norway ED Petter Næss. Other Fulbright Norway staff participated as well and were also able to share information and updates in response to alumni questions.



Alumni Prize winner Ishita Barua



Alumni Prize winner Francesca Refsum Jensenius



FAAN Alumni Board Chair Stine Harstad



Presentation of the article prizes

BOARD OF DIRECTORS

PER SEPTEMBER 30TH 2023



DORIS JORDE
CHAIR OF THE BOARD
UNIVERSITY OF OSLO



JILLIAN BONNARDEAUX
U.S. EMBASSY



KRISTIN DANIELSEN
RESEARCH COUNCIL OF NORWAY



TORIL JOHANSSON
NORWEGIAN MINISTRY OF
EDUCATION AND RESEARCH
(RETIRED)



KIRSTI KLETTE
UNIVERSITY OF OSLO



ANNERS LERDAL
LOVISENBERG DIACONAL
HOSPITAL



ADAM VAN DERVORT
U.S. EMBASSY



WILLIAM WARNER
NORWEGIAN UNIVERSITY OF
LIFE SCIENCES (RETIRED)

HONORARY CHAIRS



MARC NATHANSON
US AMBASSADOR TO THE
KINGDOM OF NORWAY



ESPEN BARTH EIDE
NORWEGIAN MINISTER OF
FOREIGN AFFAIRS

STAFF



PETTER NÆSS
EXECUTIVE DIRECTOR



RENA LEVIN
PROGRAM OFFICER



KEVIN MCGUINNESS
FINANCIAL OFFICER



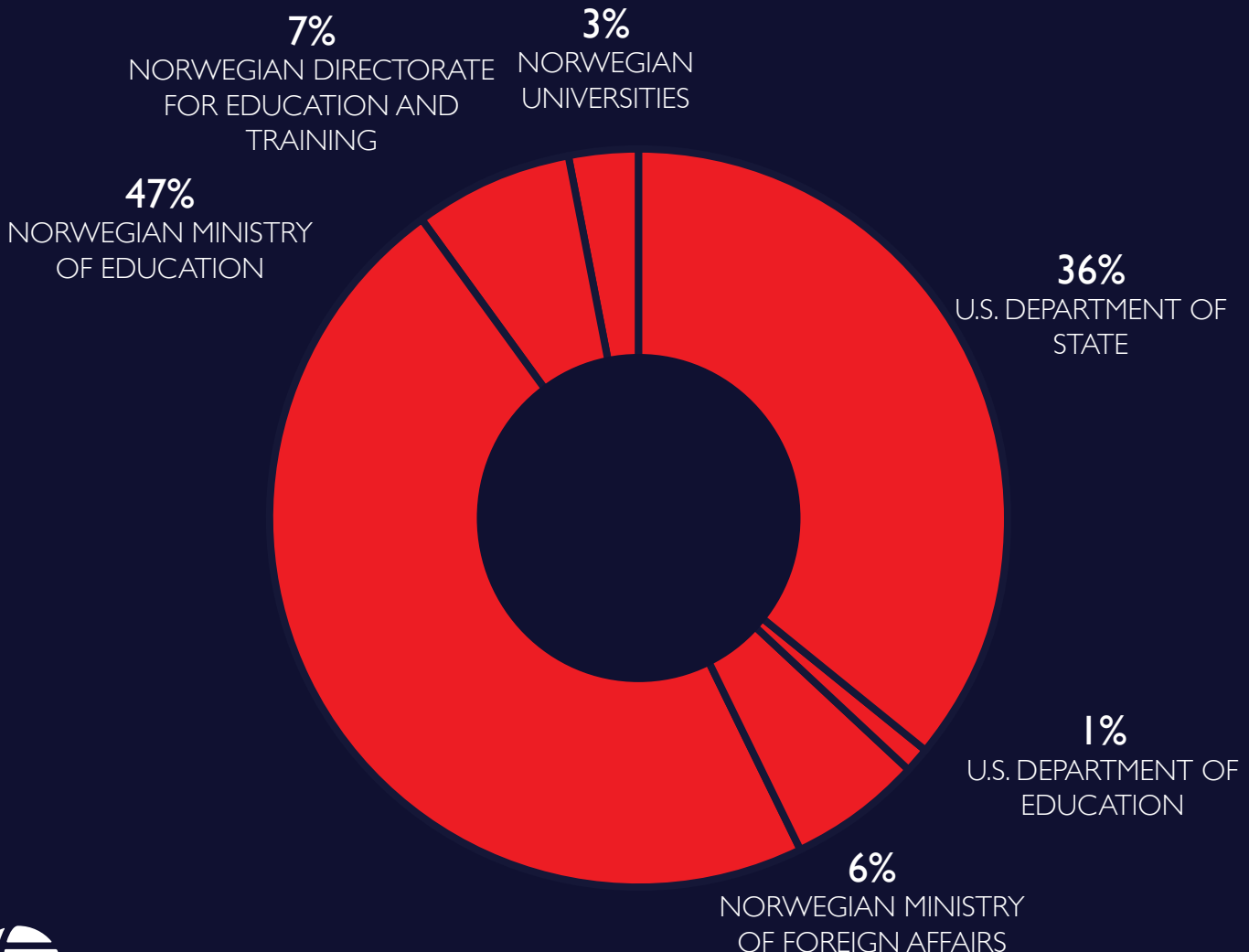
CATHRINE NORDAHL
SENIOR PROGRAM OFFICER

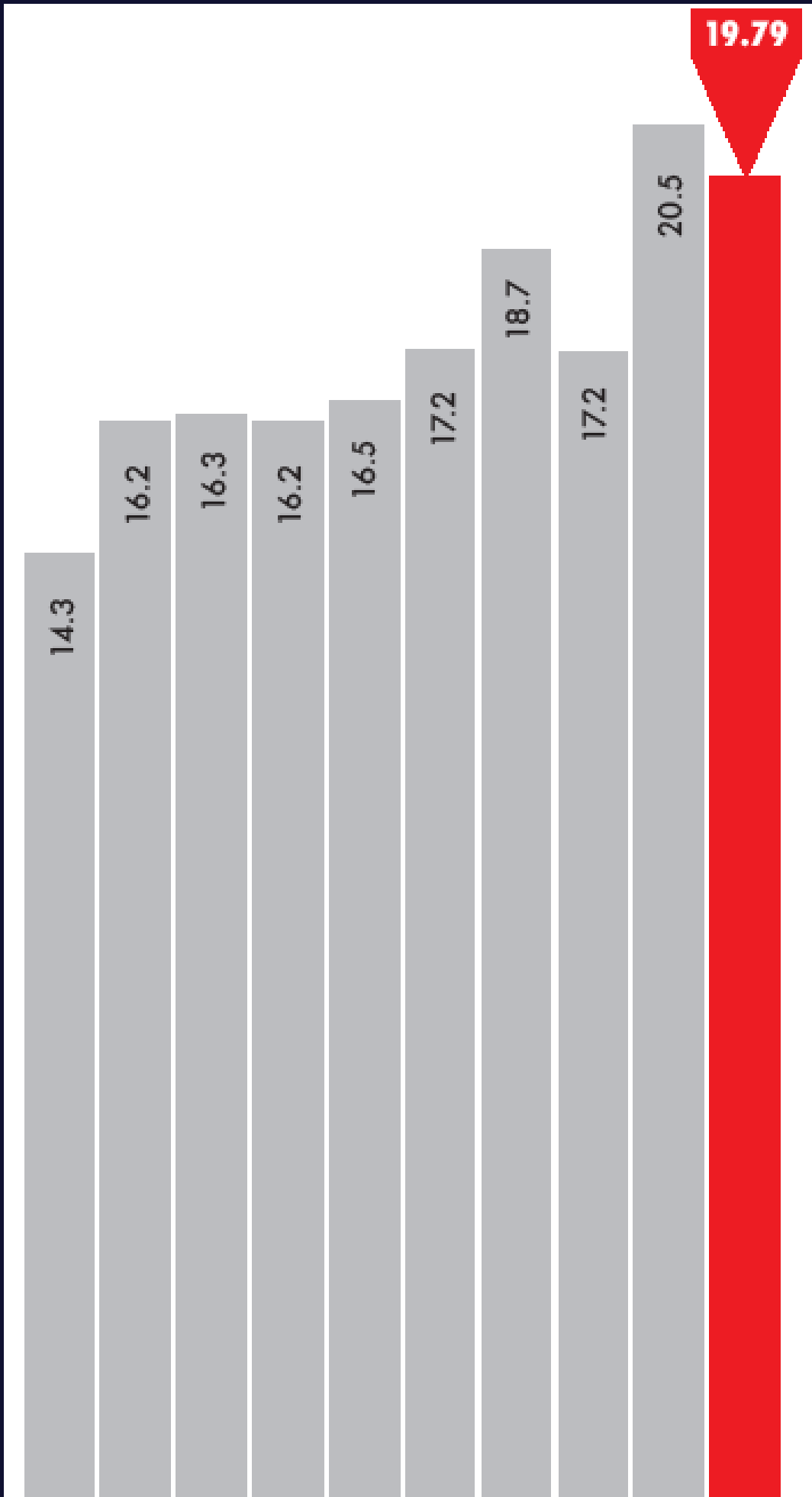
FINANCIAL REVIEW

YEAR ENDED SEPTEMBER 30,
ALL VALUES IN NOK

	2023	2022
TOTAL FUNDING	19,790,795	20,524,260
GRANT EXPENSES	14,631,357	14,247,700
GRANT-SUPPORTING EXPENSES	2,133,851	1,977,458
ADMIN EXPENSES	4,840,791	5,041,888

SOURCES OF FUNDING





TOTAL FUNDING (NOK in millions)



To the General Meeting of U S Norway Fulbright Foundation for Educational Exchange

Independent Auditor's Report

Opinion

We have audited the financial statements of U S Norway Fulbright Foundation for Educational Exchange (the Company), which comprise the balance sheet as at 30 September 2023, the income statement for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion the financial statements comply with applicable statutory requirements, and the financial statements give a true and fair view of the financial position of the Company as at 30 September 2023, and its financial performance for the year then ended in accordance with the the accounting policies set out in notes to the financial statements.

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Company as required by relevant laws and regulations in Norway and the International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards) (IESBA Code), and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Directors and the Managing Director for the Financial Statements

The Board of Directors and the Managing Director (management) are responsible for the preparation of financial statements that give a true and fair view in accordance with the accounting policies set out in notes to the financial statements, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern. The financial statements use the going concern basis of accounting insofar as it is not likely that the enterprise will cease operations.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. For further description of Auditor's Responsibilities for the Audit of the Financial Statements reference is made to: <https://revisorforordningen.no/revisjonsberetninger>

Oslo, 13 March 2024

PricewaterhouseCoopers AS

Bente Norbye Lie

State Authorised Public Accountant

Revisjonsberetning - 979457537

Signers:

Name	Method	Date
Lie, Bente Norbye	BANKID	2024-03-13 16:34

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

BASIS OF PRESENTATION

The financial statements have been prepared according to the fundamental accounting principles, valuation principles and principles of classification set out in the Norwegian Accounting Act chapter 4, 5 and 6. The U.S.-Norway Fulbright Foundation (hereafter the Fulbright) is required under these principles to report revenues, expenses, gains and losses.

SUPPORT AND REVENUE

Revenues from sponsored programs are recognized as Fulbright incurs the related expenditures. Cash received before the related expenditures are incurred is recorded as funds received in advance. Due to the cyclical nature of the Fulbright program, revenue is recognized in conjunction with the academic year rather than the fiscal year.

EXPENDITURES

Expenses covered in this report are administration costs from the fiscal year 2023 (October 2022-September 2023) and, on an accrual basis, program costs (ie expenditure on grants and grant supporting activities) for the academic year 2022-23.

BROUGHT FORWARD RESERVES

Brought forward reserves represent advance payments in which cash receipts exceed program expenses. Examples are grantees who are awarded a grant but withdraw before their arrival, grantees shortening their stay, or unused grant supporting funds (for travel etc). The reserves are then brought forward as income in the following year (The brought forward reserves from this statement are from 2022).

INCOME STATEMENT

	NOTE	AS OF SEPTEMBER 30,	
		2023	2022
U.S. DEPARTMENT OF STATE		7 193 619	8 124 681
FEDERAL ASSISTANCE AWARD		164 177	172 078
NORWEGIAN MINISTRY OF FOREIGN AFFAIRS		1 200 000	1 200 000
NORWEGIAN MINISTRY OF EDUCATION & RESEARCH		9 300 000	9 273 000
NORWEGIAN DIRECTORATE FOR EDUCATION & TRAINING		1 298 000	1 298 000
NORWEGIAN UNIVERSITIES		635 000	456 500
INSTITUTE OF INTERNATIONAL EDUCATION			
BROUGHT FORWARD RESERVES			
FROZEN NORWEGIAN EDUCATIONAL FUNDS			
TOTAL REVENUE		19 790 795	20 524 260
ADMINISTRATION		4 840 791	5 041 888
NON-GRANT – PROGRAM		1 989 043	1 968 454
<i>NON-GRANT - FUNDS RETURNED FROM FY20</i>		<i>144 808</i>	<i>9 005</i>
NORWEGIAN GRANTEES		6 873 597	6 255 531
<i>NORWEGIAN GRANTEES - FUNDS RETURNED FROM PREVIOUS FY</i>			<i>-175 000</i>
U.S. GRANTEES		7 556 972	9 204 169
<i>US GRANTEES - FUNDS RETURNED FROM PREVIOUS FY</i>		<i>200 788</i>	<i>-1 036 899</i>
		21 605 999	21 267 148
TOTAL OPERATING EXPENSES		-1 815 204	-742 888
RESULT OF OPERATIONS		56 529	4 420
INTEREST RECEIVED 31.12		194 834	51 847
ACCUMULATED INTEREST 30.09		161	-16 605
AGIO/DISAGIO			
TO FUND		251 524	39 662
TOTAL NON-OPERATING INCOME (EXPENSE)		-1 563 680	-703 226
RESULT OF THE YEAR		1 563 680	703 226
COVERED BY CARRY-FORWARD SUNDRY RESERVES			
BROUGHT FORWARD TO CARRY-FORWARD SUNDRY RESERVES			
BROUGHT FORWARD TO OPERATING RESERVES			

THE FINANCIAL STATEMENTS HAVE BEEN PREPARED ACCORDING TO THE FUNDAMENTAL ACCOUNTING PRINCIPLES, VALUATION PRINCIPLES AND PRINCIPLES OF CLASSIFICATION SET OUT IN THE NORWEGIAN ACCOUNTING ACT CHAPTER 4, 5 AND 6.

BALANCE SHEET

ASSETS

	NOTE	SEPTEMBER 30,	
		2023	2022
CURRENT ASSETS			
DEBTORS			
U.S. DEPARTMENT OF STATE		0	2 680 125
FEDERAL ASSISTANCE AWARD		0	0
MINISTRY OF FOREIGN AFFAIRS		0	0
NORWEGIAN DIRECTORATE FOR EDUCATION & TRAINING		0	0
NORWEGIAN UNIVERSITIES		485 000	446 500
OTHER DEBTORS – INTERESTS		194 834	51 847
OTHER DEBTORS -		847 348	220 253
TOTAL DEBTORS		1 527 182	3 398 725
BANK, DEPOSITS, CASH IN HAND ETC.			
CURRENT ACCOUNT		479 076	349 278
U.S. SOURCE FUNDS A/C		4 633 574	0
NORWEGIAN SOURCE FUNDS A/C		492 927	3 235 503
OPERATING RESERVES A/C		1 378 796	1 369 224
USD A/C		1	1
HERMELIN A/C		141 280	132 486
INCOMETAX A/C		82 369	82 369
DEPOSIT A/C		11 418 262	14 549 677
HIGH INTEREST A/C		0	0
PETTY CASH		585	385
TO FUND		18 626 869	19 718 922
TOTAL CURRENT ASSETS		20 154 051	23 117 647
LONG TERM ASSETS			
FURNITURE AND FIXTURES		0	0
TOTAL LONG TERM ASSETS		0	0
TOTAL ASSETS		20 154 051	23 117 647

EQUITY AND LIABILITIES

	NOTE	SEPTEMBER 30,	
		2023	2022
EQUITY			
CAPITAL ACCOUNTS			
HERMELIN A/C			
OPERATING RESERVES		1 378 796	1 369 224
NORWEGIAN EDUCATIONAL FUNDS		118 693	118 693
FULBRIGHT HAYS FUNDS		1 090 532	1 213 504
ARCTIC CHAIR FUNDS			0
SUNDRY RESERVES		8 553 181	10 116 861
TOTAL CAPITAL ACCOUNTS		11 141 203	12 818 283
LIABILITIES			
CURRENT LIABILITIES			
COMMITMENT NORWEGIAN GRANTEES		1 200 000	2 022 707
COMMITMENT U.S. GRANTEES		5 736 740	6 280 022
COMMITMENT NON-GRANT PROGRAM		1 554 133	1 419 582
TRADE CREDITORS		99 732	140 038
PUBLIC DUTIES PAYABLE		147 213	178 629
OTHER SHORT-TERM LIABILITIES - HOLIDAY PAY		275 031	258 387
TOTAL CURRENT LIABILITIES		9 012 849	10 299 364
TO FUND		20 154 051	23 117 647

U.S.-NORWAY FOUNDATION FOR EDUCATIONAL EXCHANGE
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