

Centre for Sustainable Healthcare Education (SHE)

Vision statement: Globally anchored health professionals make sustainable healthcare decisions without compromising future & global needs.



A guiding educational paradigm in Health Sciences & Medicine Education (HS&MEdu) is Evidence Based Medicine (EBM) operationalized as the application of research evidence to meet the needs of individual patients in specific contexts¹²³. Comprehensive & global perspectives are often lacking or limited⁴. The 2030 Agenda⁵ with its 17 Sustainable Development Goals (SDGs) fundamentally challenges this, stressing that any healthcare decision must embrace global social, economic & environmental concerns.

The SDGs should thus be added as a fourth dimension to the

EBM model: All local health-related decisions must take into account future & global social, cultural, economic & environmental implications. This warrants an educational paradigm shift, a system approach, balancing individual immediate needs with current global as well as future issues. A notable example is antibiotic prescription: a doctor should weigh individual needs against global concerns about antibiotics resistance given knowledge of the biological cycle of drug use. UNESCO has recently identified 8 key competencies for Education for Sustainable Development goals (ESD)⁶⁷⁸. Using the UNESCO framework as pedagogical platform, the Centre for Sustainable Healthcare Education (SHE) proposes to develop, implement & disseminate education strategies that provide students with knowledge & skills needed to incorporate global principles into medical decisions.

I. DOCUMENTATION OF QUALITY IN EXISTING TEACHING & EDUCATION

INPUT FACTORS

Excellence in current educational programs: The Medical Faculty, University of Oslo (MFO) is Norway's oldest medical school (founded 1814) & offers various excellent degree programs. The faculty's international engagement includes extensive student exchange with several HS&MEdu programs across the globe. Students are tutored & educated by teachers who are internationally recognized in their fields of research. MFO trains 1200 medical students (MD), 900 Master's students & 1400 PhD-students. The 6-year MD program has the largest number of applicants compared to other Norwegian medical schools. We have a 5-year program in clinical nutrition, one Bachelor's degree program (BA) & three Master's programs (BA) in health economy, management & leadership, in addition to four other Master's programs. One is the first Norwegian nurse practitioner Master's

program in geriatric care. Two of the programs are in English & draw large numbers of international applicants. Our intercalated MD-PhD program (*Forskerlinjen*) is designed for medical students who aim to pursue a PhD. Our pioneering Postdoctoral program prepares young researchers for careers in academia as well as in public & private sector. MFO has a long history of fostering excellence in education, demonstrated by receiving the educational quality award from the Ministry of Knowledge (MoK) three times, as well as the Thon's educator price (P.Grøttum) for innovative digitalization.

Excellence in research: MFO's research was evaluated as world-class in 2011 by an international panel appointed by The Research Council of Norway (RCN), & has attracted five Centres of Excellence in Research & six K.G.Jebesen centres. MFO's capacity to develop excellent education close to research & secure ongoing EBM is thus optimal. Several MFO researchers currently perform trailblazing research explicitly on SDGs & education, EBM & clinical decision models; highly relevant for the activities proposed & the paradigms underlying SHE. **Educational leadership & study program design:** MFO has implemented a major reform of the medical curriculum (Oslo 2014)⁹, with students participating in the revision & design of this new curriculum. The reform has been followed by a systematic evaluation with strategic feedback from both students & faculty members. The intended head of SHE, Prof. K. Heggen, co-designed the successful Master's program in Health Sciences, which received the 2011 NOKUT award. She has been MFO Dean of Bachelor's & Master's programs for the last eight years, receiving MFO's decoration for excellent education contributions (2018) & currently nominated to Swedish Karolinska Institutet's (KI) Prize for research in medical education. **Distinctive academic, educational & managerial competencies:** Education is a strategic priority for Dean Ivar P Gladhaug, who has appointed two deans of education. Each of MFO's three institutes has an academic position designated as Educational Heads for their HS&MEdu. MFO Centre for Health Sciences Education (HUS) has significant financial support (14 mill NOK in 2019). HUS is established to increase the quality of HS&MEdu & will form the institutional platform for the activities proposed by SHE. HUS consists currently of three core areas: knowledge translation, digital tools and sustainable education. The latter will be significantly expanded and advanced through SHE. **The institutional management, academic community & students:** Students highlight the need for strengthening global perspectives in clinical decision-making to harness their identity as global citizens. MFO students are actively engaged & supportive of the SHE vision & have been actively involved in the development of the bid. Advancing education quality through a strategic commitment to the SDGs is important for the Rector team at UiO. The MOF Vice-Dean of Postgraduate Studies (Engebretsen) is a member of the UiO committee for SDGs in education. The Oslo SDG Initiative focuses on research advancing sustainable development, directed by WP3 leader Banik. **Resources:**

MFO has since 2014 allocated resources for educational development in the HUS budget, & will provide additional resources to strengthen SHE when funded, including two Postdocs, one PhD fellowship in addition to staff support. Space for SHE has been discussed at UiO. **Wider efforts to develop educational quality:** MFO is engaged in extensive international educational collaboration. Formalized R&D in HS&MEdu collaboration includes Oxford University (UK), KI & Swedish Institute for Global Health Transformation (Sweden), Jimma University (Ethiopia), Hanoi Medical University (Vietnam), & Acre University (Brazil), resulting in multiple publications, joint PhD & postdoc projects, funding from DIKU, NORAD, RCN, & recent EU applications (ERC final stage). Furthermore, UiO's participation in the European University Alliance initiative (King's College, Paris Diderot, Lisbon, Aarhus, Humboldt, Louvain) will support & strengthen career development & citizenship. MFO also has a successful Erasmus Mundus scholarship MA-program (Rotterdam, Innsbruck, Bologna) with applicants from 94 countries. DIKU has funded our collaboration with North-Western State Medical University in St. Petersburg (Russia) aimed at strengthening education of health professionals in geriatric care. NORAD & DIKU fund our collaboration with Jimma University in Ethiopia aimed at improving research & research education. EU funds support the second wave of the MFO Scientia-Fellow program (mobility program for postdocs).

PROCESS FACTORS

How does R&D permeate the development of teaching & students' learning? All HS&MEdu at MFO are research-based as the teachers are active researchers. Students are actively involved in research, learning to reflect on data & clinical practice translation of knowledge. Two of our MA programs were honored by MoK for the use of R&D to promote learning. In the top-rated course *KLoK*, students learn to validate & test evidence based knowledge & leadership skills in clinical situations. **The teaching & learning methods** used at MFO are already partly in accordance with several of UNESCO's SDGs learning strategies. Hence, SHE will harness & broaden these as the pedagogical basis for operationalizing ESD in the proposed activities: *System thinking*: MFO's has 4 MA programs offering students unique opportunities for interdisciplinary analyses of complex healthcare systems which nurture skills to deal with embedded tensions & conflicts. *Strategic competence* is a learning outcome in the Erasmus Mundus Joint MA Degree to implement innovative actions & new decision practices. MFO has also developed courses & study programs aimed at developing system thinking & strategic competence through reflections on self-awareness as well as participation in shared decision-making¹⁰. These initiatives enable students to collaborate, identify personal reactions & emotions related to group situations & conflicts, to facilitate teamwork & participatory problem solving¹¹. Enhanced *Collaboration competency* enables future health

professionals to interact efficiently in interdisciplinary treatment teams. MFO is a leading partner of the successful cross-disciplinary *SamPraks* project, where students in psychology, nursing, nutrition, dentistry, theology & medicine work in teams when examining nursing home patients¹². Furthermore, in *Student BEST* students train on inter-professional acute trauma treatment (close to real-life situations)¹³. Advancing teamwork competence has also been successfully achieved in a project with medical students, soon documented as an e-learning program (4 students & Educational Head WP1 leader Breivik received NOK 250.000 from MFO). *Critical thinking* is imperative in all HS&MEdu at MFO. One innovative example is the top-rated elective course *Knowledge & power in healthcare*.

MFO has also successfully used pedagogical tools as case-based dilemma methods¹⁴ to foster integrated problem solving competency & highlight the facets of ambiguity & uncertainty in communication & interaction with clients & patients. **Assessment & monitoring of learning:**

Assessment methods are aligned with the learning objectives & include written, digital, oral & practical exams. All MFO Master's programs require students to design a R&D project (connected to the supervisors' research) & develop the project further in their thesis. Peer based assessment & feedback are used frequently. MFO exams & tests are based on defined intended learning outcomes. **Student**

engagement & ownership: MFO students participate in curriculum development, considering new teaching & assessment methods, strategy processes, & development of quality assurance systems. E.g. Courses where nutrition students use social media to publish evidence based health information; peer teaching with trained students as ultrasound instructors; student-initiated system provides structured feedback for lecturers (described & submitted for publication with a student as first author¹⁵. **Student**

feedback: We have a comprehensive quality assurance system with feedback loop & reports from all programs. Student feedback is systematically documented, used for improvement, teaching & learning. In addition, MFO students offer an annual award for the best teachers spurring interest among students.

HUS works closely with UiO's internationally recognized Centre for Educational Measurement. To increase HUS' R&D efforts an associate professor with competence in assessment of quality in

HS&MEdu was recently employed. **Digitalization:** Integration of digital technologies has reformed MFO's training & assessment/exams including automatic student feedback on exams. MFO is a national leader in the production of e-learning programs (collaboration between teachers & students), which allow students, & healthcare personnel open access to new knowledge¹⁶. The programs are developed according to an *open education principle* so any international web user can benefit from MFO's technological assisted knowledge production related to various HS&MEdu topics, e.g.

Anatomy, Nursing examination of geriatric patients, Ophthalmology, Radiology to mention a few.

Learning environment: The curriculum for healthcare professionals has real-life learning as a guiding

principle. Students are trained in hospitals, primary healthcare facilities, nursing homes etc. Centre for Clinical Nutrition, established jointly by MFO & Oslo University hospital, foster innovative integration of R&D, treatment, education & training. Furthermore, our *Centre for Primary Healthcare Research* offers creative learning opportunities in collaboration with Oslo municipality. At campus, we have several technology & laboratory training facilities, including *eColab* for simulation of primary care communication & treatment situations; *Clinical Skills Centre* for practicing clinical procedures on dolls; *Ultrasound Labs* for teaching anatomy & radiology. Complementary are real life training experiences through placements & internships e.g. governmental organizations, Oslo or other municipalities, healthcare centres or pharmaceutical industry¹⁷. The mobility of students & an increasing number of international students provide unique learning environment with international classrooms. Cherished by students & favorably assessed is the joint degree EU MA & the International Community Health program. **Program design:** HS&MEdu at MFO are continuously assessed, & adapted to the needs of the patients, the health sector & the society. For example, the MD curriculum was recently restructured to prepare graduates for the aging population with multi-morbidity & diverse sets of needs.

OUTCOME FACTORS

Student achievement related to intended learning outcomes. *Student flow*¹⁸: The ratio of achieved to planned annual credits for MDs is 96%, exceeding the national average in higher education by 10 %.

The corresponding figure is 96% for Clinical nutrition & 91% for all MFO Master's programs.

*Candidate production*¹⁹: MFO admits 36% of the total number of MD students in Norway & graduates around 190 MDs per year. From the other HS&MEdu programs we graduate 245 annually. In addition, more than 200 candidates publicly defend their PhD thesis²⁰.

Relevance of content & design for continued education, the labor market, & the expectations of the wider society. MFO provides different sectors & levels in the Norwegian healthcare system with top qualified candidates, highly attractive on the national & international labor market. MFO is also a pioneer in career development training.

II. CENTRE PLAN

The centre's strategies & plans for excellence in educational development & innovation.

The SHE vision is as follows: *Globally anchored health professionals make sustainable healthcare decisions without compromising future & global needs.* The mission of SHE is to contribute to this global vision by advancing, promoting & expanding ESD²¹ in HS&MEdu nationally & globally.

Education is an integral part of the SDGs (notably through SDG 4) & a key enabler of successful SDG implementation (cf. SDG17)²². By expanding the EBM paradigm using the UNESCO framework for

ESD, SHE will develop, implement & disseminate innovative education strategies providing students & healthcare workers with knowledge & skills needed to incorporate global values & principles into comprehensive medical decisions. Whereas EBM is the adaptation of evidence to individual needs, ESD calls for an innovative systems approach²³. Professionals should be trained to make individual evidence-based decisions, based on a broad understanding of global & future social, political, economic, & environmental contexts²⁴. SHE will educate healthcare professionals to become *sustainability change-agents* by providing them with competencies to navigate & balance between 1) *research evidence*, 2) *individual concerns* & 3) *global principles & resources*. ESD integrates key issues like climate change, inequity & sustainable consumption into HS&MEdu curricula²⁵²⁶ building on an action-oriented, transformative pedagogy²⁷, which supports self-directed learning, problem-orientation, & transdisciplinary learning.

Intended novelties & transformations of current practices? Research has exposed potential paradoxes & trade-offs linked to SDGs implementation²⁸²⁹³⁰³¹. SHE will develop teaching principles & strategies aimed at exploring & understanding underlying paradoxes & challenges -instead of trying to create consensus³². The biggest threat against effective implementation of the SDGs is not resistance, but indifference. Implementation of the SDGs in HS&MEdu is thus more about creating universal engagement³³ for controversies, than universal agreement about the content of the SDGs³⁴³⁵. SHE will utilize teaching strategies that foster critical reflection rather than simple knowledge acquisition & application. We have purposefully incorporated the eight UNESCO competencies³⁶³⁷³⁸³⁹⁴⁰⁴¹ into our implementation plan: *Systems thinking competency* will be supported through interdisciplinary modules on the SDGs & medical decision making targeting Master's & MD students. Topics include dilemmas between individual health & public health, the impact of governance mechanisms & e.g. how local political decisions impact the SDGs; the relationship & potential tradeoffs between climate goals, change & developmental goals, precipitate inequality & inequity at individual & group levels. Centre for Development & the Environment (SUM) at UiO, including the Oslo SDG Initiative, will contribute in developing these courses. *Anticipatory competency* will be provided using practical training in assessing consequences, deal with risks, early stage identification of health needs & by promoting prevention. Emphasis will be on innovative education of new research developments (e.g. personalized nutrition). *Normative competency* will be strengthened using mandatory ethics courses emphasizing the interaction between economic, social, environmental & healthcare concerns. In addition, multicultural, online seminars will discuss ethical dilemmas related to SDG implementation (e.g. conflicts & goal trade-offs), & other courses will provide tools to analyze power structures in healthcare. *Strategic competency* can be harnessed by leadership training & mentoring, including intergeneration & peer

mentoring of staff & students, as well as train-the-trainer⁴² & career development schemes^{43,44}. MFO Postdoctoral program, a career development for postdocs, will be adapted for MFO students. *Collaboration competency* can be enforced using team training in addition to inter-professional learning settings as described in part I. We will encourage student participation through student-led projects that promote virtual (online) mobility among students from partner universities. We will include a funding scheme to stimulate bottom-up SDG initiatives from students, teaching faculty & trainers. Dilemma & agonistic learning⁴⁵ can enforce *critical thinking competency*. Cases will emphasize cultural or moral conflicts & trade-off as a pedagogical approach. We will foster critical thinking with an emphasis on cases related to health inequalities, insufficient access to safe & nutritious food, & social & economic injustice. We will also develop courses on critical assessment of knowledge sources, to identify & handle “fake news” & “alternative facts” (e.g. in breastfeeding & nutrition). *Self-awareness competency* can be harnessed through career development & management training (developed & tested in our Postdoctoral program) to students at all levels, offering tools for future intellectual development & self-management. *Integrated problem-solving competency* will be provided through implementation of a new EBM model integrating SDG concerns (see visual of the model in the introduction), using inter-professional learning & team-based problem-solving in virtual groups between partner higher education institutions (HEIs). We will capitalize on the global knowledge base, available courses, our collective pedagogical training, prior & new experiences gained through SHE, developing a new online, mixed executive Master’s HS&MEdu. The program will be tailored to teachers employed in HEI, nationally & internationally. There is currently no such education program in Norway. Through the Postdoctoral program, we have developed courses & pedagogical methods for career development, knowledge management, academic leadership, supervision & transferable skills. These will anchor the new Master’s program. We will work with Jimma University, KI, Oxford, Hanoi & Acre to develop this program.

How does the centre explore & take advantage of digital opportunities? SHE will develop international seminars to exploit the engagement of the HEI community & focus their attention on global issues such as, nutrition for the future, population genetics, ethical dilemmas in SDG implementation. SHE will exploit digital tools to recruit & establish discussion seminars, moderated by experts at UiO & partner HEIs. The seminars & workshops will provide an opportunity for students to interact & collaborate with their international peers & facilitate virtual mobility classrooms. UiO will handle ethical security concerns in collaboration with partner university representatives.

How are students active in the development & innovation processes? Student engagement & involvement is assured by:

- Active participation in the development of the application through 2 meetings with students representatives & 2 meetings with a reference group of students selected through the student organizations.
- Inclusion at all levels of development, evaluation, research & innovation in the SHE organization. WP5 will be led by a student joining the Centre Executive (CE) team.
- Involvement as assistants & partners in education, peer to peer teaching⁴⁶, with compensation.
- Funding supporting students & student-teacher teams developing case dilemmas or other teaching materials (including elements in MOOC(s) & e-learning tools).
- Student initiatives addressing the SDGs & the SHE goals for HS&MEdu will be implemented in the development, implementation & evaluation of ESD.

Relation to international developments in higher education?

In collaboration with the International Advisory Board (IAB, see below), SHE will monitor the development related to SDG implementation in HS&MEdu. SHE will host international seminars & visiting scholars through an exchange program. SHE will also develop an international network of HEI scholars & students interested in the ESD. As mentioned the new Master's program has a strong international team. We will also develop methods & platforms for virtual mobility between students from our partner institutions.

Steps & milestones.

Present state: MFO has initiated the implementation of several pedagogical approaches recommended by UNESCO. Academics across all the educational programs have varied & relevant competence & skills which will be further developed & tested. Our students function as change agents. Several research papers are already published in collaboration with the identified SHE partners.

Five-year goal: SHE has initiated a research-based approach to change curriculum, teaching & learning methods in partnership with students. SDG courses & new material are integrated in all MFO programs, adapted by national & international higher education institutions (University of Bergen has agreed to pilot the courses as well). The EBM model is redesigned in accordance with ESD.

UNESCO's educational principles will be tested & evaluated. The HS&MEdu MA is active.

Ten-year goal: SHE is an internationally leading hub for research-based approaches to ESD. In partnership with students, we have published the R&D results from the integration of SDG in all MFO HS&MEdu programs. ESD is cross cutting at MFO. New ESD strategies & pedagogical methods have been validated. SHE has a strong research activity on education in HS&MEdu.

A robust **management structure** will ensure effective management: The centre Management Board (CMB) will be responsible for the budget, policy & strategy. The Vice-Dean of Postgraduate studies, E.

Engebretsen will chair CMB which will include the Pro-Dean for Medical Studies E.O. Rosvold, the Faculty Director U.H. Grasmø-Wendler, the Education Heads at each institute, two student representatives, a representative from LINK & a representative from UiO management. Prof. K Heggen will be the SHE director & accounting for 50% of her workload. A 100% Administrative Coordinator will be appointed. The Work Package (WP) leaders will report to the director & participate in a Centre Executive (CE) team. CE will ensure synergy across the WPs & ensure that WP activities are carried out according to the plan. CE will provide the CMB with monthly progress notes. An International Advisory Board (IAB) with expertise relevant for ESD will provide the CMB & CE team with advice & feedback. The IAB will meet three times during the 5 year period. The Vice-Chancellor at KI, Prof. O.P. Ottersen will chair the IAB & joined by Prof T. Greenhalgh, Oxford UK; Ms. Helen Clark, Former New Zealand Prime Minister & UN Development Program Administrator; Prof. & Dean M. Abera, Jimma University, Ethiopia; Prof. P. Farmer (global health & social medicine), Harvard University, US; Director Tran Thi Giang Huong, Department of International Cooperation Vietnam Ministry of Health; Dr. C. M. Scanlan Lyons, Project Director, Governors Climate & Forests Task Force (GCF); Ms. M. Medeiros, Chief Executive Officer, Institute of Climate Change (IMC), Brazil. The activities of SHE will be organized in **8 interrelated work packages**:

WP1: Innovative SDG Courses, Seminars & Workshops: Leader: J. Breivik
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Objective: Develop, implement & test EDS content & approaches. **Activities:** A1: Case-based International online courses on SDGs in healthcare for the HS&MEdu programs. A2: Integrate Team-based education. A3: Online & onsite courses SDG, theoretical & pedagogical methods for the new HS&MEdu MA program. A5: Systems for virtual & blended (online & onsite) mobility in collaboration with partners.

WP2: Strategic ESD Development & Adaptation: Leader: E. Engebretsen & E. O. Rosvold
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Objective: Implement SDG including UNESCO principles into existing & new program structures. **Activities:** A1: Develop & strategically implement ESD approaches in the MFO programs. A2: Establish & implement ESD anchored HS&MEdu MA program. A3: Transferable UNESCO pedagogical methods & skills training for students & staff. A4: Train the trainer workshops in development of ESD courses, seminars & workshops. A5: Career development training for students & junior academic staff. A6: Leadership courses for students & academic staff.

WP3: Educational Material Development in EDS: Leader: D. Banik

Objective: Develop & validate material for open ESD in HEI. **Activities:** A1: Produce ESD MOOC(s) & guidelines for development of ESD MOOC(s). A2: Organize Annual ESD e-seminars. A3: Develop, collect & facilitate online ESD learning materials & toolbox for HS&MEdu SDG teaching.

WP4: Digital Solution Development in ESD: Leader: P. Grøttum

Objective: Develop & test digital support & tools in ESD. **Activities:** A1: Digital Security tools / Digital ethics in ESD. A2: Student feedback solutions advancing ESD. A3: Self-regulation in SDG learning & professional practice. A4: E-learning support in WP1 A1 & WP2 A3.

WP5: Promote student & teacher engagement in ESD: Leader: T. Reed

Objective: Empower students to become resources & active participants in ESD. **Activities:** A1: Students driven & students need assessment-based seed funding to support ESD activities. A2: Employ students for peer-to-peer ESD teaching in the MFO programs & at partner HEIs.

WP6: Research & development for ESD: Leader: K. M. Heggen

Objective: Engender & support R&D related to ESD. **Activities:** A1: Develop evaluation tool to assess ESD quality, collect & disseminate best practice examples. A2: Research related to ESD implementation & assessment.

WP7: Dissemination, Communication & Networking in ESD among HEIs & stakeholders:

Leader: N. K. Vøllestad

Objective: Develop & sustain SDG dissemination channels. **Activities:** A1: Consolidate a national & international network of students, teachers & stakeholders interested in ESD. A2: Exchange scheme to host visiting scholars from HEI. A3: Maintain up-to-date information about SHE in social media & other platforms to internal & external HEI community. A4: Conference & workshop on ESD in HEI.

WP8: Management of SHE: Leader: K. M. Heggen

Objective: Ensure professional & efficient management of SHE. **Activities:** A1: Ensure synergy & efficiency across all activities of the WPs. A2: Ensure seamless & constructive dialogues with IAB & CMB. A3: Foster student & teacher participation in planning & implementation of all activities. A4: Ensure an adequate & comprehensive monitor & evaluation of all centre activities.

Outcomes	Impacts
130-160 students paid to participate & trained in ESD	Facilitate sustainable health decisions through refinement of the EBM model
10-15 new EDS courses developed	

Establishment of Master's program in HS&MEdu inspired by the SDGs	Healthcare professionals skilled in educational strategies as change agents & capable of improving planetary health
Implemented SDG competencies in education strategies at MFO	Harness professional sense of global citizenship
Expand participation & engagement from students in HS&MEdu SDGs initiatives through student teaching, leadership courses & career development mentoring	Enable a pervasive adaptation & comprehensive understanding of SDGs in health care
Substantially advance the evidence-base for health education initiatives targeting the SDGs through R&D & systematic monitoring & evaluation (M&E)	Advanced understanding, mobilization, responsibility & ownership of SDGs among student & staff
Promote competence & engagement for ESD among teachers using pedagogical courses, visiting scholarships & leadership training	Comprehensive implementation of the SDGs in HS&MEdu & ultimately in health care

How will the centre measure the results in terms of added value from the SFU award?

The evaluation framework will draw on realistic evaluation, aimed at testing & refining the learning goals while assessing how the SHE activities succeed⁴⁷. The evaluation will be organic & consist of three phases: (1) development of initial program theory (IPT) anchoring SHE; (2) testing of program theory using empirical data; & (3) refinement of IPT. MOF will treat the SFU award as an R&D project & secure NSD approval for the overarching M&E of the SHE activities. We will develop measures of success based on the activity plan, including the five- & ten-year goals. ESD unique methods to assess student achievement & learning will be developed, tested & applied. Discrete WP activities may need a separate protocol & NSD application. We will secure informed consents where needed. Assessment & scoring for degree & success of SDG integration will be included in student evaluations of HS&MEdu activities. All courses, workshop & seminars will have an M&E component. We will develop an ESD self-efficacy instrument⁴⁸ for teachers. The tools & instruments for assessing ESD in HE will be shared & available online for other HEI when the SHE period is completed. Individual R&D projects related to the M&E will be published in international journals.

Centre contribution & stimulation of institutional development over time: SHE will work as a clearing house for development & dissemination of SDGs inclusion in research, ESD methods & skills training. As the SHE leadership includes both current Deans of Education, the successful SHE activities will be integrated in the MOF HS&MEdu programs during & after the SFU status. The significant commitment & dedication to the proposed activities in SHE is demonstrated by the significant funding of HUS & the allocation of three new post doc/ PhD positions (cf. budget). The

budget & the description included for SHE corresponds with the centre plan & reflects the ambitions & activities. These are all activities not possible without additional financial support. For additional R&D projects emerging with SFU status, SHE will apply for Horizon, EU, ERASMUS, RCN, & SIDA support.

Dissemination of knowledge & practices: The most important outcome from SHE will be highly trained, competent & engaged professionals who will promote sustainable, transformational change in HS&MEdu in HI & ultimately in healthcare. They will implement the most recent research knowledge, using innovative digital communication & take into consideration local as well as global health concerns in their professional conduct as healthcare providers. In addition, this sustainable change will be further amplified by an ambitious set of dissemination activities to ensure that the impact of the centre is fully absorbed.

Plans for sharing knowledge & practices developed by the centre: To maximize dissemination, SHE will take a strategic approach where the message will be adapted to the needs of different group of stakeholders & this will exponentially grow during the years. Moreover, we will design suitable dissemination channels to reach these intended target groups: 1) *Internal Dissemination UiO:* SHE will use social media, websites, meetings, newsletters, workshops & seminars to reach educators at UiO, (MFO & other UiO faculties) to inform on the benefits the SHE & SDG principles. 2) *National Dissemination:* Using social media, websites, meetings, newsletters, workshops & seminars SHE will share knowledge, experiences & promote open access resources about the ESD efforts in HS&MEdu to other HEIs & stakeholders. 3) *International Dissemination:* Actively using the network developed under WP7 in addition to workshops, conferences, virtual mobility, annual e-seminar, website & social media, SHE will promote ESD & the resulting R&D to HEIs, the global society, policymakers, industry & other relevant stakeholders.

Development & dissemination of strategy for higher education quality: SHE will be the first program to incorporate the SDGs into HS&MEdu. This will result in a specific & a generic model, & SHE will provide Proof of Concept on ESD in HE. Elements will be made available on Open Access platforms but ultimately SHE will also develop a “How to do ESD guide in HE” that will be made available for HEIs globally. The developed educational materials, the tool-box, the e-learning sessions & the digital assessment tools will be made available on open access. The IAB, the HEI network established under SHE together with LINK & the Oslo SDG-initiative will collaborate in this long term effort.

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DIREKTORATET FOR INTERNASJONALISERING OG KVALITETSUTVIKLING I HØYERE
UTDANNING (DIKU)
PO Box 1093
5809 BERGEN

Date: 26.04.2019
Your ref.: 18/01015-10
Our ref.: 2018/14656 LENEFOS

Application for Centers of Excellence in Education

We refer to the call for proposals for new Centers of Excellence in Education of 15. February 2019. With this, The University of Oslo (UiO) promotes the following three applications:

Centre on Experiential Legal Learning (CELL)

CELL is an initiative from the Faculty of Law directly addressing the weight University of Oslo currently is putting on stronger links between education and practice. In the upcoming strategy of the university, “knowledge in use” has become a key term for describing how knowledge and skills acquired during study trajectories need to be relevant for both current and future societal needs and challenges. This emphasis is also key for CELL where clinical training, digital skills and a continuing dialog between students, teachers and working life is an essential characteristic of the planned activities in the center. The University of Oslo is strongly supporting the systematic approach designed to develop the future skills of students at CELL, and we believe we can gain much experience through this establishment.

Oslo Academy for Studies in International History (OAS-HIS)

OAS-HIS is an initiative from the Faculty of Humanities which in a pro-active way seeks to strengthen and renew the links between the humanities and working life. This will be done through a systematic establishment of new arenas for constructive alignment between a more global society and the insights and lessons history may provide as a way to interpret, understand and shape this development. OAS-HIS has a clear ambition to work closely with private and public actors, and to demonstrate the relevance of humanistic knowledge through new models for cooperation and partnerships. Through this initiative, the planned center echoes the strong weight given to facilitate “knowledge in use” as it is labelled in the upcoming strategy to be launched by the University of Oslo.

Center for Sustainable Health Care Education (SHCE)

SHCE is an initiative from the Faculty of Medicine directly addressing the Sustainable Development Goals (SDGs) identified by the United Nations. More specifically, the ambition of SHCE is to create a new educational model for educational offerings within the field of health where ethical reflection, critical judgement, and knowledge about power relationships and structures are key building blocks. In this way,



The Rector

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SHCE reflects the University of Oslo's long tradition for thinking and acting globally and for developing educational offerings that are inclusive and that can inspire others – domestically and abroad. In our current strategy, the University of Oslo has underlined the ambition of being a groundbreaking university with a strong engagement for global challenges. SHCE strongly reflects this ambition.

UiO confirms its support for each of the three centers with NOK 0.8 million per year in the period in which the center / centers would become part of the SFU scheme.

In addition to CELL, OAS-HIS and SHCE, UiO is one of the consortium partners to the **Centre for Integrated Earth System Science Education (iEarth)**. iEarth is a collaboration between the Faculty of Mathematics and Natural Sciences and several other Norwegian institutions having the ambition of creating a completely new geoscience education in Norway. The application is a follow-up of an earlier application, and the work that has been conducted since 2016 demonstrates the strong and continuing engagement for this project. iEarth is based on the idea of a more integrated and problem-based educational approach in the geoscience educational area, and the center is directly linked to our strategic ambitions of a stronger links between research and education, and the need to strengthen students' independent thinking and their critical judgement. The funding from UiO to iEarth are as follows:

One PhD position

One 20 % position (Professor II)

The working hours of some of the permanent scientists are part of own funding.

The Faculty of Science at the UiO grants NOK 300,000 annually

Sincerely yours

Svein Stølen (signature)

Rector

Arne Benjaminsen (parafering)
University Director

This document is approved electronically by UiO and is therefore not signed.

Officer in charge:

Lene Fosshaug

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ENGEBRETSEN, EIVIND

SEX: M | DATE OF BIRTH: 17.11.1974 | NATIONALITY: Norwegian

WEBPAGE: <https://www.med.uio.no/helsam/english/people/aca/eivinden/>

EDUCATION

- 2006 **PhD: Disputation date: 31.03.2006.**
Faculty of Humanities, University of Oslo, Norway
- 2001 **Master**
Intellectual history, University of Oslo, Norway
- 1997 **Bachelor**
Faculty of Humanities, University of Oslo, Norway

CURRENT AND PREVIOUS POSITIONS

- 2019- **Vice-Dean of postgraduate studies**
Faculty of Medicine, University of Oslo, Norway
- 2015-2019 **Research Director (responsible for career development of young researchers)**
Faculty of Medicine, University of Oslo, Norway
- 2012- **Professor and Head of Post Graduate Studies (from 2013)**
Institute of Health and Society, Faculty of Medicine, University of Oslo, Norway
- 2007- **Professor (Associate Professor from 2007- 2012)**
Oslo Metropolitan University, Norway
- 2009- 2012 **Adjunct Associate Professor (Full position from 2011)**
Institute of Health and Society, Faculty of Medicine, University of Oslo, Norway
- 2006-2007 **Senior Adviser**
Evaluation Department, Norad (Norwegian Agency for Development Cooperation), Norway
- 2005-2006 **Adviser**
NOKUT (Norwegian Agency for Quality Assurance in Education), Norway
- 2002-2005 **PhD Research fellow**
Faculty of Humanities, University of Oslo, Norway
- 2001-2002 **Assistant Professor**
Department of Scandinavian Studies, Université de Lorraine, France

GRANTS (recent only)

- 2019-2020 *Fellowship for ERC applicant* successful in Step 1- **Euros 60 000**
- 2019-2023 *SCIENTIA-FELLOWS II (Postdoctoral Research Programme in Medicine)*, H2020-MSCA-COFUND-2017, European Commission (Role: Vice-Coordinator) – **Euros 25 542 000 (total), 8 850 000 (from EU)**
- 2019-2020 *The Body in Translation: Historicizing and Reinventing Medical Humanities and Knowledge Translation*, Centre for Advanced Study, Norwegian Academy of Science and Letters (Role: Principal investigator) – **Euros approx. 700 000 (total), 350 000 (from CAS)**
- 2016-2019 *Technology Supported Knowledge Creation: Developing Guidelines using Virtual Social Networks*, FP7-PEOPLE-2013-COFUND, European Commission (Role: Principal investigator) - **Euros approx. 300 000**
- 2016-2019 *Health literacy in the context of renal transplant recipients*, Extrastiftelsen, Norway (Role: Senior researcher) - **Euros approx. 300 000**
- 2016-2019 *Health literacy: A key to health in people with Chronic Pulmonary Disease (COPD)*, Extrastiftelsen, Norway (Role: Senior researcher) - **Euros approx. 300 000**
- 2015-2018 *PATHWAYS*, Third EU Health Programme, European Commission (Role: Senior researcher) – **Euros 1 600 000**
- 2015-2020 *FYSIOPRIM*, The Norwegian Fund for Post-Graduate Training in Physiotherapy, Norway (Role: Project leader of sub-project) **Euros 2 700 000**
- 2012-2018 *Disease prestige and informal priority settings*, Health and Care Services, Research Council of Norway, Norway (Role: Principal investigator) - **Euros approx. 600 000**

FELLOWSHIPS AND AWARDS

- Selected for **Step 2 (final stage) in ERC CoG** (2017) and **ERC SyG** 2018 (still under review)
- **Research Group Leader (and Fellow) at the Centre for Advanced Study** at the Norwegian Academy for Science and Letters (2019-2020)
- Nominated (by the Dean of the Faculty of Medicine) to the UoO Research Prize (2017)

- Nominated as outstanding research communicator by *Morgenbladet* (newspaper) (2016)
- Most publishing author at Oslo Metropolitan University (2012)
- Nominated as outstanding researcher under 40 by *Morgenbladet* (newspaper) (2012)
- Writer scholarship, Non-Fiction Writers and Translators Organisation (2011)
- Scholarship, the Freedom of Expression Foundation (2009)
- Rewarded by Université Paris VII for French-Norwegian research collaboration (as organizer of the Julia Kristeva Days (2009)
- Internationalization award, Oslo Metropolitan University (2009)

EDUCATION

2000-: Regular courses on transferable skills, theory of knowledge, career development, social science theory etc on postdoctoral, PhD, master and bachelor level at University of Oslo, Oslo Metropolitan University, University of Agder, Université de Lorraine etc.

VISITING SCHOLARSHIPS

Université de Lorraine, France (2004) • Université Paris VII (mentor: **Julia Kristeva**), France (2003) • Ecole des Hautes Etudes en Sciences Sociales (mentor: **Jacques Derrida**), France (1998)

SUPERVISION OF GRADUATE STUDENTS AND RESEARCH FELLOWS

10 PhD students (completed) • **6 PhD** students (current) • **5 Postdocs** (current) • **> 35 master** students

INSTITUTIONAL RESPONSIBILITIES (selection)

2018- **Vice-Coordinator** (for research training) for the **MSCA SCIENTIA-FELLOW II** programme, University of Oslo - European Commission

2018- **Head of project group for career development of young researchers**, appointed by rector of UiO

2015- **Director of the Medical Postdoctoral Training Programme**, University of Oslo

2014- **Research group leader** for *KNOWIT – knowledge in translation*, University of Oslo

2016-2017 Member of the **scientific advisory board** of the research priority area *UiO: Life Science*

2013- Member of the **PhD council**, Faculty of Medicine, University of Oslo

2013 **Head of the PhD Programme** of Social Work and Social Policy
Oslo Metropolitan University

2008-2010 **Head of the Master Programme** of Social Work, Oslo Metropolitan University

2007-2010 **Head of the Doctoral Programme Development Committee** (developed successful accreditation application for Nokut), Oslo Metropolitan University

COMMISSIONS OF TRUST

2016-2017 Expert Panel Member, **Interim-evaluation of Horizon 2020**, European Commission

2013-2016 Board member of the International **Society of Cultural History (ISCH)**

2013-2017 Norwegian delegate in the **Helsinki Group on Women and Science**, European Commission

2013- 2016 Member of the **Development Committee and Programme Board of BALANSE**, Research Council of Norway

2010-2013 Member of the Committee for **Gender Balance in Research (KiF)**, Norwegian Ministry of Education

2009-2010 Contributed to the development and board member of the Norwegian Evaluation Society

2007-2011 External expert in evaluation methods, Evaluation Department, Norwegian Agency for Development Cooperation (Norad)

2007-2009 Initiator and Project Manager of the Julia Kristeva Days 2009, the Holberg Prize and Oslo Metropolitan University

PUBLICATIONS

- Total number of publications: **> 150 (58 last 5 years)**, incl. **5 books** (*Source*: Cristin-person-ID: 22703)
- Publications in **leading international peer-reviewed journals** in medicine, social and human sciences (e.g. *the Lancet*, *the BMJ*, *Sociology of health and illness* and *Social History*)
- **> 100** invited talks, **> 30** at international conferences
- Organization **> 20** international workshops and conferences, incl. “Cultural crossings of Care – an appeal to the medical humanities” (with Julia Kristeva, Oslo, 2018 with **> 400 participants**)

Curriculum vitae for Elin Olaug Rosvold

Date of birth 15. September 1962
Address Niels Leuchs vei 14, 1359 Eiksmarka
E-mail e.o.rosvold@medisin.uio.no
Phone +47 93 26 53 27
Present positions

- Head of professional study in medicine, Faculty of Medicine, University of Oslo (UiO)(50%)
- Professor in general practice, UiO (30%)
- Head of the Norwegian Research School in General Practice (20%)

Education

2002 PhD, UiO
1993 Authorized physician
1991 Cand.med., UiO

Professional experience as physician and researcher

2019- Pro-Dean of Education (Medicine), Faculty of Medicine, University of Oslo (100%)
2018 Head of professional study in medicine, Faculty of Medicine, UiO (50%)
2015-17 Head of Education, Inst. of Health and Society, UiO (80%)
2013- Head of The Norwegian Research School in General Practice (50%, 20% from 16)
2010- Professor in general practice, Department of General Practice, Institute of Health and Society, UiO (50%)
2008-10 Researcher, Oslo General Practice Research Unit, UiO (30%)
2011-13 Head of Occupational Health Unit, UiO (50%)
2002-11 Occupational Health Physician, Section of Environment, Health and Safety, UiO (50% , 10% 2008-10)
2005-11 Associate professor, Section of General Practice, Institute of General Practice and Community Medicine, UiO (50%) (Deputy Head of Institute 2008-10)
1999-05 Assistant professor Section of General Practice, Institute of General Practice and Community Medicine, UiO, (100% from 99, 50% from 04)
1997-99 PhD student, Section of Preventive Medicine and Epidemiology, Institute of General Practice and Community Medicine, UiO,
1993-96 Researcher Section of Medical History, Institute of General Practice and Community Medicine, UiO,
1991-92 Internship Bærum hospital (12 months) and Oslo municipality (6 months)

Teaching

Teaching of medical students at the University of Oslo (from 1996)

Research

I am the leader of two research projects and member of six project groups. Main research interests: Educational research (e-learning and simulation), drug treatment of elderly patients in general practice

Supervision

- Anne Margrethe Hausken (PhD 2011) – co-supervisor
- Bjørg Hjerkin (PhD 2012) – main supervisor
- Bjørn Gjelsvik (PhD 2013)- main supervisor
- Lisbeth Homlong (PhD 2015) - co-supervisor
- Anne Cathrine Sundseth (PhD student) - main supervisor
- Torunn Bjerme Eide (PhD student) – main supervisor
- Hans Petter Nordhagen (PhD student) co-supervisor
- Lene Lunde (PhD student) – main supervisor
- Member of 20 assessment committees for PhD in medicine

Management experience

- Head of professional study in medicine, Faculty of Medicine, University of Oslo
- Head of The Norwegian Research School in General Practice (from 2013)
- Head of Occupational Health Unit, University of Oslo (2011-13)
- Chairman of 10th semester committee (general practice and community medicine) at the programme of professional study of medicine at UiO (from 2007)
- Deputy Head of Institute of General Practice and Community Medicine, UiO, 2008-10

Training in management and teaching skills

- Research leadership programme, UiO, 2014
- Education leadership programme, UiO, 2013
- Management course at The Norwegian Medical Association 2012-13
- Project leader course, UiO, 2011.
- Course in basic university pedagogics, UiO, 2005-06

Affiliations

- Member of program group for new national directives for medical education (RETHOS) 2018-
- Member of referee panel (faglig medarbeider), The Journal of the Norwegian Medical Association, 2007-
- Member of the Research Committee of General Practice (Allmennmedisinsk forskningsutvalg) 2007-13
- Member of Professional Council (Faglig råd) National institute of Occupational Health (STAMI) 2010 (representing the universities in Norway). Deputy member 2005-09.

PhD Thesis

Rosvold EO. Physicians in illness and health. An epidemiological study on health- and illness behaviour among 19th and 20th century Norwegian physicians. University of Oslo, 2002

Research publications last five years

1. Skarstein S, Rosvold EO, Helseth S, Kvarme LG, Holager T, Småstuen MC, Lagerløv P. High frequency use of over-the-counter analgesics among adolescents: reflections of an emerging difficult life, a cross- sectional study. *Scandinavian Journal of Caring Sciences*. 2013. Doi: [10.1111/scs.12039](https://doi.org/10.1111/scs.12039)
2. Gjelsvik BE, Straand J, Hunskaar S, Dalen I, Rosvold EO. Use and discontinued use of menopausal hormone therapy by healthy women in Norway: the Hordaland Women's Cohort study. *Menopause* 2013 doi: [10.1097/gme.0b013e3182a11f2d](https://doi.org/10.1097/gme.0b013e3182a11f2d)
3. Homlong L, Rosvold EO, Haavet OR. Can use of healthcare services among 15–16-year-olds predict an increased level of high school dropout? A longitudinal community study. *BMJ Open* 2013. doi:[10.1136/bmjopen-2013-003125](https://doi.org/10.1136/bmjopen-2013-003125)
4. Halvorsen TF, Haavet, OR, Rydså BJ, Skarbø T, Rosvold EO. Pasienterfaringer med allmennlegers oppfølging ved alvorlig spiseforstyrrelse. *Tidsskrift for Den norske legeforening* 2014 ;Volum 134.(21) s. 2047-2051
5. Halvorsen TF, Rosvold EO, Rydså BJ, Skarbø T, Haavet OR. Kommunikasjon om spiseforstyrrelsessymptomer på allmennlegekontoret. *Tidsskrift for Den norske legeforening* 2014 ;Volum 134.(21) s. 2052-2056
6. Homlong L; Rosvold EO; Bruusgaard D; Lien, Lars; Sagatun, Åse; Haavet, OR. A prospective population-based study of health complaints in adolescence and use of social welfare benefits in young adulthood. *Scandinavian Journal of Public Health* 2015 ;Volum 43.(6) s. 629-637
7. Homlong L; Rosvold EO; Sagatun, Å; Wentzel-Larsen T; Haavet, OR. Living with mentally ill parents during adolescence: a risk factor for future welfare dependence? A longitudinal, population-based study.. *BMC Public Health* 2015 ;Volum 15.(1)
8. Eide, TB; Straand J; Melbye H; Rørtveit G; Hetlevik I; Rosvold EO. Patient experiences and the association with organizational factors in general practice: Results from the Norwegian part of the international, multi-centre, cross-sectional QUALICOPC study. *BMC Health Services Research* 2016 ;Volum 16.(428) s. -
9. Lagerløv, Per; Rosvold EO; Holager, Tonja; Helseth, Sølvi. How adolescents experience and cope with pain in daily life: A Qualitative study on ways to cope and the use of over-the-counter analgesics. *BMJ Open* 2016 ;Volum 6.(3)
10. Eide, TB; Straand J; Björkelund C; Kosunen E; Thorgeirsson O; Vedsted Peter, Rosvold EO. Differences in medical services in Nordic general practice: a comparative survey from the QUALICOPC study. *Scandinavian Journal of Primary Health Care* 2017 ;Volum 35.(2) s. 153-161
11. Nordhagen HP; Harvey SB; Rosvold EO; Bruusgaard; Blonk R Mykletun A. Case-specific colleague guidance for general practitioners' management of sickness absence. *Occupational Medicine* 2017 ;Volum 67.(8) s. 644-647
12. Spehar I Sjøvik H; Karevold KI; Rosvold EO; Frich JC. General practitioners' views on leadership roles and challenges in primary health care: a qualitative study. *Scandinavian Journal of Primary Health Care* 2017 ;Volum 35.(1) s. 105-110
13. Sundseth AC; Gjelstad S, Straand J, Rosvold EO General practitioners' prescriptions of benzodiazepines, z-hypnotics and opioid analgesics for elderly patients during direct and indirect contacts. A cross-sectional, observational study. [Scandinavian Journal of Primary Health Care](https://doi.org/10.1080/02813432.2018.1459164). ISSN 0281-3432. 36(2), s 115- 122 . doi: [10.1080/02813432.2018.1459164](https://doi.org/10.1080/02813432.2018.1459164)
14. Grønddahl, Jan Robert; Fossdal, Øystein; Hauge-Iversen, Torgeir; Husebye, Einar; Rosvold, Elin Olaug & Kongshavn, Trygve (2018). Innleggelsler i medisinsk avdeling – hvem legger inn og hvorfor. [Tidsskrift for Den norske legeforening](https://doi.org/10.4045/tidsskr.17.0516). ISSN 0029-2001. 138(8), s 727- 733 . doi: [10.4045/tidsskr.17.0516](https://doi.org/10.4045/tidsskr.17.0516)
15. Lunde, Lene; Moen, Anne & Rosvold, Elin Olaug (2018). Learning clinical assessment and interdisciplinary team collaboration in primary care. MOOC for healthcare practitioners and students. [Studies in Health Technology and Informatics](https://doi.org/10.3233/978-1-61499-872-3-68). ISSN 0926-9630. 250, s 68 . doi: [10.3233/978-1-61499-872-3-68](https://doi.org/10.3233/978-1-61499-872-3-68)
16. Eide TB, Straand J, Rosvold EO. Patients' and GPs' expectations regarding healthcare-seeking behaviour: a Norwegian comparative study. *BJGP Open* 13 November 2018; bjgpopen18X101615

Professor Kristin Heggen

PERSONAL INFORMATION

Date of birth: 19.04.1954

Address: University of Oslo, Faculty of Medicine, P.O.box 1078 Blindern, 0316 OSLO, Norway

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EDUCATION

- 1994 PhD in Educational Science
 Faculty of Social Sciences, University of Oslo (UiO)
- 1984 Master in Educational Science
 Faculty of Social Sciences, UiO
- 1982 Clinical Nurse Specialist in Anaesthesia

CURRENT AND PREVIOUS POSITIONS

- 2015- : Director, Centre for Health Sciences Education, Faculty of Medicine, UiO
- 2005- : Professor, Institute of Health and Society, Faculty of Medicine, UiO
- 2011-2018: Dean of Education, Faculty of Medicine, UiO (2011-2014, re-elected 2015-2018)
- 2011-2014: Adjunct Professor, Centre for the Study of Professions. Oslo Metropolitan University
- 2004-2006: Adjunct Professor, Ballarat University, Australia
- 1997-2004: Associate Professor in Health Sciences, Faculty of Medicine, UiO
- 1994-1996: Associate Professor, Vestfold University College (status as University from 2018)

FELLOWSHIPS AND AWARDS

- 2010: Received the Ministry of Education and Research' award for excellent quality in education for the MA program in Health Sciences, Faculty of Medicine, UiO
- 2018: Received the Faculty of Medicine's award for outstanding quality in academic leadership as dean of education
- 2019: Nominated by the Dean at the Faculty of Medicine for the Karolinska Institutet's prize for research in medical education.

SUPERVISION OF GRADUATE STUDENTS & RESEARCH FELLOWS

- 1997- : Postdocs/ 14 PhD/20 MA Students with different institutional settings, Faculty of Medicine, UiO, Faculty of Educational Sciences, UiO, Faculty of Social Sciences, UiO, Faculty of Health, Deakin University, and Melbourne University, Australia

TEACHING ACTIVITIES

- 1997- : Heggen has been teaching postgraduate subjects in curriculum theory, organizational theory and leadership, qualitative research design and research methods, sociology of knowledge, theories of power, knowledge translation, evidence based health care, sustainable development – paradoxes and power dynamics. She has mainly been teaching at The University of Oslo, but also Deakin University and Melbourne University, Australia

ORGANISATION OF SCIENTIFIC MEETINGS

- 1997- : Have organised several scientific meetings as leader of the research group Medical Humanities, later Knowledge in translation (Knowit), as Director of the Centre for Health Sciences Education, as Dean of Education at The Faculty of Medicine (including responsibility for the collaboration between Faculty of Medicine and North-Western Medical State University (Mechnikov), St.Petersburg, Russia).

INSTITUTIONAL RESPONSIBILITIES

- 2001-2002: Head of Section for the Department of Health Sciences, Faculty of Medicine, UiO
- 2003-2009: Programme Director for the master's degree programme in health sciences, UiO
- 2008-2011: Board member, The Inter faculty Research Network PluRel, UiO

- 2010-2013: Board member, Mental Health Research program, Research Council of Norway
- 2011-2018: Member of UiO's committee for gender balance
- 2011-2016: Member of UiO's committee for quality in learning culture and environment
- 2016-2018: Member of UiO's Board for the strategic initiative UiO:Nordic
- 2016: Member of UiO's committee for developing educational facilities in life science
- 2013- : Chair of the UiO's Suitability Committee ("skikkethet")
<http://www.uio.no/english/about/organisation/committees/suitability-committee/>
- 2017: Chair of the UiO's committee for restructuring responsibility and obligations in assessment of students' professional conduct (suitability) across seven faculties
- 2018: Member of the advisory group (nominated by rector) in order to facilitate research and education related to UN's Sustainability Development Goals (SDGs)
- 2019: Research group leader for KNOWIT – (Knowledge in translation), UiO

SELECTED PEER-REVIEW PUBLICATIONS: (full list):

<https://wo.cristin.no/as/WebObjects/cristin.woa/wa/fres?sort=ar&pnr=22751&la=no&action=sok>

- **Wieringa, Sietse; Engebretsen, Eivind; Heggen, Kristin & Greenhalgh, Trisha** (2018). Mindlines Online: A qualitative study of how knowledge is constructed and exchanged in virtual communities of physicians. *Journal of Medical Internet Research*. ISSN 1438-8871.
- **Engebretsen, Eivind; Heggen, Kristin & Ottersen, Ole Petter** (2017). The Sustainable Development Goals: ambiguities of accountability. *The Lancet*. ISSN 0140-6736. 389(10067), s 365- 365 . doi: 10.1016/S0140-6736(17)30152-6
- **Wieringa, Sietse; Engebretsen, Eivind; Heggen, Kristin & Greenhalgh, Trisha** (2017). Has evidence-based medicine ever been modern? A Latour-inspired understanding of a changing EBM. *Journal of Evaluation In Clinical Practice*. ISSN 1356-1294. 23(5), s 964-970 . doi: 10.1111/jep.12752
- **Engebretsen, Eivind; Heggen, Kristin; Das, Sarthak; Farmer, Paul & Ottersen, Ole Petter** (2016). Paradoxes of sustainability with consequences for health. *The Lancet Global Health*. ISSN 2214-109X. 4(4), s e225- e226 . doi: [http://dx.doi.org/10.1016/S2214-109X\(16\)00038-3](http://dx.doi.org/10.1016/S2214-109X(16)00038-3)
- **Engebretsen, Eivind; Vøllestad, Nina Kørpe; Wahl, Astrid Klopstad; Robinson, Hilde Stendal & Heggen, Kristin** (2015). Unpacking the Process of Interpretation in Evidence-Based Decision-Making. *Journal of Evaluation In Clinical Practice*. ISSN 1356-1294. . doi: 10.1111/jep.12362
- **Sutphen, Molly; Heggen, Kristin**. Using dialogical pedagogies to cope with fragmentation in nursing education. I: *From Vocational to Professional Education. Educating for social welfare*. Routledge 2015 ISBN 9781138797444. s. 137-146
- **Engebretsen, Eivind; Heggen, Kristin**. Global Governance for Health: What about liberal power? *The Lancet* 2014;Volum 384. s. 664-
- **Solbrekke, Tone Dyrdal; Heggen, Kristin; Engebretsen, Eivind**. Ambitions and Responsibilities: A Textual Analysis of the Norwegian National Curriculum Regulations for Nursing Education. *Scandinavian Journal of Educational Research* 2014: Volum 58.(4) s. 479-494

CV - Tiril Seppola Reed

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Education

- 2018- Currently studying in the master's program in Health Economics, Policy and Management, University of Oslo
More advanced courses on the peculiarities of health, now with international focus and specialization in management and organizational theory. Have completed an elective course on internship at Akershus University Hospital.
- 2015 - 2018 Bachelor in Health Management and Health Economics, University of Oslo
Focus on organizational and financial peculiarities within the health sector, and with specialization in social economics
- 2009 - 2012 Firda high school
Sports specialization with elective subjects in sociology, and politics and humans rights

Relevant work experience

- 2018 - Melin Collectors
Debt collection customer service
- 2014 - 2018 Akerselva elderly home
Extra shifts as nursing assistant
- 2016 - 2017 Student committee for the faculty of Medicine, University of Oslo
Leader in the student organization for all study programs at the Faculty of Medicine
- 2013-2014 General secretary, School Student Union of Norway
In charge of economy, administration and HR
- 2012-2013 Organizational deputy chairman, School Student Union of Norway
In charge of organizational tasks and events
- 2011-2012 Gloppen elderly home
Extra shifts as nursing assistant

Selection of volunteer work

- 2019 - Member of leadership group for DIKU grant application for centre for sustainable education (SHE) and responsible for work package 5 for promoting student and teaching engagement
- 2019 - Elected student representative for the Board of the Faculty of medicine

2018 -	Elected student representative for the Institute Board of Institute for Health and Society
2018 -	Elected student representative for the Program Board of Department of Health Management
2018 -	Student representative for class of 2018, masters in Health Economics, Policy and Management
2018	Student representative in the election committee for Dean elections at the Faculty of Medicine
2018	Student representative in the election committee for the head of institute elections at the Institute for Health and Society
2017	Initiator for the Student Council for the Institute for Health and Society
2015 - 2018	Student representative for class of 2015, bachelor in Health Management and Health Economics
2014 - 2016	Control committee, two-year position, School Student Union of Norway
2012	Leader, School Student Union of Sogn og Fjordane
2011 - 2012	Student council leader, Firda high school

Jarle Breivik (MD PhD EdD) – Curriculum vitae 2019

PERSONAL INFORMATION

Date of birth: 07.09.1968

Address: P.O box 1110 Blindern, 0317 OSLO, Norway

E-mail: jbreivik@medisin.uio.no, Mobile phone: +47 41441985

EDUCATION

2014 Ed.D. Graduate School of Education, University of Pennsylvania, USA

2000 Ph.D. Faculty of Medicine, University of Oslo, Norway

1996 M.D. Faculty of Medicine, University of Oslo, Norway

CURRENT AND PREVIOUS POSITIONS

2014- Assoc. Dean for Education (Utdanningsleder), Faculty of Medicine, University of Oslo.

2014- Professor of Medicine, Dept. of Behavioural Sciences in Medicine, Institute of Basic Medical Science, Faculty of Medicine, University of Oslo.

2012-2014 Visiting Fulbright Scholar, Perelman School of Medicine, University of Pennsylvania.

2004-2014 Assoc. Professor, Inst. for Basic Medical Science, Faculty of Medicine, University of Oslo.

2009-2011 Assoc. Dean for Graduate Education (Forskerutdanningsleder), Faculty of Medicine, University of Oslo.

2004-2009 Director of MD-PhD Program (Forskerlinjen), Faculty of Medicine, University of Oslo.

2000-2004 Postdoctoral Fellowship, Section for Immunotherapy, Norwegian Radium Hospital / University of Oslo, Project: Public understanding of molecular biology and cancer.

1997-2000 Ph.D. Fellowship, University of Oslo / Norwegian Radium Hospital

1997-1998 Part-time clinical work, Resident Physician, Medical Department, Diakonhjemmet Hospital

FELLOWSHIPS AND AWARDS (MOBILITY)

2012-2014 Visiting Fulbright Scholar, Perelman School of Medicine, University of Pennsylvania.

2012-2014 Executive Doctorate (EdD) in Higher Education Management, Graduate School of Education, University of Pennsylvania, Passed with Distinction.

TEACHING ACTIVITIES

2017- Established and leads elective course in Health Communication and Understanding of Disease, MD program.

2014- Teaching clinical communication skills, MD program.

2008-2011 University representative in workgroup for developing the academic program for the Oslo Cancer Cluster Innovation Park – and initiative by the City of Oslo and the Oslo Cancer Cluster to build a public high school and biotech innovation park in an integrated campus.

2010-2011 Organizing committee and lecturer - Course in PhD Supervision, organized in collaboration with the Norwegian Medical Association and the Regional Health Authority

2009-2011 Assoc. Dean – PhD-program, lecturer and responsible for curriculum development and the implementation of the Bologna Process in the PhD Program at the Faculty of Medicine, University of Oslo

2004-2009 Lecturer and responsible for curriculum development for the Medical Student Research Program (Intercalated MD-PhD), Faculty of Medicine, University of Oslo

INSTITUTIONAL RESPONSIBILITIES (BOARDS AND COMMITTEES)

2014- Member of the MD Program Committee, Faculty of Medicine, University of Oslo

2014- Leadership Team, Institute of Basic Medical Sciences, University of Oslo

2018 Member of University Committee for Assessment and Feedback, University of Oslo

2016-2017 Member of the PhD Curriculum Committee, Faculty of Medicine, University of Oslo.

2011-2012 Member, University Strategy Committee for Doctoral Education, University of Oslo

2010 Committee Member, Grant Review Committee, Stipends for internationalization, Faculty of Medicine, University of Oslo

2009-2010 Committee Chair, Grant Review Committee, Student stipends, Unifor, Faculty of Medicine, University of Oslo

2009 Academic Member, Work Group 7 - Recruitment, Competence and Career Paths, Development of research strategy for the South-Eastern Norway Regional Health Authority

2008-2011 Academic Member, Work Group 6 -Training, EATRIS - European Advanced Translational Research InfraStructure in Medicine

- 2009 Member of Review Committee for the National Institute of Health/National Cancer Institute (USA) -applications for RFA CA 09-009 Physical Science-Oncology Centers.
- 2009 Member of Committee for the evaluation of Research Schools at the University of Oslo
- 2004-2009 Member of Grant Review Committee, Medical Student Research Prog., University of Oslo.
- 2007 Member of Committee for the national evaluation of the Medical Student Research Programme.
- 2006 2nd Opponent and examiner, PhD evaluation committee for Kristine Kleivi, University of Oslo.
- 1999 Scientific Advisor, Work group - Beyond the made and the born, and machines that grow, Advisory workshop for the European Commission, Brussels, Belgium.

INTERNATIONAL EDUCATIONAL CONFERENCES

- 2018 AMEE 2018, Innovating in Education, Basel, Switzerland.
- 2016 AMEE 2017 (poster presentation), Innovating in Education, Barcelona, Spain.
- 2015 2015 Higher Education Leadership Conference, University of Pennsylvania, USA
- 2011 SiN 2011 (oral presentation) - The Association of doctoral organizations in Norway, Bergen, Norway.
- 2010 ORPHEUS 2010 - Organisation for PhD Education in Biomedicine and Health Sciences in the European System, Vienna, Austria.
- 2009 ORPHEUS 2009 - Organisation for PhD Education in Biomedicine and Health Sciences in the European System, Aarhus, Denmark.
- 2007 AMEE 2007 (oral presentation), the Association for Medical Education in Europe, Trondheim, Norway.
- 2005 Conference on Research Education (oral presentation), Sechenov Moscow Medical Academy, Moscow, Russia.

RESEARCH MONOGRAPH – Higher Education Management

Breivik J. Leadership and organizational change in biomedical PhD education: An instrumental case study of the development of a centralized organization for biomedical graduate studies at the University of Pennsylvania. University of Pennsylvania/ProQuest 2014. Passed with distinction.

SUPERVISION OF GRADUATE STUDENTS AND RESEARCH FELLOWS

- 2017- Supervisor, two Master Students
- 2008-2013 Principle Supervisor for PhD student Rebecca Carver
- 2005-2010 Principle Supervisor for MD-PhD student Marie Bergem-Ohr

GRANTED PATENTS

- 1996 **Breivik J**, Spurkland A and Gaudernack G, Isolation of nucleic acid (US6090935), Commercialized by Qiagen.
- 1996 **Breivik J**, and Gaudernack G, Method for the detection of Ras oncogenes, in particular the K-ras oncogene (US6090546).

SELECTED PEER-REVIEW PUBLICATIONS

- | | IF (5 year) |
|---|--------------------|
| - Breivik J. Reframing the “Cancer Moonshot”: How experts and non-experts interpret the problem of cancer. EMBO Rep. 2016; doi: 10.15252/embr.201643467 | 7.4 |
| - Hanevik HI, Hessen DO, Sunde A, Breivik J. Can IVF influence human evolution? Hum. Reprod. 2016; doi: 10.1093/humrep/dew089 | 4.6 |
| - Carver R, Wiese EF & Breivik J. Frame analysis in science education: A classroom activity for promoting media literacy and learning about genetic causation. Int J Sci Educ. 2013. doi:10.1080/21548455.2013.797128 | 1.6 |
| - Carver R, Rødland EA & Breivik J. Quantitative frame analysis of how the gene concept is presented in tabloid and elite newspapers. Sci Com. 2012. doi:10.1177/1075547012460525 | 2.1 |
| - Hunskaar S, Breivik J , Siebke M, Tømmerås K, Figenschau K, Hansen JB. Evaluation of the medical student research programme in Norwegian medical schools. A survey of students and supervisors. BMC Med Educ. 2009;9:43. | 1.7 |
| - Carver R, Waldahl R & Breivik J. Frame that gene. A tool for analysing and classifying the communication of genetics to the public. EMBO Rep. 2008;9:943-7. | 7.4 |

Dan Banik

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EDUCATION

2003 Dr. Polit, Department of Political Science, University of Oslo, Norway
1997 Master of Arts (Cand. Polit.), Department of Political Science, University of Oslo, Norway

CURRENT AND PREVIOUS POSITIONS

2014-present *Professor of Political Science and Director of the Oslo SDG Initiative*, Centre for Development and the Environment, University of Oslo, Norway
2014-present *Visiting Professor*, Chancellor College, University of Malawi, Zomba
2011-2017 *Adjunct Professor*, China Agricultural University, Beijing, China
2010-2014 *Visiting Associate Professor*, Freeman Spogli School of International Studies, Stanford University, USA
2010-2011 *Fulbright scholar*, Stanford Centre on Poverty and Inequality, Stanford University, USA
2005-2013 *Associate Professor*, Centre for Development and the Environment, University of Oslo
2008-2010 *Head of Reference Group*, Norwegian-Finnish Trust Fund in the World Bank for Environmentally and Socially Sustainable Development (TFESSD), Royal Norwegian Ministry of Foreign Affairs, Norway
2006 *Visiting Research Fellow*, International Food Policy Research Institute (IFPRI), Washington DC, USA
2002-2005 *Senior Research Fellow*, Centre for Development and the Environment, University of Oslo
2001 *Visiting Fellow*, International Food Policy Research Institute (IFPRI), Washington DC, USA
1998-2002 *PhD student and Research Fellow*, Centre for Development and the Environment, University of Oslo, Norway

FELLOWSHIPS, AWARDS AND PRIZES

2013-2013 *Leiv Eiriksson stipend*, Research Council of Norway
2011 *Prize for research on China*, College of Humanities and Development Studies China Agricultural University, Beijing
2010-2011 *Fulbright stipend*, Fulbright Foundation, USA
2001-2009 *Appointed by Crown Prince Haakon of Norway to serve as a Member of the Board of Directors*, The Norwegian Crown Prince and Crown Princess' Foundation
1999 & 2001 *Ryoichi Sasakawa Young International Scholar*, Sasakawa Foundation, Tokyo
2001 & 2006 *Consultative Group on International Agricultural Research (CGLAR) stipend*, Research Council of Norway
2001/2004/2006 *Prize for research dissemination*, Centre for Development and the Environment, University of Oslo

TEACHING ACTIVITIES

Norway's first Massive Open Online Course (MOOC), offered to a global audience in February 2015, March 2016 & May 2018

- Course title: 'What Works? Promising Practices in International Development', course leader and main lecturer
- Developed idea and content for course; used personal research networks to form a team of colleagues from the following three universities to co-teach with me: Freeman Spogli Institute for International Studies, Stanford University; College of Humanities and Development Studies, China Agricultural University; Department of Political and Administrative Studies, Chancellor College, University of Malawi.

Masters courses at the Dept. of political science, University of Oslo

- STV-4324B: 'The Politics of Poverty', course leader, every autumn semester 2000-2017
- STV-823: 'Politics and Administration in Developing Countries' (co-taught with Professor Olle Törnquist) (1997; 1998; 2000).

Masters courses at the Centre for Development and the Environment, University of Oslo

- SUM 4026: 'What Works? Success Stories in International Development' (2013; 2014)
- SUM 4027: 'Food, Health and Sustainability' (2014)
- SUM 4200: 'Key Issues in Development and Environment' (2006-present)

Masters programme at the Dept. of political and administrative studies, Chancellor College, University of Malawi (since 2013)

- 'An Introduction to Public Administration'; 'Public Policy and Political Economy Analysis'; 'Public Service Ethics'; 'Research Methods'; 'Human Resource Management'; 'Leadership'

Doctoral courses taught at the University of Oslo

- 'Governing the Asian Giants: Poverty Reduction and Sustainable Development in India and China' (2015)
- 'From Scarcity to Access and Rights: Changing Perspectives on Food Insecurity' (2011)
- 'Human Rights and Legal Empowerment of the Poor: Theory and Practice' (2008)
- 'Poverty and Development: An Interdisciplinary Doctoral Course' (2004)

- 'Ethics and Development Economics' (2004)
- 'Global Justice' (2003)
- 'World Hunger and Morality' (2001)

Courses for development professionals and teachers

- *Draper-Hills Summer Fellows programme*, lectures based on my book on *Poverty and Elusive Development*, Centre on Democracy, Development and the Rule of Law, Stanford University (2010)
- *UN System: Pressing Issues and Sustainable Solutions*, set of 5 lectures at United Nations University, Tokyo (2009)

Undergraduate courses taught at the University of Oslo

- UTV-1000: *Bachelors in Development Studies*, introductory module (2003, 2004, course leader from Autumn 2005)
- UTV-3090: *Bachelors in Development Studies*, concluding module, University of Oslo (2005, course leader from Spring 2006)
- SUM-1000: *Menneske, Miljø og Utvikling*, University of Oslo (2003, 2004, 2005)
- Development studies, Hoi An, Vietnam, Oslo University College and Culture Studies (February-March 2005)

PROJECT MANAGEMENT EXPERIENCE

2016-present	<i>Project leader</i> , 'China and CSR in the Sustainable Development Goal Era', funded by the Norwegian embassy in Beijing, Norwegian Ministry of Foreign Affairs
2014-2018	<i>Project leader</i> , 'What Works? When, Why and for Whom? Impact of Norwegian and Chinese Development Assistance in Malawi and Zambia', Research Council of Norway (partners: China Agricultural University, University of Lusaka, University of Malawi)
2014- present	<i>Project leader</i> , 'Strengthening Capacity for Democratic and Economic Governance in Malawi', NORHED project, University of Oslo, University of Malawi, Norwegian Agency for Development Cooperation (Norad)
2013-2014	<i>Project leader</i> , 'Friend, Partner, Saviour or Master? China's Aid and Poverty Reduction in Africa', Research Council of Norway
2007-2009	<i>Project collaborator</i> , 'Ethics, Rights and Poverty: From Global Theory to National Practice' (with Desmond McNeill and Asun St. Clair), Research Council of Norway
2007-2011	<i>Project leader</i> , 'Academic Network on Legal Empowerment of the Poor (ANLEP)', Norwegian Ministry of Foreign Affairs
2006-2008	<i>Project leader</i> , 'Politics and Policy Processes in Food Security and Nutrition', International Food Policy Research Institute & University of Oslo
2003-2006	<i>Project leader</i> , 'Malnutrition: The Silent Emergency', Research Council of Norway

PUBLICATIONS

Selected journal articles (max. 10)

- 'Chinese Engagement in Africa and Latin America: Does it Matter for State Capacity?', *Third World Quarterly Thematics* 3(4): 532-551. (with Benedicte Bull, 2018)
- 'A Climate for Commerce: The Political Agronomy of Conservation Agriculture in Zambia' *Agriculture and Human Values* 35(1): 255-268. (with Ola Westengen et.al., 2017)
- 'The Hungry Nation: Food Policy and Food Politics in India', *Food Ethics*, 1(1): 1-29. (2016)
- 'The Frontiers of Poverty Reduction in Emerging Asia' (with Arve Hansen), *Forum for Development Studies* 43(1): 47-68. (2016)
- 'Difference or Indifference: China's Development Assistance Unpacked' (with Li Xiaoyun, Tang Lixia and Wu Jin), *IDS Bulletin* 45(4): 22-35. (2014)
- 'Access to Justice and Social Unrest in China's Countryside: Disputes on Land Acquisition and Compensation' (with Zhou Chao) *Hague Journal on the Rule of Law* 6(2): 254-275. (2014)
- 'Growth and Hunger in India', *Journal of Democracy*, 22(3): 90-104. (2011)
- 'Governing an Asian Giant: Judicial Activism on Hunger in India', *Journal of Asian Public Policy*, 3(3): 263-280. (2010)
- 'Support for Human Rights-Based Development: Reflections on the Malawian Experience', *International Journal of Human Rights*, 14(1): 32-48. (2010)
- 'Legal Empowerment as a Conceptual and Operational Tool in Fighting Poverty', *Hague Journal on the Rule of Law*, 1(1): 117-131. (2009)

Selected monographs (since 2009)

- *The Democratic Dividend: Political Transition and Inclusive Development in Malawi* (co-editor, with Blessings Chinsinga, 2016, Routledge)
- *The Legal Empowerment Agenda: Poverty, Labour and the Informal Economy in Africa* (ed.), London: Ashgate. (2011)
- *Poverty and Elusive Development*, Oslo: Scandinavian University Press. (2010)
- *Starvation and India's Democracy*, London and New York: Routledge. (paperback 2009)

Budget justification

The proposal and the budget outline the proposed WP activities of SHE. Below is a description of the cross cutting activities and the expected numbers/year & total period.

In-directs/overhead are not included.

Summary Activities but the aims will be WP specific	Total number	Total sum
Student stipends, including WP leader's salary	ca 150 stipends	6 972 000
WP leaders 20%, teacher 20%, 1FTE staff salary SHE		12 377 150
Teacher scholarships/ innovation support	38 stipends	2 850 000
Technical support, LINK, video, MOOC, e-learning etc		4 960 000
Internationalization, I week, visiting scholars, honorarium, (course, masterclasses, seminars) travel & hotel included	25 honoraria, visits	1 668 000
Travel related to internationalization, HEI site visits, participation in conferences related to SDG and ESD		2 120 000
Courses, seminars, trainings, TOT sessions etc	16 off site courses	1 280 000
CMB/CE & IAB meetings and travel		1 442 800
Total (the rest local meeting & evaluation expenses)		33 669 950
Total requested		35 610 550
Requested (20% overhead on salary & stipend)		39 945 380

Student salary, stipend for innovation & participation in educational effort is 20% of total requested.

Innovation and teacher support is 43% of total requested. Support for internationalization is 6%, and for technical support 14%. Although closely linked each WP has unique outcomes. The success of the individually proposed WPs are closely linked to the described activities. Some meeting funds are internal to ensure buy-in and support for SHE at MOF and UiO, others combine site visits and travels to ensure strong national & international collaboration. We also intend to use the members of our IAB as resources in seminars and workshops related to the three meeting. We intend to have two workshops and one major conference on ESD during the period. The network and partnerships developed will be critical.

As demonstrated, the proposed activities of SHE will be complimentary to the ongoing research activities in HUS. The strong current MFO salary support for the digital competency related to assessment and e learning in HUS will offer synergies to the proposed WP activities of SHE.

Centre for Sustainable Healthcare Education (SHE), Faculty of Medicine, UiO

Table I

Total Budget demonstrating contribution from Faculty of Medicine, University of Oslo, all years and in total. Including the DIKU request for the SFU per year and in total.

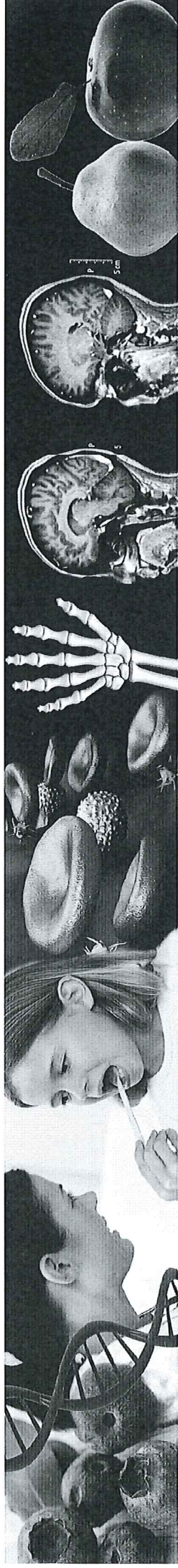
	2020	2021	2022	2023	2024	Total
Requested budget from DIKU included 20%OH for SHE	7999800	7994758	7998516	7973974	7978332	39 945 380
Current pledge continuing support to HUS including salary for staff no OH	9 681 345	9874972	10072471	10273921	10479399	50 382 108
Additional pledge 2 postdoc 4 years, 1PhD 3 years if DIKU award included is OH 20%	3533997	6462933	6625528	6801959	3876921	27 301 338
Total budget for HUS/SHE per year and total for period	21215142	24332663	24696515	25049854	22334652	117 628 826

HUS has since 2014 been MOF centre anchoring the digital and e-learning development at MOF. More recently also other R&D project related to education. The salary of the SHE leader KMH, the CEB head EE, the leaders of WP 2 (EE & EOR), and WP4 (PG) are included in this budget and in-kind to SHE. In addition the staff with SDG research capacity as well as digital, assessment and e-learning capacity will serve various SHE proposed activities.

The requested support from DIKU cover unique new innovative activities and dough tails and advance the ongoing HUS activities. The proposed activities are not possible without the SFU designation and DIKU financial support. The DIKU support is 34% of the total for the period 2020-2024.

TABELL 2

Unit	Stillingstype	Name	Stillingsandel	Årskostnad	fordelt %
HUS leadership	Leader	KH	30	1 393 496	418 049
Elearning, digital	Deputy	PG	10	1 221 489	122 149
Knowledgetranslation /fusjon KNOWIT, pedagogics	Professor	KH	70	1 393 496	975 447
SDG, leadership, mentoring	Post doc program	EE	50	1 390 035	695 018
SDG historical	Vit.ass.	CA	100	518 169	518 169
Knowledgetranslation, SDGs, equality	Postdoc	IL	100	707 130	707 130
EBM, knowledgetranslation, Clinical decision making	SF/Postdoc With Oxford University	SW	100	732 875	732 875
SDG, sexual health	Postdoktor –	TS	100	698 607	698 607
translation of SDG in global HEI context	PhD-student	Tes	100	0	0
Digital exam and e learning	Professor	PG	90	1 221 489	1 099 340
Cemo/UiO, digital exam	Ass Professor medical ped	SS	100	757 907	757 907
HS&Medu master	PhD-student (Jimma, eksternt finansiert)	S	100	0	0
Technical e-learning	Senioringeniør	JG	100	920 849	920 849
Technical e-learning	Senioringeniør	MS	100	783 726	783 726
Development of MED curriculum Oslo 2014	Professor/Dean/ Head of HUS board	ER	30	1 393 496	418 049
Oslo 2014 and quality assurance in edu	Seniorrådgiver	KW	100	834 031	834 031
GRAND TOTAL HUS				13 966 795	9 681 345



UiO : Det medisinske fakultet

Budsjett søknad SFU

- 1) Total budsjett
- 2) Detaljert prosjektbudsjett
- 3) Spesifisering fakultets eget bidrag/bruk av ressurser i SFU



TOTAL BUDSJETT

TOTAL BUDGET SFU

	2020	2021	2022	2023	2024	Total
Current pledge continuing support to HUS including salary for staff no OH	9 681 345	9 874 972	10 072 471	10 273 921	10 479 399	50 382 107
Additional pledge 3 postdoc/PhD if DIKU award Incl. 20% overhead	3 533 997	6 462 933	6 625 528	6 801 959	3 876 921	27 301 338
Subtotal UiO share	13 215 342	16 337 905	16 697 999	17 075 880	14 356 320	77 683 445

Requested financing from DIKU (see detailed budget)	7 999 800	7 994 758	7 998 516	7 973 974	7 978 332	39 945 380
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GRAND TOTAL	21 215 142	24 332 663	24 696 515	25 049 854	22 334 652	117 628 825
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SPECIFICATIONS FINANCING:

	2020	2021	2022	2023	2024	Total
Requested financing from DIKU (see detailed budget) (incl. 4,3 MNOK in overhead)	7 999 800	7 994 758	7 998 516	7 973 974	7 978 332	39 945 380
UiO own investment (included 12,8 MNOK in overhead)	13 215 342	16 337 905	16 697 999	17 075 880	14 356 320	77 683 445
GRAND TOTAL	21 215 142	24 332 663	24 696 515	25 049 854	22 334 652	117 628 825

Of which total 17,1 MNOK

DETALJERT PROSJEKTBUDSJETT

Work Package	Activity	Base Unit used	Base +social (UO regneark) NOK/unit	2020	2021	2022	2023	2024	Total SFU
Objective: Develop, implement and test EDS content and approaches									
A1: Case-based International online courses on SDGs in health care for the HS&MedU programs.									
WP1 Innovative SDG Courses, Seminars & Workshops: Leader: Jarle Brevik									
	Students/scholarships		50000 lead/25000	100 000	100 000	100 000	100 000	100 000	500 000
	Teacher scholarships		75 000	225 000	150 000	150 000	150 000	150 000	825 000
	WP leader time		1 400 000	280 000	280 000	280 000	280 000	280 000	1 400 000
	Meetings including site visit to other HEI	5	5 000	25 000	25 000	25 000	25 000	25 000	125 000
	Travels annual travels for those involved in the WP development	3	6 000	18 000	18 000	18 000	18 000	18 000	90 000
	Cost hotel	2	4 000	12 000	12 000	12 000	12 000	12 000	60 000
	Conference attendance international conferences	3	10 000	20 000	20 000	20 000	20 000	20 000	80 000
	LINK support for development online courses	1	175 000	175 000	140 000	140 000	140 000	175 000	805 000
A2: Integrate Team-based education.									
	Students/scholarships		50000 lead/25000	100 000	100 000	100 000	100 000	100 000	500 000
	Meetings and workshops		3 000	6 000	6 000	3 000	3 000	3 000	24 000
A3: Online and onsite courses SDG, theoretical & pedagogical methods for the new HS&Med MA program									
	Course development teacher time		1 400 000	560 000	560 000	560 000	560 000	560 000	2 800 000
	Students/scholarships		50000 lead/25000	75 000	75 000	75 000	75 000	75 000	375 000
	Meetings local and site visits	3	5 000	15 000	15 000	15 000	15 000	15 000	75 000
	Travels	3	6 000	18 000	18 000	18 000	18 000	18 000	90 000
	Cost hotel	2	4 000	12 000	12 000	12 000	12 000	12 000	60 000
	Conference	2	10 000	20 000	20 000	20 000	20 000	20 000	100 000
A4: Systems for virtual and blended mobility in collaboration with partners. Competitive fiscal support for student mobility, online and in person experience exchange.									
	LINK support for development online courses	1	150 000	150 000	150 000	150 000	150 000	150 000	750 000
	Travels	5	6 000	30 000	30 000	30 000	30 000	30 000	150 000
	Cost hotel	5	4 000	20 000	20 000	20 000	20 000	20 000	100 000
	Conference	3	10 000	30 000	30 000	30 000	30 000	30 000	150 000
	Technical support	1	150 000	150 000	105 000	105 000	105 000	150 000	660 000

WP2: Strategic ESD Development and adaptation: Leader: Eivind Engeltretsen & Elin Olav Rosvold

Objective: Implement SDG activities including the UNESCO principles into existing and new program structures									
A1: Develop and strategically implement ESD approaches in the MedFac programs.									
	Students/scholarships		25 000	75 000	50 000	50 000	50 000	50 000	300 000
	Teacher scholarships		75 000	225 000	150 000	150 000	150 000	150 000	825 000
	Meetings		4 000	8 000	28 000	16 000	16 000	12 000	88 000
A2: Establish and implement the EDS anchored HS&MedU MA program.									
	Program leader time salary		1 400 000	0	280 000	280 000	280 000	280 000	980 000
	Meetings		4 000	16 000	8 000	4 000	4 000	4 000	48 000
	Travels site visits of leader + student + teacher or visitors to Norway from partner HEI Germany, U	3	8 000	24 000	24 000	24 000	24 000	24 000	120 000
	Cost hotel per diem	3	4 000	12 000	12 000	12 000	12 000	12 000	60 000
	Conference	2	10 000	20 000	20 000	20 000	20 000	20 000	80 000
	Workshop in Oslo in connection with IAB meeting		12 000	12 000	0	12 000	0	12 000	36 000
A3: Transferable UNESCO pedagogical methods and skills training for staffs. Competitive participation of students by application for stipend									
	Course development teacher time		1 400 000	280 000	280 000	280 000	280 000	280 000	1 400 000
	Honorarium for visiting scholars		35 000	35 000	70 000	35 000	35 000	35 000	210 000
	Course off site for 25 participants total cost in Oslo		80 000	80 000	80 000	80 000	80 000	80 000	320 000
	Travels visitors to Norway from partner HEI, Germany, UK, Ethiopia, KI	3	8 000	24 000	24 000	24 000	24 000	24 000	120 000
	Cost hotel per diem	3	4 000	12 000	12 000	12 000	12 000	12 000	60 000
A4: Train the trainers workshops in development of EDS courses, seminars and workshops.									
	Honorarium for visiting scholars		35 000	0	35 000	35 000	35 000	35 000	140 000
	Course off site for 25 participants total cost in Oslo		80 000	24 000	24 000	80 000	160 000	80 000	320 000
	Travels visitors to Norway from partner HEI, Germany, UK, Ethiopia, KI	3	8 000	12 000	12 000	12 000	12 000	12 000	60 000
	Cost hotel per diem	3	4 000	12 000	12 000	12 000	12 000	12 000	60 000
A5: Career development training for students / junior academic staff.									
	Honorarium for visiting scholars		35 000	35 000	70 000	35 000	35 000	0	175 000
	Course off site for 25 participants total cost in Oslo		80 000	0	80 000	80 000	80 000	80 000	320 000
	Travels visitors to or from Norway from/to partner HEI, Germany, UK, Ethiopia, KI	3	8 000	24 000	24 000	24 000	24 000	24 000	120 000
	Cost hotel per diem	3	4 000	12 000	12 000	12 000	12 000	12 000	60 000
A6: Leadership courses for students and junior academic staffs.									
	Honorarium for visiting scholars		35 000	0	35 000	70 000	35 000	35 000	175 000

Work Package	Activity	Base	Base +social (UO regneark)	2020	2021	2022	2023	2024	Total SFU
Objective: Develop and validate materials for open ESD in HEI	WP1: Educational Material Development: Leader: Dan Banik								
	A1: Produce ESD MOOC(s) and guidelines for development of ESD MOOC(s).								
	WP leader time		1 400 000	280 000	280 000	280 000	280 000	280 000	1 400 000
	Students/scholarships		25 000	50 000	50 000	50 000	50 000	0	175 000
	Teacher scholarships		75 000	150 000	150 000	150 000	75 000	0	450 000
	Meetings		4 000	8 000	8 000	8 000	8 000	8 000	40 000
	LINK support for development online courses	1	200 000	200 000	200 000	100 000	100 000	200 000	800 000
	A2: Organize Annual e-seminars. Presenting the path for including SDG and operationalize ESD in HS&Medu. All of the WP leaders are involved, the seminar will be a status report of the SFU and the field of ESD.								
	LINK support for development online courses	1	125 000	250 000	125 000	62 500	125 000	125 000	687 500
	Technical support	1	50 000	50 000		25 000	25 000	50 000	200 000
Objective: Develop and test digital support and tools in ESD	A3: Develop, collect and facilitate online ESD learning materials and tool box for HS&Medu SDG teaching								
	Students/scholarships		25 000	50 000	50 000	50 000	50 000	25 000	225 000
	Teacher scholarships		75 000	75 000	75 000	75 000	75 000	75 000	375 000
	LINK support for development online courses	1	75 000	150 000	75 000	75 000	75 000	75 000	450 000
	WP4: Digital Solution Development in ESD: Leader: Per Grestum								
	A1: Digital Security tools / Digital ethics in ESD.								
	Student research scholarship		80 000	80 000	80 000	80 000	80 000	80 000	400 000
	A2: Student feedback solutions advancing ESD.								
	Students/scholarships		25 000	50 000	50 000	50 000	50 000	50 000	250 000
	A3: Self-regulation in SDG learning and professional practice.								
Objective: Empower students to become resources and active participants in ESD	Students/scholarships		25 000	0	50 000	50 000	25 000	0	125 000
	Teacher scholarships		75 000	0	150 000	75 000	75 000	0	300 000
	LINK support for development online courses	1	125 000	0	125 000	87 500	87 500	87 500	387 500
	A4: E-learning support WP-1 A1 and WP-2 A3.								
	LINK support for development online courses	1	75 000	75 000	75 000	75 000	75 000	0	300 000
	Technical support	1	50 000	50 000	50 000	50 000	50 000	50 000	250 000
	WP5: Promote student and teacher engagement in ESD: Leader: Trill Reed								
	A1: Student driven and student need assessment based seed funding to support ESD activities.								
	WP leader salary		500 000	250 000	250 000	250 000	250 000	250 000	1 250 000
	Students/scholarships		25 000	100 000	100 000	100 000	100 000	100 000	625 000
Objective: Employ students for peer to peer ESD teaching in the Med Fac programs and at partner HEI. Students as advocates for ESD in HS&Medu.	Student research scholarship		40 000	80 000	40 000	40 000	160 000	80 000	400 000
	A2: Employ students for peer to peer ESD teaching in the Med Fac programs and at partner HEI. Students as advocates for ESD in HS&Medu.								
	Meetings including site visit to other HEI	10	5 000	50 000	50 000	50 000	50 000	50 000	250 000
	Travels annual travels for those involved in the WP development	4	6 000	24 000	24 000	24 000	24 000	24 000	120 000
	Cost hotel	4	4 000	16 000	16 000	16 000	16 000	16 000	80 000
	Conference attendance international conferences	2	10 000	20 000	20 000	20 000	20 000	20 000	100 000
	Students/scholarships	4	25 000	100 000	100 000	100 000	100 000	100 000	500 000

Work package	Activity	WP6: Research and development for ESD: Leader: Kristin Heggen	Base	Base +social (UJO regneark)	2020	2021	2022	2023	2024	Total SFU
Objective: Engender and support R&D related to ESD	A1: Develop evaluation tool to assess ESD quality, collect and disseminate best practice examples.	Students/scholarships		25 000	150 000	125 000	100 000	100 000	100 000	575 000
		Student research scholarship		80 000	160 000	80 000	160 000	160 000	160 000	640 000
		Development of tools		16 000	48 000	16 000	16 000			80 000
	A2: Research related to ESD implementation and assessment	Focus group incentives	8/group 10 groups 1 hour	200	16 000	16 000	16 000	16 000	9 600	57 600
		Transcription		1 600			24 000	24 000		72 000
		Development of tools		16 000	48 000	16 000	16 000			80 000
		Translation instruments etc		20 000	40 000	20 000	20 000	20 000	20 000	120 000
Objective: Develop and sustain SDG dissemination channels	A1: Consolidate a national and international network of students, teachers and stakeholders interested in ESD.	WP leader salary		1 400 000	280 000	280 000	280 000	280 000	280 000	1 400 000
		Meetings including site visit to other HEI	6	3 000	18 000	18 000	18 000	18 000	18 000	90 000
		Travels annual travels for those involved in the WP development	2	6 000	12 000	12 000	6 000	6 000	6 000	42 000
		Cost hotel	2	4 000	8 000	8 000	4 000	4 000	4 000	28 000
		Conference attendance international conferences	2	10 000	20 000	20 000	10 000	10 000	10 000	70 000
		Student scholarship	1	25 000	50 000	25 000	25 000	25 000	25 000	150 000
	A2: Exchange scheme to host visiting scholars from HEI.	Honorarium for visiting scholar		35 000	35 000	35 000	0	35 000	35 000	140 000
		Travels visitors to Norway from partner HEI, Germany, UK, Ethiopia, KI	1	10 000	10 000	10 000	0	10 000	10 000	40 000
		Cost hotel per diem	8	4 000	32 000	32 000	0	32 000	32 000	128 000
	A3: Maintain up-to-date information about SHE on social media and other platforms internally and external education community.	Technical support		20 000	40 000	20 000	20 000	20 000	20 000	120 000
Objective: Ensure professional and efficient management of SHE	A4: Large international conference, two preconference workshops for ESD in HEI	Workshop		80 000	80 000			80 000		160 000
		Course off site for 25 participants total cost in Oslo		250 000					250 000	250 000
		Final conference 50 participants total cost in Oslo								
Objective: Ensure seamless and constructive dialogue with IAB and CMB.	A1: Ensure synergy and efficiency across all activities of the WPs.	Administrative coordinator	1FTE	565 500	817 584	582 465	599 430	616 395	633 360	2 997 150
	A2: Ensure seamless and constructive dialogue with IAB and CMB.	IAB	10 personer							0
		Student stipend meeting honorarium		4 000	4 000	4 000	4 000	4 000	4 000	20 000
		Meetings	3	4 000	4 000	4 000	4 000	4 000	4 000	20 000
		Travels	5	6 000	30 000	30 000	30 000	30 000	30 000	150 000
		Cost og hotel	5	3 000	45 000	45 000	45 000	45 000	60 000	240 000
		CMB/CE	8 personer							0
		Meetings	3 perioden	4 000	4 000	4 000	4 000	4 000	4 000	20 000
		Travels	8	28 000	224 000	0	224 000	0	224 000	672 000
		Cost hotel	2400/ degn 1400/PD	3 800	121 600	0	121 600	0	121 600	364 800
Objective: Foster Student and teacher participation in planning and implementation of all activities.		Conference	3 perioden	4 000	4 000	4 000	4 000	4 000	4 000	16 000
		Student stipend meeting honorarium		4 000	4 000	4 000	4 000	4 000	4 000	12 000
	A3: Foster Student and teacher participation in planning and implementation of all activities.	Meetings	8	4 000	32 000	32 000	12 000	12 000	16 000	104 000
Objective: Ensure an adequate and comprehensive monitoring and evaluation of all center activities.	A4: Ensure an adequate and comprehensive monitoring and evaluation of all center activities.	Focus group incentives	8/group 10 groups 1 hour	200	16 000	16 000	16 000	16 000	32 000	80 000
		Transcription		1 600	24 000	24 000	24 000	24 000	32 000	104 000
		Data collection		4 000	12 000	12 000	12 000	12 000	16 000	52 000
		Development of tools		16 000	32 000	32 000	32 000	32 000	16 000	80 000
SUBTOTAL				7 135 100	7 108 465	7 125 030	7 082 895	7 159 060	35 610 550	
OVERHEAD 20% KUN PA LØNNSDELEN				864 700	886 293	873 486	891 079	819 272	4 334 830	
TOTAL INCL. 20% OVERHEAD				7 999 800	7 994 758	7 998 516	7 973 974	7 978 332	39 945 380	

UIO EGEN FINANSIERING

UiOs own investment in the project

TABELL 1

Current pledge continuing support to HUS including salary for staff no OH, see spec. In Tab 2
Additional pledge 3 postdoc/PhD if DIKU award Incl. 20% overhead

	2020	2021	2022	2023	2024	Total
	9 681 345	9 874 972	10 072 471	10 273 921	10 479 399	50 382 107
	3 533 997	6 462 933	6 625 528	6 801 959	3 876 921	27 301 338
Subtotal UiO share	13 215 342	16 337 905	16 697 999	17 075 880	14 356 320	77 683 445

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SDG, sexual health	Postdoktor –	TS	100	698 607	698 607
translation of SDG in global HEI context	PhD-student	Tes	100	0	0
Digital exam and e learning	Professor	PG	90	1 221 489	1 099 340
Cemo/UiO, digital exam	Ass Professor medical ped	SS	100	757 907	757 907
HS&Medu master	PhD-student (Jimma, eksternt finans S	S	100	0	0
Technical e-learning	Senioringeniør	JG	100	920 849	920 849
Technical e-learning	Senioringeniør	MS	100	783 726	783 726
Development of MED curriculum Oslo 2014	Professor/Dean/ Head of HUS board	ER	30	1 393 496	418 049
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