



# BÆREKRAFTSMÅLENE OG FLEKSIBEL UTDANNING

Hva er vår rolle?



INTERNATIONAL  
COUNCIL FOR OPEN AND  
DISTANCE EDUCATION



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# ICDE AT A GLANCE



## ICDE Vision:


"To achieve the potential of Open, Flexible, and Distance Learning created through our members and learning communities."

- Founded 1938 in Canada
- A global, not for profit NGO and membership association
- Hosted and partly funded by Norway since 1988
- In formal consultative partnership with UNESCO



**BRING THE GLOBAL ICDE  
COMMUNITY TO YOU**

# ICDE MEMBERS LEADING THE WAY



*Open and distance  
education is one  
strategy that enables  
economic, social,  
political, and digital  
justice*



# SUSTAINABLE DEVELOPMENT GOALS





SUSTAINABLE DEVELOPMENT GOAL 4

## Ensure inclusive and quality education for all and promote lifelong learning

The UN explains: *"Obtaining a quality education underpins a range of fundamental development drivers. Major progress has been made towards increasing access to education at all levels, particularly for women and girls."*

*Basic literacy skills across the world have improved tremendously, yet bolder efforts are needed to achieve universal education goals for all. For example, the world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education."*

### 4 QUALITY EDUCATION

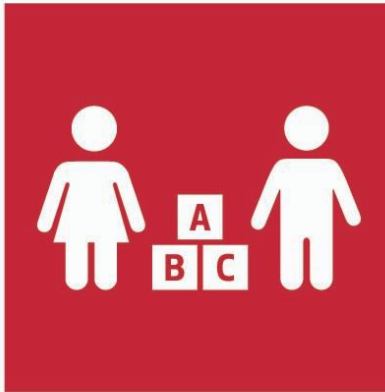


**TARGET 4.1**



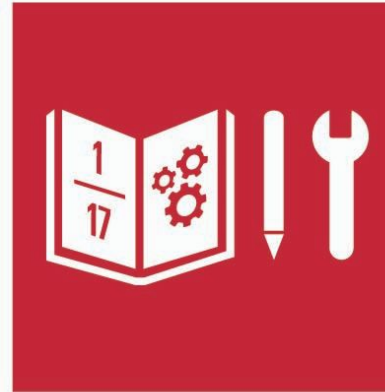
**FREE PRIMARY AND  
SECONDARY  
EDUCATION**

**TARGET 4.2**



**EQUAL ACCESS TO  
QUALITY PRE-PRIMARY  
EDUCATION**

**TARGET 4.3**



**EQUAL ACCESS TO  
AFFORDABLE  
TECHNICAL,  
VOCATIONAL AND  
HIGHER EDUCATION**

**TARGET 4.4**



**INCREASE THE NUMBER  
OF PEOPLE WITH  
RELEVANT SKILLS FOR  
FINANCIAL SUCCESS**

**TARGET 4.5**



**ELIMINATE ALL  
DISCRIMINATION IN  
EDUCATION**

**TARGET 4.6**



**UNIVERSAL LITERACY  
AND NUMERACY**

**TARGET 4.7**



**EDUCATION FOR  
SUSTAINABLE  
DEVELOPMENT AND  
GLOBAL CITIZENSHIP**

for graphics or  
images

# Verden i dag

Goal 1	No poverty .....
Goal 2	Zero hunger .....
Goal 3	Good health and well-being .....
Goal 4	Quality education. ....
Goal 5	Gender equality .....
Goal 6	Clean water and sanitation .....
Goal 7	Affordable and clean energy.....
Goal 8	Decent work and economic growth.....
Goal 9	Industry, innovation and infrastructure .....
Goal 10	Reduced inequalities. ....
Goal 11	Sustainable cities and communities .....
Goal 12	Responsible consumption and production .....
Goal 13	Climate action.....
Goal 14	Life below water .....
Goal 15	Life on land.....
Goal 16	Peace, justice and strong institutions.....
Goal 17	Partnership for the Goals.....

<https://unstats.un.org/sdgs/report/2022/The-Sustainable-Development-Goals-Report-2022.pdf>



# Verden i dag

Goal 1

No poverty .....

MORE THAN  
**4 YEARS OF PROGRESS**  
= AGAINST POVERTY =  
HAS BEEN ERASED  
**BY COVID-19**



# Verden i dag

Goal 2

Zero hunger .....

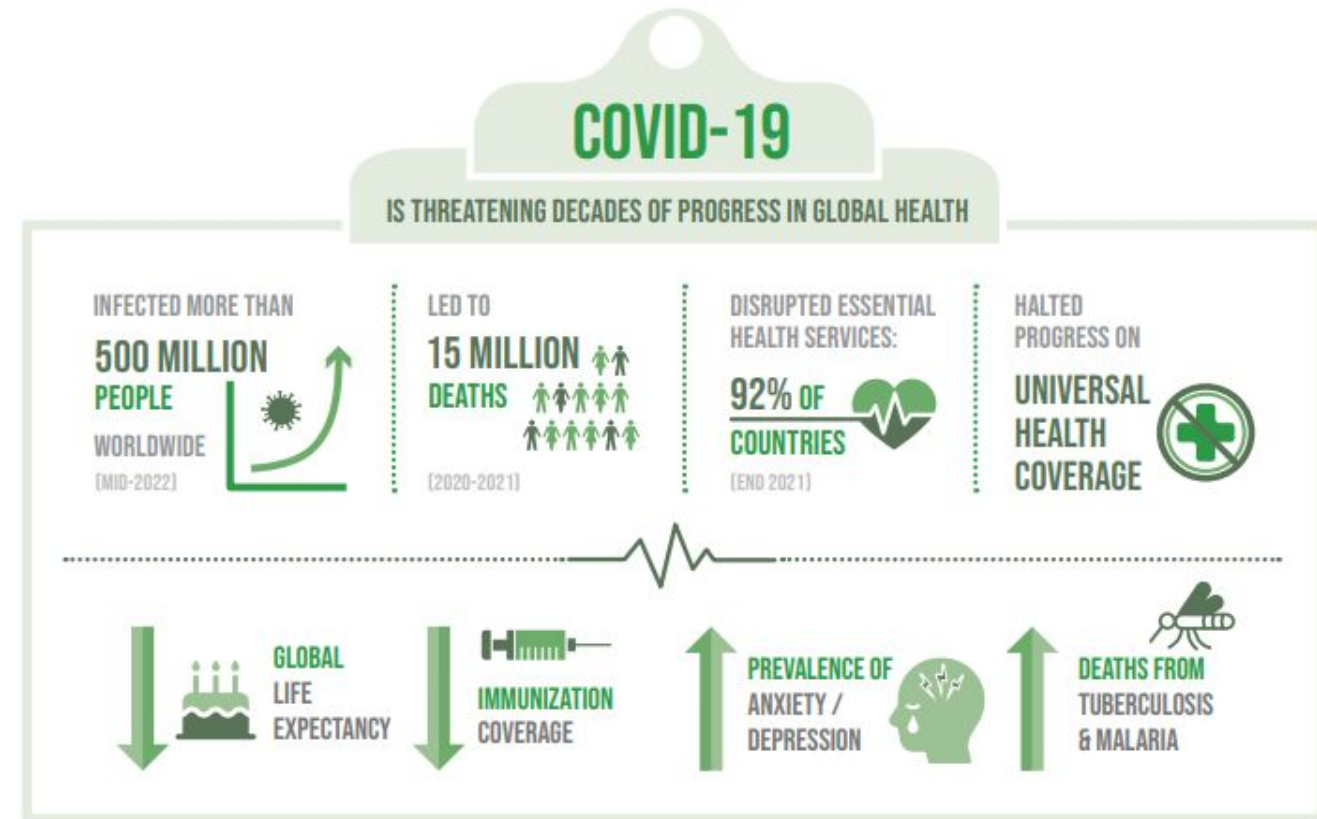
CONFLICT, COVID-19, CLIMATE CHANGE  
AND GROWING INEQUALITIES  
ARE CONVERGING TO UNDERMINE  
FOOD SECURITY WORLDWIDE



# Verden i dag

Goal 3

Good health and well-being .....



# Verden i dag

Goal 4

Quality education. ....

**COVID-19 PANDEMIC**

HAS DEEPEINED A

**GLOBAL LEARNING CRISIS**

**147 MILLION CHILDREN**

**MISSED OVER HALF**

**OF IN-PERSON**

**INSTRUCTION**

IN 2020-2021



# Verden i dag

Goal 5

Gender equality .....

**MORE THAN 1 IN 4 WOMEN**  
(15+ YEARS)



HAVE BEEN SUBJECTED TO INTIMATE  
**PARTNER VIOLENCE** (641 MILLION)  
AT LEAST ONCE IN THEIR **LIFETIME**



# Verden i dag

Goal 6

Clean water and sanitation .....



# Verden i dag

Goal 7

Affordable and clean energy.....

2.4 BILLION PEOPLE



STILL USE INEFFICIENT AND  
POLLUTING COOKING SYSTEMS

(2020)

# Verden i dag

## GLOBAL ECONOMIC RECOVERY — IS HAMPERED BY: —



NEW WAVES OF  
COVID-19



RISING  
INFLATION



SUPPLY-CHAIN  
DISRUPTIONS



POLICY  
UNCERTAINTIES



LABOUR MARKET  
CHALLENGES

Goal 8

Decent work and economic growth.....

# Verden i dag

Goal 9

Industry, innovation and infrastructure .....



# Verden i dag

## GLOBAL REFUGEE FIGURE HITS RECORD HIGH

WAR IN UKRAINE PUSHES  
THE WORLD TOTAL **EVEN HIGHER**

**NUMBER OF REFUGEES** OUTSIDE THEIR COUNTRY OF ORIGIN  
INCREASED BY 44% BETWEEN 2015 AND 2021



Goal 10

Reduced inequalities.....



# Verden i dag

Goal 11

Sustainable cities and communities .....



99%

== OF THE ==  
WORLD'S URBAN  
POPULATION BREATHE

**POLLUTED AIR**

ACCORDING TO NEW WORLD  
HEALTH ORGANIZATION  
AIR QUALITY GUIDELINES  
OF  $PM_{2.5} < 5 \mu g/m^3$

# Verden i dag

Goal 12

Responsible consumption and production . . . .

OUR RELIANCE ON  
**NATURAL RESOURCES**  
IS INCREASING

RISING OVER  
**65% GLOBALLY**  
FROM  
2000 TO 2019



# Verden i dag



## CLIMATE CHANGE

IS HUMANITY'S "CODE RED" WARNING

OUR WINDOW TO AVOID CLIMATE CATASTROPHE IS CLOSING RAPIDLY

### DIFFERENT TEMPERATURE SCENARIOS FOR CORAL REEFS



CORAL REEFS

### SEA LEVEL WILL RISE 30-60 CM BY 2100



SEA LEVEL RISE

### DROUGHT ESTIMATED TO DISPLACE 700 MILLION PEOPLE BY 2030



DROUGHTS

### MEDIUM- TO LARGE-SCALE DISASTERS WILL INCREASE 40% FROM 2015 TO 2030



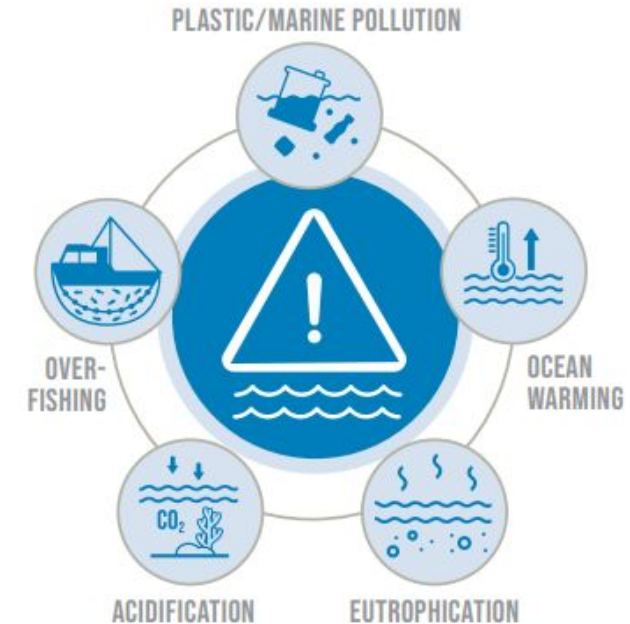
DISASTERS

Goal 13

Climate action.....

# Verden i dag

## OUR OCEAN THE PLANET'S LARGEST ECOSYSTEM IS ENDANGERED



# Verden i dag

AROUND **40,000 SPECIES**  
ARE DOCUMENTED  
TO BE **AT RISK**  
**OF EXTINCTION**  
OVER THE  
COMING  
DECADES

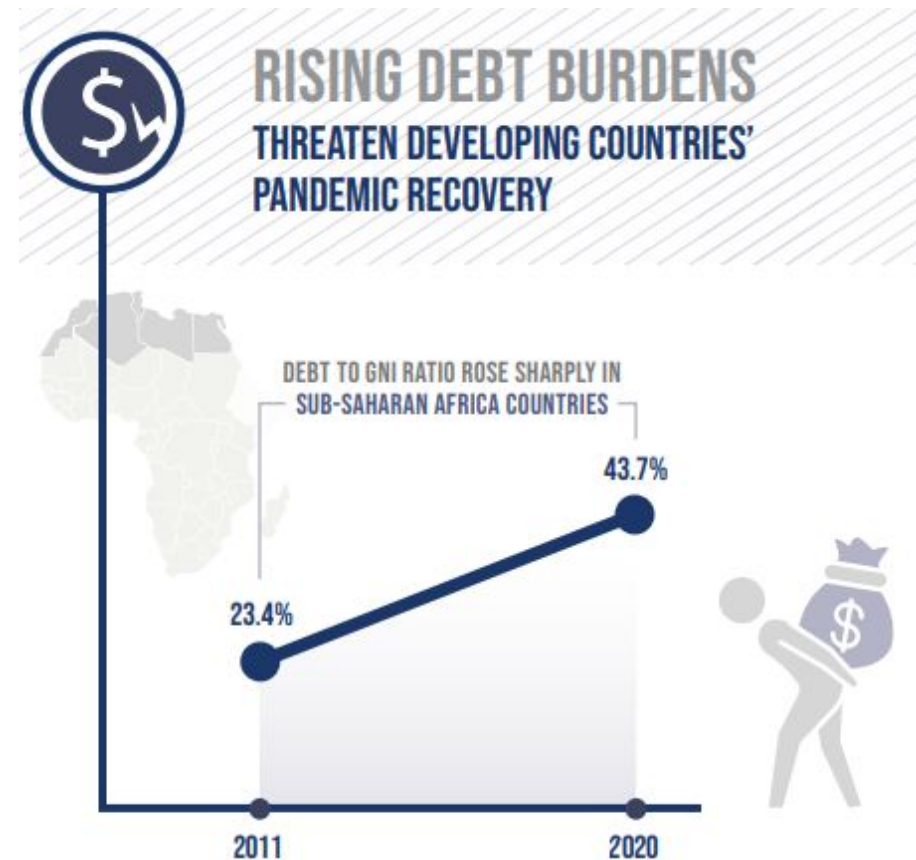




# Verden i dag



# Verden i dag



# **Hva kan vi gjøre?**

# **Hva er vår rolle?**



# **UTDANNINGS TRANSFORMERENDE KRAFT**

**BÆREKRAFT BEGYNNER MED UTDANNING**

# HVA ER VÅRT BIDRAG?

Goal 1	No poverty .....
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Goal 14	Life below water .....
Goal 15	Life on land .....
Goal 16	Peace, justice and strong institutions .....
Goal 17	Partnership for the Goals .....

- **Fattigdom:**  
Kompetanse som kan øke inntekt, reduserer fertilitet
- **Sult:**  
Redusert fedme <- forståelse av variert næring -> mindre sult
- **Helse:**  
Smittespredning, økt bruk og nytte av helsetjenester
- **Likestilling:**  
Kvinnens inngang til arbeidsmarkedet, frihetsoppgjør
- **Vann & Energi:**  
økt forståelse og kunnskap -> endrede handlemønstre
- **Ulikhet:**  
rettferdig, lik tilgang til utdanning reduserer lønnsforskjeller
- **Klima & miljø:**  
Engasjement og handlingsendring
- **Fred & Rettferdighet:**  
Utdanning forebygger krig



# FLEKSIBLE LÆRINGSVEIER

## Flexible Learning Pathways



1. Rettferdighet
2. Økt evne til å nå mål og misjon
3. Effektivitet

# FLEKSIBLE LÆRINGSVEIER

## Flexible Learning Pathways



Main challenges regarding the digital transformation of higher education

- Lack of policy on technology
- Lack of data and assessment
- Lack of infrastructure
- Lack of capacity development for academic staff
- Equity issues

# **HØYERE UTDANNING & BÆREKRAFT**

**Hvordan kan vi bidra?**

# **Knowledge-driven actions: Transforming higher education for global sustainability**



# Knowledge-driven actions: Transforming higher education for global sustainability

2022 Report on Higher Education's role in achieving  
global sustainability.  
Led by UNESCO & UiB

"Higher education institutions are uniquely positioned  
to contribute to the social, economic and  
environmental transformations that are required to  
tackle the world's most pressing issues"

<https://unesdoc.unesco.org/ark:/48223/pf0000380519>

Knowledge-driven actions: Transforming higher education for global sustainability  
Independent Expert Group on the Universities and the 2030 Agenda





## 5.2 General recommendations

1. **HEIs have values and ethical principles. These should be brought to bear on the everyday life of the institutions.** They should be made explicit, and HEIs should be accountable for the consistency and congruence of their activities with those values and principles.
2. **Critical thinking is one of the main values of universities and HEIs.** They must maintain a critical outlook and constantly reflect on their mission and role within society.
3. **Sustainability should gradually become a core purpose of HEIs.** Embracing structural and cultural changes which place SDGs at the core of governance and management of HEIs is a crucial means to increase the impact and success of activities.
4. **Inter- and transdisciplinary activities in education and research that cut across the traditional discipline-based structure of HEIs are needed in order to face the complex problems of the world today.** These must be fostered, and structural barriers to their development removed. Incumbent forms of power and privilege that run counter to the SDGs must be challenged, as well as assumptions about the relative value of contributions from different disciplines.
5. There is a **need to introduce research activities into the curriculum** and have students participate in research projects that contribute to the fulfilment of the 2030 Agenda.
6. **HEIs should be more open to dialogue and engagement with diverse communities who have developed other ways of knowing** in general, and around sustainability in particular, and be prepared to share, with humility and in a horizontal manner, the scientific way of knowing. Opening up to diversity must occur within as well as between cultures.

## 5.3 Education

7. To ensure diverse forms of knowledge are embraced for the attainment of the SDGs, it is **essential for higher education systems to put in place measures and policies to ensure equitable access, and to address the barriers faced by social groups** (for example, in contexts where men and/or women, individuals living with disabilities, or marginalized populations may be at a disadvantage, where there are geographical barriers, etc.). Ensuring a diverse population in HEIs, and one that is representative of broader society (for both students and staff), is the first step towards incorporating diverse forms of knowing.
8. **Contributing to opening lifelong learning opportunities to all**, which is mentioned as a key part of SDG 4, is also an area that should be strengthened in HEIs and is a promising avenue for epistemological dialogue.
9. **HEI partnerships with government, enterprise and the non-profit sector should be substantially strengthened** and oriented towards helping society to navigate towards a sustainable future for humankind and the entire biosphere.
10. **HEIs have a strong role to play in democratizing scientific knowledge and in creating awareness in all sectors of society** of the reasons behind the urgent need to radically transform how we relate to nature, produce and consume.

1. **The ethical training of future professionals** in all the values that HEIs proclaim, including those related to fostering sustainable lifestyles and training advocates for sustainability and equity, should be explicitly addressed, discussed, critiqued and ideally adopted by the students.
2. **Because problems such as climate change, poverty and inequalities are complex, an interdisciplinary and transdisciplinary approach is needed to better comprehend them.** Educational programmes should be designed with an approach that transcends the disciplines and trains students to work together with persons with different expertise.
3. HEIs need to **incorporate SDGs as part of their teaching programmes** in a manner that goes beyond creating mere add-ons to their existing discipline-based curricula. Instead, HEIs should seek to highlight and enhance the articulation between the curriculum and the latent social and environmental issues of our time, both locally and globally. It is time for HEIs to make sustainability and SDG literacy a core requisite for all faculty members and students.
4. **HEIs need to increase efforts to encourage young minds to take up sustainability education and careers**, and continue to effectively communicate the immense benefits of sustainability in terms of economic growth, human well-being and a healthy planet.
5. **The required curriculum for a bachelor's degree should include courses in holistic ways of knowing, more inclusive approaches to human-community interactions, and respect for cultures and knowledge systems.** This may include advancing anti-racist pedagogy, supporting reflection on critical race theory, and decolonizing the curriculum.

6. **HEIs can work towards the diversification of languages used within their walls**, which is also a way of diversifying faculty and students. Awareness of languages and the knowledge that they contain is a powerful means of achieving intercultural education within institutions, and of projecting interculturality to the wider society. The role of HEIs in fostering language diversity, in strengthening local languages and in thus preserving traditional wisdom and ways of knowing has great potential.
7. **Teaching methodologies should gradually move towards incorporating more experiential and dialogic activities in contact with different sectors of society**, especially with those that suffer most from environmental deterioration, discrimination and social inequity.
8. **HEIs should foster student participation in shaping matters of education around sustainability.** The present generation of centennials is particularly aware of environmental problems and willing to engage in activities that develop commitment to sustainability goals.
9. **Faculty and professors should be an integral part of the needed transformation of curriculum and education.** To achieve this, HEIs need to engage in intensive debates, discussions and, when necessary, training, as well as offer greater opportunities for faculty and professors to participate in designing new educational experiences.



## 5.4 Research

1. The role of HEIs as institutions promoting critical thinking and social transformation has never been more important. **HEIs should, to a greater extent, promote research and initiatives to combat loss of nature, climate change and inequalities.**
2. **Universities, and more broadly HEIs, must move beyond traditional separations between basic and applied knowledge, and bring together truth-seeking and problem-solving.** There is a clear need to question the efficacy and capacity of knowledge produced, and its application to the solution of problems affecting our societies and our planet today, such as the ones covered in the 17 SDGs. HEIs must identify and increase their reservoir of knowledge around the SDGs.
3. **There needs to be acceptance of, and respect for, different theories, methods, and forms of knowledge that diverse disciplines identify, create and utilize, and for collaboration that ensures equal participation and contribution between actors.** In particular, the arts, humanities, and social sciences (AHSS) and knowledge production that couples human and natural systems are critical for addressing the SDGs. HEIs can instigate bolder and more inclusive institutional policies that support transdisciplinary research, scholarship, and creative practices across the professional life of faculty.
4. **Incentives around and support for research need to be reoriented** to encourage researchers to engage in equitable and collaborative SDG-related research. Indicators and performance assessments need to be recalibrated with collaborative research in mind, and data collection systems developed or upgraded to account correctly for the impacts of such research.
5. **Externally driven ranking systems of HEIs should be revised** to recognize the value of equitable and collaborative research as well as the pursuit of inter- and transdisciplinary approaches for the achievement of the SDGs.
6. **Progress towards an open science policy must be fostered.** Open science and open access (without fees either for authors or readers) are essential, diversifying the way universities and more broadly HEIs generate and disseminate knowledge, and diversify partners and audiences. The metrics used to gauge research output should also be part of this discussion.
7. In addition to the importance of interdisciplinary research for attaining the SDGs, **knowledge needs to be 'coproduced' to reflect the diversity of communities and practices.** To do so, it is necessary to advance and support more inclusive and equitable research design, operations, expectations and resource investments.
8. **Alternative research methodologies should be experienced and refined.** More action-based research and community-based participatory research is needed not only in the social sciences, but also in the natural and physical sciences. Our ways of knowing must include more holistic, contextual and grounded approaches.
9. **Research results should be much more actively disseminated, and efforts should be made to put them to use where appropriate for SDG-relevant purposes.** HEIs should more actively engage in multilevel 'science-based' political influence in the form of science advice and science diplomacy. This should take place both at the national and local level, and in coalitions at the international level, but could also take the form of direct, bottom-up incentives.

## 5.5 Outreach and community engagement

1. There is a clear need for **much more proactive outreach activities on the part of HEIs that allow for science advice for policy, advice on remedies or solutions, and engagement in societal projects oriented towards improving ecosystems, combating climate change and generating greater welfare in society.** The call is for HEIs to have a much wider voice in society. HEIs should interact across the full range of political, economic, legal and other societal sectors to promote sustainability, including advocacy, policy design, social experimentation, application of innovations and technology transfer.
2. **Lifelong learning opportunities should be expanded and make room for building awareness among the different sectors of society about the SDGs and sustainability issues.** This includes the rationale behind the SDGs, awareness of the expected consequences of not achieving them, and the ways ahead for individuals, collectives and organizations.
3. **Networks should be strengthened and expanded. Deeper collaboration and partnerships among academic, civil society and economic sectors of the nation are needed** for progressing towards sustainability education and the generation and implementation of solutions. HEIs should engage meaningfully in networking and alliances with others in society that strive for the same objectives, including traditional societies and groups subject to discrimination.
4. **Greater efforts are needed to reach a much wider and diverse population, with useful research results** that feed into clear scientific explanations and possible solutions to pressing problems. Expanding the number of free and open knowledge platforms has the potential to accelerate knowledge acquisition among populations unable to access higher education.
5. **Democratizing research, whereby local actors work together with HEI researchers in the cocreation of knowledge,** not only empowers communities to influence how research impacts them; it also serves as a mechanism for accelerating the realization of the SDGs. Community science, or citizen science, is a participatory research practice that favours democratization of research.
6. **Partnerships between HEIs in the global North and the South should be revised** to make sure that the planned collaborative projects are codesigned and fully aligned with the vision and mission of HEIs in the South, and well integrated into their strategic plan. Outcomes tied to the progress on SDGs should be incorporated in all structured partnerships. More equitable academic relationships between institutions in high-income countries and HEIs in low- and middle-income countries should be fostered.
7. **Partnerships should give priority to the objective of sustainable capacity-building.** Rather than offering scholarships for doctoral studies in OECD countries without considering the risk of brain drain, support for graduate programmes in the strongest local or regional HEIs could go a long way towards building the research capacity of HEIs in lower-income countries.
8. **Multilateral partnerships between HEIs, as well as strong networking among HEIs globally, particularly with the objective of favouring contribution and progress towards SDGs, have to be strengthened** and multiplied in order to make room for projects that cocreate knowledge and share diverse findings and methodologies around the 2030 Agenda.



## 5.6 Specific recommendations

During the course of our discussions, specific recommendations arose for concrete actions HEIs can take to overcome the barriers to embracing the 2030 Agenda, covering themes of sustainability, equity and inclusion, and global partnerships, among others. Among them we wish to highlight the following:

1. **Governments and institutions that foster quality assurance should give due recognition to the value of what is done and achieved by HEIs in promoting SDGs and in solving relevant problems by unconventional or interdisciplinary efforts.** The process of revising the criteria for ranking HEIs should include an understanding of the connection between HEIs and SDGs.
2. **New structures across faculties should be encouraged to ensure inter- and transdisciplinary units for broad promotion of the SDGs in HEIs,** making sure that incentives are in place for inter- and transdisciplinary education and research, as well as for relevant outreach activities and participation in networks and partnerships.
3. **Introduce compulsory courses in sustainability in all education programmes.** Better still, transversalize sustainability, that is, embed sustainability content and values in most syllabi.
4. **HEIs must interact more actively with the private and public sector and society at large to promote the SDGs.** This includes all levels from policy advice at top levels relating to sustainability, to interactive engagement with companies to citizen science. HEIs should seek cooperation with political spheres, the public, business and stakeholders to develop courses and research specifically devoted to or relevant for the SDGs.

5. The creation of a **Global SDG Research and Teaching Central Fund** could be relevant, to support the following elements: (1) Annual individual faculty grants (including graduate and undergraduate research advancement in order to develop capacity); (2) Annual grants for transdisciplinary, cross-institutional faculty research teams; (3) Grants for exhibitions that promote the public sharing of SDG knowledge; (4) Grants to advance training on SDG-related themes. Furthermore, a series of transdisciplinary 12-month SDG Fellowships should be instituted to facilitate and support faculty research and outreach. The SDG Fellowships would be offered to faculty on an annual basis.
6. Setting up a **Global SDG Higher Education Institution Benchmarking system:** unlike a ranking system that creates a competitive environment working from the top down, the Global SDG Higher Education Institution Benchmarking system would qualitatively and quantitatively compare how HEIs advance different SDGs across the three areas of research, teaching, and outreach/community engagement, with highest recognition given to those that holistically address a large number of SDGs across all their activities.
7. Under the UNESCO umbrella, **an annual SDG Research and Teaching Conference** could be held to foster the exchange of ideas and best practices, deepening North-North, North-South, and South-South exchange. The first of these conferences could involve concrete discussions among HEI leaders on the key recommendations of this report and their operationalization, and on how to urgently support their institutions in the necessary knowledge production and scaling up of collaborations to address the current global challenges. The conference would also serve as a platform for networking between academic and interested industry, government and non-profit leaders.

8. **Establish a transnational self-reflexive system,** in collaboration with funding agencies that provide grants, for HEIs to develop initiatives related to progress towards the SDGs. Then, HEIs would report back on their specific work and the projects they are implementing to advance the SDGs, and the outcomes would be compiled.
9. Sustainability should be anchored and monitored in HEI governance structures with an empowered and financed **Chief Sustainability or SDG Officer and/or a sustainability committee at the top level of the governing boards of HEIs.** That officer/committee should record their institution's stated vision related to sustainability and progress in relation to the SDGs.
10. Given the exigencies of global climate change and the increasing corporatization of higher education, **HEIs must refuse to engage in research that supports non-sustainable practices,** for example, the fossil fuel industry, or to invest their endowment funds in support of the fossil fuel industry.
11. HEIs should be leading examples to institutions and society in general on how to make sites and places sustainable. **States should recognize and encourage HEIs to certify sustainable institutions.**
12. **Space needs to be opened up for the emergence of HEIs specifically devoted to promoting the SDGs. These could for example be Indigenous, environmental,** institutions that challenge our conception of HEIs in ways that will positively refresh the higher education sector and offer a vision of what is possible.
13. **Funding should be allocated to improve the participation of under-represented population groups across disciplines in HEIs.** It is important to attribute such funding to students (for example, Ph.D. scholarships for females in STEM fields), as well as the hiring of faculty and researchers to ensure the presence of people from under-represented populations in fields where they are commonly under-represented.

14. Infrastructures for mass, quality distance education should also be developed in the South, with the same type of mentorship and training available for in-person education, to avoid the brain drain that pulls people from their home countries to be educated in the North. **Qualified teachers and experts could share their experiences in setting up infrastructures, as well as in educating students remotely.**

15. **Institutions in the global South need greater investment to boost the capacity of local researchers, research institutes and think tanks to avoid a South-to-North brain drain and allow lower-income countries to find sustainable solutions that match their needs.** In this regard, greater representation and engagement with researchers and students from the institutions in the global South at global academic conferences would ensure research and teaching meets and integrates the needs of those living in the global South, as well as strengthening North-South and South-South higher education systems and teaching collaborations.
16. **Joint decision-making for the design of collaborative projects between HEIs in the North and their counterparts in the South makes for a mutually beneficial agenda** that is aligned with the development needs of HEIs in the South. HEIs in the North should recognize the expertise in the South, and the fact that their counterparts in the South are more aware of the relevant local issues and research priorities.

# ÅPEN UTDANNING

**OPEN: Open Education, Open Science, Open Access**





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*When educational resources are shared it is not only about materials, but also about improving pedagogical thinking and boosting professional development of those who prepare, adapt and use such materials. It is important, therefore, to ensure that digital infrastructures empower teachers, learners and schools to connect with each other.*

Johanna Sumuvuori, State Secretary to the Minister for Foreign Affairs, Finland

# UNESCO OER Recommendation



The General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), meeting in Paris from 12 to 27 November 2019, at its 40th session,

*Recalling* that the Preamble of UNESCO's Constitution affirms, "that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern"

[...] This Recommendation addresses five objectives:

- (i) building capacity of stakeholders to create, access, re-use, adapt and redistribute OER;
- (ii) developing supportive policy;
- (iii) encouraging inclusive and equitable quality OER;
- (iv) nurturing the creation of sustainability models for OER,
- (v) facilitating international cooperation. [...]



# Hvorfor er det viktig?



- Reduserer barrierer
- Reduserte utdanningskostnader
- Tilgang til utdanning & kunnskap
- Mangfold og inkludering
- Økt samarbeid
- Innovasjon
- Endring??

**Min kunnskap**  
**+ Din erfaring**  
**+ En nisje eksperts kunnskap**  
**+ En students opplevelse og bruk**  
**= Bedre læring?**

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allows resources to be used in different contexts (classroom; home; online, &c.) in an unaltered format;

### **Revise** (Revidere)

conveys that the content can be altered, edited, revised or otherwise changed (e.g. to update or translate a resource);

### **Remix** (Blande/Mikse)

permits a resource to be combined with other resources to create something new (e.g. an anthology, remix or 'mash-up');

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enables the republishing and sharing of a resource (in original or altered forms).



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# DELTA, BIDRA OG STYRK ÅPEN UTDANNING



- Bruk **åpne lisenser** på alt innhold og materiell vi ønsker å dele
- **Delingskultur** - promoter åpenhet, deling av erfaringer og metoder, vær åpne til å samarbeide med andre
- Strategisk ledelse, forpliktelse og **eierskap** blant ledere og institusjoner
- Bygge opp **infrastruktur** for sikker publisering, deling og identifisering av åpne lærings resursser.
- Implementer **kvalitetssikrings**mekanismer
- Introduser **insentiver** for åpen utdanning, åpne læringsressurser og åpen forskning

**Everyone should have the freedom to use,  
customize, improve and redistribute  
educational resources without constraint**

*Cape Town Open Education Declaration, 2012*



# ENCORE+ Network

**European Network for Catalysing Open Resources in Education**

<https://encoreproject.eu/>



# Hva sier Norge?



## Innstilling fra utdannings- og forskningskomiteen om Utdanning for omstilling – økt arbeidslivsrelevans i høyere utdanning

### 1.2 En mer åpen og tilgjengelig høyere utdanning

Kapittel 3 omhandler behovet for at universiteter og høyskoler i enda større grad enn tidligere må åpne opp og gjøre høyere utdanning mer tilgjengelig for en stadig mer mangfoldig studentpopulasjon. Når høyere utdanning blir mer tilgjengelig, må også utdanningsfinansieringen tilpasses utviklingen.

I kapittelet omtales følgende tiltak regjeringen vil gjennomføre:

- fortsette satsingen på fleksibel utdanning og utvikle en strategi for fleksibel og desentralisert utdanning

# Kompetansereformen – Lære hele livet



**Mål 1:** *“Ingen skal gå ut på dato på grunn av manglende kompetanse”.*  
Alle skal få utvide, supplere og fornye sin kompetanse.

**Mål 2:** *Tette kompetansegapet*  
Knytte arbeidslivets kompetansebehov tettere sammen med arbeidstakeres kompetanse.

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*THANK YOU!*

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