**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 contexts. Comprehensive & global perspectives are often lacking or limited. The 2030 Agenda 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). 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 (Forsterlinjen) 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-making. These initiatives enable students to collaborate, identify personal reactions & emotions related to group situations & conflicts, to facilitate teamwork & participatory problem solving. 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 patients\textsuperscript{12}. Furthermore, in Student BEST students train on inter-professional acute trauma treatment (close to real-life situations)\textsuperscript{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 methods\textsuperscript{14} 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 author)\textsuperscript{15}. 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 knowledge\textsuperscript{16}. 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 trough placements & internships e.g. governmental organizations, Oslo or other municipalities, healthcare centres or pharmaceutical industry. 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: 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: 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 thesis. 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 ESD 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). 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 approach. Professionals should be trained to make individual evidence-based decisions, based on a broad understanding of global & future social, political, economic, & environmental contexts. 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&M Edu curricula building on an action-oriented, transformative pedagogy, 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 implementation. SHE will develop teaching principles & strategies aimed at exploring & understanding underlying paradoxes & challenges -instead of trying to create consensus. The biggest threat against effective implementation of the SDGs is not resistance, but indifference. Implementation of the SDGs in HS&M Edu is thus more about creating universal engagement for controversies, than universal agreement about the content of the SDGs. SHE will utilize teaching strategies that foster critical reflection rather than simple knowledge acquisition & application. We have purposefully incorporated the eight UNESCO competencies 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-trainer & career development schemes. 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 learning 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&MEd. 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 teaching\(^46\), 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. Grasmo-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

**Objective:** Develop, implement & test EDS content & approaches. **Activities:**


**WP2: Strategic ESD Development & Adaptation:** Leader: E. Engebretsen & E. O. Rosvold

**Objective:** Implement SDG including UNESCO principles into existing & new program structures. **Activities:**


**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


**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.

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<tr>
<th>Outcomes</th>
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<tr>
<td>130-160 students paid to participate &amp; trained in ESD</td>
<td>Facilitate sustainable health decisions through refinement of the EBM model</td>
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<td>10-15 new EDS courses developed</td>
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<td>Establishment of Master’s program in HS&amp;MEdu inspired by the SDGs</td>
<td>Healthcare professionals skilled in educational strategies as change agents &amp; capable of improving planetary health</td>
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<td>Implemented SDG competencies in education strategies at MFO</td>
<td>Harness professional sense of global citizenship</td>
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<td>Expand participation &amp; engagement from students in HS&amp;MEdu SDGs initiatives through student teaching, leadership courses &amp; career development mentoring</td>
<td>Enable a pervasive adaptation &amp; comprehensive understanding of SDGs in health care</td>
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<td>Substantially advance the evidence-base for health education initiatives targeting the SDGs through R&amp;D &amp; systematic monitoring &amp; evaluation (M&amp;E)</td>
<td>Advanced understanding, mobilization, responsibility &amp; ownership of SDGs among student &amp; staff</td>
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<td>Promote competence &amp; engagement for ESD among teachers using pedagogical courses, visiting scholarships &amp; leadership training</td>
<td>Comprehensive implementation of the SDGs in HS&amp;MEdu &amp; ultimately in health care</td>
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**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 succeed. 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 instrument 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 theses 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.
References


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,
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.
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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

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)
2013-2016 | 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
- Bjørn Hjerkinn (PhD 2012) – main supervisor
- Bjørn Gjelsvik (PhD 2013) main supervisor
- Lisbeth Homlong (PhD 2015) - co-supervisor
- Anne Cathrine Sundseth (PhD student) - main supervisor
- Torunn Bjerve 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


Research publications last five years

4. Halvorsen TF, Haavet, OR, Rydå Bj, Skarbø T, Rosvold EO. Pasienterfaringer med allmenneleggers oppfølging ved alvorlig spiseforstyrrelse. Tidsskrift for Den norske legeforening 2014 ;Volume 134.(21) s. 2047-2051
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 ;Volume 43.(6) s. 629-637
8. Eide, TB; Strannå J; Melbye H; Rørtevåg G; Hettevik 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 ;Volume 16.(428) s. -
10. Eide, TB; Strannå J; Bjørkelund 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 ;Volume 35.(2) s. 153-161
11. Nordhagen HP; Harvey SB; Rosvold EO; Bruusgaard; Blonk R Myklebust A. Case-specific colleague guidance for general practitioners’ management of sickness absence. Occupational Medicine 2017 ;Volume 67.(8) s. 644-647
12. Spehar I Jøvkv H; Karevold Kl; 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 ;Volume 35.(1) s. 105-110
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
E-mail: k.m.heggen@medisin.uio.no, Mobile phone: +47 99575450

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 facultary 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. Global Governance for Health: What about liberal power? The Lancet 2014;Volum 384. s. 664-

CV - Tiril Seppola Reed

Address  
Sverres gate 10, 0652 Oslo

E-mail  
tiril@reed.no

Telephone  
+47 950 666 36

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
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.
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
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

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

SELECTED PEER-REVIEW PUBLICATIONS
Dan Banik
University of Oslo, Centre for Development and the Environment
P. O. Box 1116 Blindern, 0317 Oslo, NORWAY
+47 – 22 85 87 35 (office); +47 – 93 69 65 83 (mobile)
dan.banik@sum.uio.no / danbanik@stanford.edu
https://www.sum.uio.no/english/people/aca/danbanik/
http://fsi.stanford.edu/people/dan_banik

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 Lin 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 (CGIAR) 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
- 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

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

Doctoral courses taught at the University of Oslo
- ‘From Scarcity to Access and Rights: Changing Perspectives on Food Insecurity’ (2011)
• ‘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)
• U.N. 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-3090: Bachelors in Development Studies, concluding module, University of Oslo (2005, course leader from Spring 2006)
• Development studies, Hoi An, Vietnam, Oslo University College and Culture Studies (February-March 2005)

PROJECT MANAGEMENT EXPERIENCE

2016-present  Project leader, ‘China and CSR in the Sustainable Development Goal Era’, funded by the Norwegian embassy in Beijing, Norwegian Ministry of Foreign Affairs
2014-present  Project leader, ‘Strengthening Capacity for Democratic and Economic Governance in Malawi’, NORHED project, University of Oslo, University of Malawi, Norwegian Agency for Development Cooperation (Norad)
2007-2011  Project leader, ‘Academic Network on Legal Empowerment of the Poor (ANLEP)’, Norwegian Ministry of Foreign Affairs

PUBLICATIONS

Selected journal articles (max. 10)

Selected monographs (since 2009)
• The Democratic Dividend: Political Transition and Inclusive Development in Malawi (co-editor, with Blessings Chinsinga, 2016, Routledge)
• Poverty and Elusive Development, Oslo: Scandinavian University Press. (2010)
• Starvation and India’s Democracy, London and New York: Routledge. (paperback 2009)
Centre for Sustainable Healthcare Education (SHE), Faculty of Medicine, UiO

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.

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

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.

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

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

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

1) Total budsjett
2) Detaljert prosjektbudsjett
3) Spesifisering fakultets eget bidrag/bruk av ressurser i SFUèt
TOTAL BUDSJETT
### TOTAL BUDGET SFU

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

**Requested financing from DIKU (see detailed budget)**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 999 800</td>
<td>7 994 758</td>
<td>7 998 516</td>
<td>7 973 974</td>
<td>7 978 332</td>
<td>39 945 380</td>
</tr>
</tbody>
</table>

**GRAND TOTAL**

|                      | 21 215 142 | 24 332 663 | 24 696 515 | 25 049 854 | 22 334 652 | 117 628 825 |

### SPECIFICATIONS FINANCING:

<table>
<thead>
<tr>
<th>Description</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requested financing from DIKU (see detailed budget) (incl. 4,3 MNOK in overhead)</td>
<td>7 999 800</td>
<td>7 994 758</td>
<td>7 998 516</td>
<td>7 973 974</td>
<td>7 978 332</td>
<td>39 945 380</td>
</tr>
<tr>
<td>UIO own investment (included 12,8 MNOK in overhead)</td>
<td>13 215 342</td>
<td>16 337 905</td>
<td>16 697 999</td>
<td>17 075 880</td>
<td>14 356 320</td>
<td>77 683 445</td>
</tr>
</tbody>
</table>

**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
DETAILJERT PROSJEKTBUDSJETT
<table>
<thead>
<tr>
<th>Objective: Develop, implement and test EDS content and approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1:</strong> Case-based international online courses on SDGs in health care for the HSM&amp;MedU programs.</td>
</tr>
<tr>
<td>Students/scholarships</td>
</tr>
<tr>
<td>Teacher scholarships</td>
</tr>
<tr>
<td>WIP leader time</td>
</tr>
<tr>
<td>Meetings including site visit to other HEI</td>
</tr>
<tr>
<td>Travels annual travels for those involved in the WIP development</td>
</tr>
<tr>
<td>Cost hotel</td>
</tr>
<tr>
<td>Conference attendance International conferences</td>
</tr>
<tr>
<td>LNK support for development online courses</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Integrate Team-based education.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A2:</strong> Students/scholarships</td>
</tr>
<tr>
<td>Meetings and workshops</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Online and onsite courses SDG, theoretical &amp; pedagogical methods for the new HSM&amp;Med MA program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A3:</strong> Courses development teacher time</td>
</tr>
<tr>
<td>Students/scholarships</td>
</tr>
<tr>
<td>Meetings</td>
</tr>
<tr>
<td>Travels</td>
</tr>
<tr>
<td>Cost hotel</td>
</tr>
<tr>
<td>Conference</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Systems for virtual and blended mobility in collaboration with partners. Competitive fiscal support for student mobility, online and in person experience exchange.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A4:</strong> LNK support for development online courses</td>
</tr>
<tr>
<td>Travels</td>
</tr>
<tr>
<td>Cost hotel</td>
</tr>
<tr>
<td>Conference</td>
</tr>
<tr>
<td>Technical support</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Implement EDS activities including the UNESCO principles into existing and new program structures.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A5:</strong> Develop and strategically implement EDS approaches in the MedFac programs.</td>
</tr>
<tr>
<td>Students/scholarships</td>
</tr>
<tr>
<td>Teacher scholarships</td>
</tr>
<tr>
<td>Meetings</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Establish and implement the EDS enhanced HSM&amp;Med MA program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A6:</strong> Program leader time</td>
</tr>
<tr>
<td>Meetings</td>
</tr>
<tr>
<td>Travels site visits of leader + student + teacher or visitor to Norway from partner HEI, Germany, U</td>
</tr>
<tr>
<td>Conference</td>
</tr>
<tr>
<td>Workshop in Oslo in connection with lead meeting</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Transferable UNESCO-pedagogical methods and skills training for staff. Competitive participation of students by application or stipend.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A7:</strong> Course development teacher time</td>
</tr>
<tr>
<td>Honorarium for visiting scholars</td>
</tr>
<tr>
<td>Course off site for 25 participants total cost in Oslo</td>
</tr>
<tr>
<td>Travels visitors to Norway from partner HEI, Germany, UK, Ethiopia, KI</td>
</tr>
<tr>
<td>Cost hotel per diem</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Train the trainers workshops in development of EDS courses, seminars and workshops.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A8:</strong> Honorarium for visiting scholars</td>
</tr>
<tr>
<td>Course off site for 25 participants total cost in Oslo</td>
</tr>
<tr>
<td>Travels visitors to Norway from partner HEI, Germany, UK, Ethiopia, KI</td>
</tr>
<tr>
<td>Cost hotel per diem</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Career development training for students / junior academic staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A9:</strong> Honorarium for visiting scholars</td>
</tr>
<tr>
<td>Course off site for 25 participants total cost in Oslo</td>
</tr>
<tr>
<td>Travels visitors to or from Norway from/to partner HEI, Germany, UK, Ethiopia, KI</td>
</tr>
<tr>
<td>Cost hotel per diem</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Leadership courses for students and junior academic staffs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A10:</strong> Honorarium for visiting scholars</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
</tr>
</tbody>
</table>

---

**WPS 3: Strategic ESD Development and adaptation:** Leader: Elvira Engerstaden & Ein Olaf Rovsett

<table>
<thead>
<tr>
<th>Work Package</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Develop and strategically implement EDS approaches in the MedFac programs.</td>
</tr>
<tr>
<td>Students/scholarships</td>
<td>25 000</td>
</tr>
<tr>
<td>Teacher scholarships</td>
<td>75 000</td>
</tr>
<tr>
<td>Meetings</td>
<td>4 000</td>
</tr>
<tr>
<td><strong>Total SFU:</strong></td>
<td>80 000</td>
</tr>
</tbody>
</table>

| A2 | Establish and implement the EDS enriched HSM&Med MA program. |
| Program leader time salary | 1 400 000 |
| Meetings | 4 000 |
| Travels site visits of leader + student + teacher or visitor to Norway from partner HEI, Germany, U | 3 0 000 000 |
| Conference | 2 0 000 000 |
| Workshop in Oslo in connection with lead meeting | 12 000 |
| **Total SFU:** | 900 000 000 |

| A3 | Transferable UNESCO-pedagogical methods and skills training for staff. Competitive participation of students by application or stipend. |
| Course development teacher time | 1 400 000 |
| Honorarium for visiting scholars | 35 000 |
| Course off site for 25 participants total cost in Oslo | 80 000 |
| Travels visitors to Norway from partner HEI, Germany, UK, Ethiopia, KI | 3 0 000 000 |
| Cost hotel per diem | 3 0 000 000 |
| **Total SFU:** | 1 400 000 |

| A4 | Train the trainers workshops in development of EDS courses, seminars and workshops. |
| Honorarium for visiting scholars | 35 000 |
| Course off site for 25 participants total cost in Oslo | 80 000 |
| Travels visitors to Norway from partner HEI, Germany, UK, Ethiopia, KI | 3 0 000 000 |
| Cost hotel per diem | 3 0 000 000 |
| **Total SFU:** | 1 400 000 |

| A5 | Career development training for students / junior academic staff. |
| Honorarium for visiting scholars | 35 000 |
| Course off site for 25 participants total cost in Oslo | 80 000 |
| Travels visitors to or from Norway from/to partner HEI, Germany, UK, Ethiopia, KI | 3 0 000 000 |
| Cost hotel per diem | 3 0 000 000 |
| **Total SFU:** | 1 400 000 |

<p>| A6 | Leadership courses for students and junior academic staffs. |
| Honorarium for visiting scholars | 35 000 |
| <strong>Total SFU:</strong> | 1 400 000 |</p>
<table>
<thead>
<tr>
<th>Work Package</th>
<th>Activity</th>
<th>Objective: Develop and validate materials for open ESD in HI</th>
<th>WP3: Educational Material Development</th>
<th>Leader: Dan Basik</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1:</td>
<td>1. Produce ESD MOOC(s) and guidelines for development of ESD MOOC(s).</td>
<td>WP leader time: 1,400,000</td>
<td>280,000</td>
<td>280,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students/scholarships: 25,000</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher scholarships: 75,000</td>
<td>75,000</td>
<td>150,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meetings: 4,000</td>
<td>8,000</td>
<td>8,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LINK support for development online courses: 1</td>
<td>200,000</td>
<td>200,000</td>
</tr>
</tbody>
</table>

| A2:         | A2. Organize Annual e-conferences. Presenting the path for integrating SDS and operationalize ESD in HS&AIEd. | LINK support for development online courses: 1 | 125,000 | 250,000 | 125,000 | 75,000 | 75,000 | 497,000 |
|             |          | Technical support: 1 | 50,000 | 50,000 | 25,000 | 25,000 | 25,000 | 260,000 |

| A3:         | A3. Develop, collect and facilitate online ESD learning materials and tools box for HS&AIEd & SDS teaching | Students/scholarships: 25,000 | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 | 235,000 |
|             |          | 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 | 450,000 |

| WP4: Digital Solution Development | WP leader: Per Germanus | Objective: Develop and test digital support and tools in ESD |
|----------------------------------|-------------------------|-------------------------------------------------------------|----------------------------------------|------------------|
| A1: Digital Security tools / Digital ethics in ESD. | Student research scholarship: 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 | 490,000 |
| 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 SDS learning and professional practices. | Students/scholarships: 25,000 | 0 | 50,000 | 50,000 | 25,000 | 0 | 135,000 |
| Teacher scholarships: 75,000 | 0 | 150,000 | 75,000 | 75,000 | 75,000 | 75,000 | 500,000 |
| LINK support for development online courses: 1 | 135,000 | 0 | 135,000 | 87,000 | 87,000 | 87,000 | 548,000 |
| A4: E-learning support WP-1 A1 and WP-2 A2. | LINK support for development online courses: 1 | 75,000 | 75,000 | 75,000 | 75,000 | 75,000 | 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: T.K. Reed | Objective: Empower students to become resources and active participants in ESD |
|--------------------------------------------------|-------------------|--------------------------------------------------------------------------------|----------------------------------------|------------------|
| A2: Student driven and student need assessment based need funding to support ESD activities. | WP leader salary: 300,000 | 250,000 | 250,000 | 250,000 | 250,000 | 250,000 | 1,250,000 |
| Students/scholarships: 25,000 | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 | 250,000 |
| Student research scholarship: 40,000 | 40,000 | 40,000 | 40,000 | 40,000 | 100,000 | 400,000 |
| A2: Employ students for peer to peer ESD teaching in the Med fac programs and at partner HI. Students as advocates for ESD in HS&AIEd. | Meetings including site visit to other HI: 10 | 5,000 | 50,000 | 50,000 | 50,000 | 50,000 | 360,000 |
| 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 |
| Conference attendance international conferences: 2 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 80,000 |
| Students/scholarships: 4 | 25,000 | 100,000 | 100,000 | 100,000 | 100,000 | 300,000 |
## Work Package Activity

**WP1: Research and development for ESD: Leader Kristin Huggen**

**Objective:** Engender and support R&D related to ESD

### A1: Develop evaluation tools to assess ESD quality, collect and disseminate best practice examples.

- **Students/leaderships**
  - 2020: 25,000  
  - 2021: 150,000  
  - 2022: 125,000  
  - 2023: 100,000  
  - 2024: 100,000  
  - Total SPU: 310,000

- **Student research scholarship**
  - 2020: 80,000  
  - 2021: 80,000  
  - 2022: 80,000  
  - 2023: 80,000  
  - Total SPU: 320,000

- **Development of tools**
  - 2020: 16,000  
  - 2021: 48,000  
  - 2022: 16,000  
  - 2023: 16,000  
  - 2024: 16,000  
  - Total SPU: 97,000

### A2: Research related to ESD implementation and assessment

- **Focus group invitations**
  - 6 groups 10 groups  
  - 2020: 200  
  - 2021: 16,000  
  - 2022: 10,000  
  - 2023: 6,000  
  - 2024: 10,000  
  - Total SPU: 57,000

- **Transcription**
  - 2020: 1 hour  
  - 2021: 5,000  
  - 2022: 5,000  
  - 2023: 5,000  
  - 2024: 5,000  
  - Total SPU: 50,000

- **Development of tools**
  - 2020: 16,000  
  - 2021: 48,000  
  - 2022: 16,000  
  - 2023: 16,000  
  - 2024: 16,000  
  - Total SPU: 80,000

### WP2: Dissemination, Communication & Networking in ESD among HEI and stakeholders: leader: Nina Vellstedt

**Objective:** Develop and sustain ESD dissemination channels

### A1: Consolidate a national and international network of students, teachers and stakeholders interested in ESD.

- **IP leader salary**
  - 1,480 000  
  - 2020: 280,000  
  - 2021: 280,000  
  - 2022: 280,000  
  - 2023: 280,000  
  - 2024: 280,000  
  - Total SPU: 1,480,000

- **Meetings including site visit to other HEI**
  - 6  
  - 2020: 6,000  
  - 2021: 12,000  
  - 2022: 6,000  
  - 2023: 6,000  
  - 2024: 6,000  
  - Total SPU: 34,000

- **Trips annual travels for those involved in the WP development**
  - 2  
  - 2020: 6,000  
  - 2021: 12,000  
  - 2022: 6,000  
  - 2023: 6,000  
  - 2024: 6,000  
  - Total SPU: 34,000

- **Cost hotel**
  - 2  
  - 2020: 4,000  
  - 2021: 8,000  
  - 2022: 4,000  
  - 2023: 4,000  
  - 2024: 4,000  
  - Total SPU: 28,000

- **Conference attendance international conferences**
  - 7  
  - 2020: 10,000  
  - 2021: 20,000  
  - 2022: 10,000  
  - 2023: 10,000  
  - 2024: 10,000  
  - Total SPU: 70,000

- **Student scholarship**
  - 3  
  - 2020: 29,000  
  - 2021: 58,000  
  - 2022: 29,000  
  - 2023: 29,000  
  - 2024: 29,000  
  - Total SPU: 150,000

### A2: Exchange scheme to host visiting scholars from HEI.

- **Honourarium for visiting scholar**
  - 1  
  - 2020: 35,000  
  - 2021: 10,000  
  - 2022: 10,000  
  - 2023: 10,000  
  - 2024: 10,000  
  - Total SPU: 35,000

- **Cost hotel per diem**
  - 3  
  - 2020: 4,000  
  - 2021: 12,000  
  - 2022: 12,000  
  - 2023: 12,000  
  - 2024: 12,000  
  - Total SPU: 36,000

### A3: Maintain up-to-date information about SHE on social media and other platforms internally and externally education community.

- **Technical support**
  - 2020: 20,000  
  - 2021: 20,000  
  - 2022: 20,000  
  - 2023: 20,000  
  - 2024: 20,000  
  - Total SPU: 100,000

### A4: Large international conference, two preconference workshops for ESD in HEI.

- **Workshops**
  - 25 participants total cost in Oslo  
  - 2020: 80,000  
  - 2021: 82,000  
  - Total SPU: 162,000

- **Final conference 35 participants total cost in Oslo**
  - 2020: 250,000  
  - Total SPU: 250,000

### WP3 Management of ESD leader role processes

**Objective:** Ensure professional and efficient management of SHE

### A1: Ensure synergy and efficiency across all activities of the WP.

- **Administrative coordinator**
  - 2020: 565,500  
  - 2021: 565,500  
  - Total SPU: 1,131,000

### A2: Ensure smooth and constructive dialogue with IMB and CNMB.

- **IMB**
  - 10 person  
  - 2020: 0  
  - 2021: 0  
  - Total SPU: 0

- **Student stipend meeting honorarium**
  - 3  
  - 2020: 4,000  
  - 2021: 4,000  
  - Total SPU: 8,000

- **Meetings**
  - 2020: 30,000  
  - 2021: 30,000  
  - Total SPU: 60,000

- **Cost of hotel**
  - 2020: 45,000  
  - 2021: 45,000  
  - Total SPU: 90,000

### CNMB/CIIE

- **Meetings**
  - 2020: 5 person  
  - 2021: 0  
  - Total SPU: 0

- **Travels**
  - 2020: 0  
  - 2021: 0  
  - Total SPU: 0

- **Cost hotel**
  - 2020: 0  
  - 2021: 0  
  - Total SPU: 0

### Conference

- **3 person**
  - 2020: 0  
  - 2021: 0  
  - Total SPU: 0

### Student stipend meeting honorarium

- 2020: 4,000  
- 2021: 4,000  
- Total SPU: 8,000

### A3: Foster student and teacher participation in planning and implementation of all activities. Meetings

- 2020: 0  
- 2021: 0  
- Total SPU: 0

### A4: Ensure an adequate and comprehensive monitoring and evaluation of all center activities.

<table>
<thead>
<tr>
<th>Focus group incentives</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Total SPU</th>
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<tbody>
<tr>
<td>6/group 10 groups</td>
<td>200</td>
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<tr>
<td>24/25 hrs (40/40)</td>
<td>800</td>
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**TOTAL:** 2,325,100

**OVERHEAD:** 35% of BASE (total)

**TOTAL:** 3,194,900

**TOTAL:** 3,194,900
## TABELL 1

<table>
<thead>
<tr>
<th>Current pledge continuing support to HUS including salary for staff no OH, see spec. In Tab 2</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>9 681 345</td>
<td>9 874 972</td>
<td>10 072 471</td>
<td>10 273 921</td>
<td>10 479 399</td>
<td>50 382 107</td>
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<tr>
<td>Additional pledge 3 postdoc/PhD if DIKU award incl. 20% overhead</td>
<td>3 533 997</td>
<td>6 462 933</td>
<td>6 625 528</td>
<td>6 801 959</td>
<td>3 876 921</td>
<td>27 301 338</td>
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<tr>
<td>Subtotal UiO share</td>
<td>13 215 342</td>
<td>16 337 905</td>
<td>16 697 999</td>
<td>17 075 880</td>
<td>14 356 320</td>
<td>77 683 445</td>
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## TABELL 2

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