

Draft before printing, per 15.05. 2020

Towards a Bergen School of Global Studies International Master Education at UiB



Summary

Introduction

This report has been developed by the Education Committee of Global Challenges, in response to a desire to increase interdisciplinary cooperation in education between departments and faculties at the University of Bergen (UiB), and to strengthen the portfolio of English language Master level education within the area of Global Challenges. The Education Committee was appointed in 2018 with the primary mandate:

«To map existing English language courses and study programmes at the Master level at UiB relevant for global challenges and assess whether it would be suitable to coordinate some of these into joint, interdisciplinary courses/study programmes. »

The people appointed to the Committee were: Professor Haldis Haukanes and professor Marguerite Daniel (Department of Health Promotion and Development - Hemil); Professor Astrid Blystad and Professor Karen Marie Moland (Department of Global Public Health and Primary Care), Professor Ståle Knudsen and Professor Cecilie Ødegård, (Department of Social Anthropology), Professor Ragnhild Overå (Department of Geography).

Some initial work towards the mandate was conducted in 2018. In autumn 2019 Professor Haldis Haukanes was appointed to complete the work and to write up the report. The work has been done in cooperation with the appointed Committee and Global Challenges' administration.

Data generation

Five Global Challenges relevant international Master programmes at UiB were examined in detail, both through investigation of their profiles and content and through group discussions with programme leaders and students: 1. Master in Geographies of Sustainable Development 2. Master in System Dynamics 3. Master in Global Health 4. Master in Public Administration 5. Master in Global Development Theory and Practice.

We also investigated the broader portfolio of Master level studies taught in English at UiB, to identify Global Challenges-relevant courses at the different faculties. Moreover, data generation involved investigation into existing Global Challenges-relevant English language master programmes in Norway to search for good examples of inter/cross-disciplinarity and to gain information about the "situation of competition" for UiB's programmes. Discipline

Findings

National level: We found that there are a number of Global Challenges relevant international Master programmes (50 programmes examined in total), quite a few of which have some level of overlap with UiB programmes. With the exception of NTNU's *Master in Globalisation and Sustainable Development*, we found few, if any examples of extensive cross-programme or cross-faculty cooperation.

Global challenges relevant Master programmes at UiB: The five programmes examined in detail have different academic profiles and organization; some have a disciplinary focus while others are interdisciplinary, some have a majority of 10-credit courses, while others have courses of varying length, some run block courses while others run semester-long courses. Still, we find that there is great potential for increased cross-programme cooperation; each programme has several courses

which may be of relevance for the other programmes. We found an interest among programme leaders, and not the least among the student representatives of the programmes, for opening up for more cross-programme cooperation and exchange. The idea of merging programmes into a big interdisciplinary Global Studies programme, also briefly discussed with students and programme leaders, was by most not considered good/realistic alternative. As for courses missing in the current portfolio, representatives of both students and staff mentioned a cross-faculty social science based course in *climate change* as desirable.

Global Challenges relevant courses across the faculties at UiB: Beyond the five programmes, UiB has a number of global challenges relevant courses at master levels, some of which could easily become part of a cross-faculty exchange system. The majority of these courses are found at the Faculties of Social Sciences and Medicine. There are also a couple of initiatives for new Master programmes in the pipeline; a *Master in Sustainability* (SDG-Master) and *Master in Science, Policy and Global Challenges* (organised by SVT).

Barriers to cross-faculty cooperation.

One barrier to cooperation between different teaching environments is the current financing system of the university, where funding is granted to individual faculties and departments based on their “production” of ETCS and number of graduating candidates. This makes interdisciplinary initiatives “unprofitable” and thus not very attractive. Organising inter-faculty teaching is resource demanding and may drain resources from already vulnerable environments. Another barrier relates to incorporating guest students into 300-level courses which require a foundation of disciplinary knowledge. Finally, there are also barriers relating to practicalities such as timing and length of courses.

Discussion and recommendations

In response to the mandate of the education committee, and based on our analysis of the data from the national investigation and from investigations at UiB, we discussed two different models:

Alternative 1: Master in global studies with courses/specialisations from different environments. This model would require the coordination of (some of) the existing programmes into (a) joint, interdisciplinary programme(s)

Alternative 2) Exchange of courses between programmes and faculties.

This model involves identifying and pooling courses *deemed as exchangeable between programmes and faculties* into a course portfolio from which students can choose electives in the 2nd semester of their studies. The model requires close cooperation across the faculties: coordination of exchangeable courses and the various programmes, and guidance of students interested in courses outside their home environments. The coordination could be organised as a Bergen School of Global Studies (BSGS) hosted by Global Challenges, providing a portal for prospective students to access information about courses and programmes, including the broad portfolio of exchangeable English language courses available for Master students within the field of Global Challenges.

The recommendation of the education committee is that we wait with alternative 1 for now, and that we focus on alternative 2, following the strategies presented above. We caution against forgetting alternative 1. After a test period of implementing alternative 2, the question of an expanded Master programme should again be considered.

We propose the following steps to be taken by the leadership of Global Challenges to accomplish alternative 2:

- Start the formation of “Bergen School of Global Studies”, with the establishment of an Advisory Committee with a member from each of the relevant faculties to meet regularly. Staff from the Global Challenges administration will support this activity.
- Invite selected environments to suggest courses for a pool of exchangeable English language “Global Challenges Master level courses”.
- Organise an initial meeting between representatives from these environments to familiarise themselves with each other’s courses and address challenges of timing, level of difficulty etc.
- Secure that a course in climate change for the social sciences is included in the pool of Master level courses.

For the Education Committee at Global Challenges

Haldis Haukanes

,
ISBN: 978-82-91232-86-7

Table of Contents

Introduction	1
Data generation - methods.....	2
I) International Master programmes in Norway.....	3
Applicants/recruitment	5
Organisation	6
II) Relevant Master programmes and courses at the University of Bergen	7
A) Master programmes.....	7
Programme profiles and organisation.....	8
Cooperation between programmes — inputs from students and staff	10
Recruitment to UiB programmes	11
B) Mapping of Global challenges-relevant courses at all faculties.....	13
Faculty of Mathematics and Natural Sciences	13
Faculty of Social Sciences.....	13
Faculty of Humanities and Faculty of Fine Art, Music and Design	13
Faculty of Fine Arts, Music and Design	14
Faculty of Law	14
Faculty of Psychology and the Medical Faculty	14
Profiling of the portfolio of courses and programmes	14
C) Barriers to cross-Faculty cooperation	14
III) Discussion and Recommendations	15
Alternative 1: Master in global studies with courses/specialisations from different environments	16
Alternative 2: Exchange of courses between programmes and faculties.	16
Appendix 1	19
Appendix 2	23
Appendix 3	25

Introduction

The world is facing unprecedented challenges, many are included in the UN's Agenda 2030 - the Sustainable Development Goals. The problems we are facing in areas such as climate change, migration and global inequality cut across traditional knowledge boundaries and systems. We, therefore, see a need to open up knowledge systems and increase interdisciplinary cooperation in research and education.

The University of Bergen (UiB) has a long history of development-related research and education. This legacy forms part of the current university strategy where Global Challenges is one of three priority areas. Today, UiB hosts a number of research milieu and study programmes, which address sustainability challenges in various ways. The University's Education Committee recently undertook a survey of SDG-relevant education at UiB. Their report, *Utdanning 2030 (Education 2030)*, demonstrates the breadth of the UiB portfolio in this regard. All UiB Faculties offer SDG-relevant education at both the Bachelor and Master levels. However, as this report clearly points out, more can be done to enhance the incorporation of global sustainability in our study programmes, both through integration of SDG-related thinking and approaches in existing courses and programmes, and through the development of new initiatives.

Education 2030 challenges all Faculties at the university to promote inter- and cross-disciplinarity in education, and to facilitate student access to disciplinary traditions outside their core environment. The promotion of inter-disciplinarity is at the core of the mandate for UiB's strategic area, Global Challenges, and has been the foundation for the work leading up to this report. The initiative was undertaken by the leadership of Global Challenges. It began in 2018 with the establishment of a Committee to look into possibilities for increasing cooperation between UiB's various international master programmes that could be relevant to Global Challenges as a strategic area¹. The following persons were appointed to the Committee:

Professor Haldis Haukanes (HEMIL Centre), Professor Astrid Blystad (Department of Global Public Health and Primary Care), Professor Ståle Knudsen (Department of Social Anthropology), Professor Cecilie Ødegård, (Department of Social Anthropology), Professor Marguerite Daniel (HEMIL Centre), Professor Ragnhild Overå (Department of Geography), and Professor Karen Marie Moland (Department of Global Public Health and Primary Care).

The Committee's primary mandate has been the following:

«To map existing English language courses and study programs at the Master level at UiB relevant for global challenges, and assess whether it would be suitable to coordinate some of these into joint, interdisciplinary courses/study programmes»

This report is developed in response to the mandate, which also asked for a mapping of existing, similar international programmes in Norway/Northern Europe and an assessment of administrative and other barriers for increased cooperation between UiB Faculties. In addition, the Committee was asked to identify gaps in the education portfolio, i.e. whether there is a need to establish new courses.

¹ Prior to the establishment of the Committee, an informal group of scientific staff had drafted some ideas for such a cooperation, a draft which the Global Challenges' leadership found interesting but in need of further investigation. This led to the establishment of the Committee.

By Global Challenges-relevant education, we refer to education that clearly has a global outlook, and which addresses societal challenges that transcend geopolitical boundaries. UiB's Global Challenges' strategy for 2016-19 targets three areas in particular: health, migration and inequality. The scope of this report's inquiries go beyond these three areas, but we retained a focus on studies which were oriented towards understanding societal issues as addressed in the UN sustainability agenda.

Focusing on the international Master programmes (and, to some extent, courses) was prioritised for several reasons. One is a concern not addressed in the above mentioned the *Education 2030* report, but which we find important in a SDG context: to ensure that our University has a well-developed portfolio of high quality programmes that can be offered to long-term, incoming international students. Such students provide a valuable contribution to the "diversification" of UiB's teaching environments- internationalisation at home.

Another reason is related to changes in kinds of students attending UiB's international Master programmes after the discontinuation of the so called 'Quota programme'. UiB has a long history of cooperation with universities and research institutions in the Global South and has contributed substantially to capacity-building in many countries. The Quota programme was a backbone of this cooperation. It gave students from eligible countries/institutions access to 2-year scholarships to complete a Master degree. A few selected students were given an opportunity to proceed to the PhD level. We have been interested in the consequences of the dismantling of this programme on student recruitment. What kind of students are currently recruited to international Master programmes at UiB? Do students from the Global South still make it to Bergen, and under what conditions? Could increased cooperation between existing programmes, and/or the development of new, interdisciplinary initiatives, contribute to making UiB more attractive to international students?

Initial work towards the Committee mandate was carried out in 2018, mainly by administrative staff at Global Challenges, but in 2019, Haldis Haukanes, Professor at the Department of Health Promotion and Development (HEMIL), was appointed to complete the work and to write up the report. The work has been done in cooperation with the appointed Committee and the Global Challenges' administration.

Data generation - methods

In order to look into the potential for increased cooperation, we needed to first establish a baseline about the status of existing Global Challenges-related Master programmes at UiB, including their content, organisation, and recruitment of students. Five Master programmes were examined in some detail: 1. Master in Geographies of Sustainable Development and 2. Master in System Dynamics (Department of Geography); 3. Master in Global Health (Centre for International Health); 4. Master in Public Administration (Department of Administration and Organisation Theory), and 5. Master in Global Development Theory and Practice (Department of Health Promotion and Development).

We began by searching UiB's website for information about the programmes and then organised two group discussions with the programme leaders/head teachers of the selected programmes (one of the groups also included the head of teaching at the Department of Comparative Politics). We followed-up the group discussions with e-mail exchange with the programme leaders. We concluded with a group discussion with students representing all the programmes in question. Data concerning applicants and admission were obtained from NSD, and more detailed information about the composition of the student groups were obtained from the Division of Student and Academic Affairs (SA).

We also investigated the broader portfolio of English-language Master level studies at UiB to identify Global Challenges-relevant courses at the different Faculties. Information was accessed mainly

through the web-portal for international students, but also through a list of courses composed in connection with the above-mentioned *Education 2030* report.

In addition, a mapping of existing Global Challenges-relevant international Master programmes in Norway was carried out. With this we aimed to search for good examples of inter/cross-disciplinarity and cross-Faculty cooperation. We also gained information about the kind of competition that exists for UiB's programmes. The mapping involved searching the websites of all relevant universities and university colleges in Norway, identifying international Master programmes falling under the broad umbrella of Global Challenges as defined above. These programmes have been examined for their structure, organisation, degree of flexibility (i.e. whether they offer electives), and degree of cross-Department/inter-Faculty cooperation. We have also communicated directly with the staff involved with some of the key programmes we identified, among others concerning student recruitment and the composition of student groups. Data concerning applicants and admission was obtained from NSD.

Data generation was carried out with limited resources and over a short period of time (September to mid-October 2019). There was insufficient time for extensive crosschecking of numbers and courses and we may have missed some relevant initiatives. We may also have included some activities that are not currently running: programmes and courses that are presented at university websites may be temporarily paused or not running at all. Taking these limitations into consideration, we believe that we have been able to collect sufficient information to provide a good platform for discussion about English language Global Challenges-relevant educational initiatives at UiB.

The report starts out with a presentation of results from the Norwegian survey. It continues by presenting a detailed analysis of UiB's relevant programmes and courses. The report concludes with a short discussion of the findings, including our recommendations for ways forward for UiB.

I) International Master programmes in Norway

Our analysis shows that of the 30 higher learning institutions examined, 13 had one or more programmes of relevance. Altogether, we identified approximately 50 programmes, which we examined further. The table presented below² shows the distribution of different programmes at learning institutions throughout the country; some taught at disciplinary departments, others at interdisciplinary departments or research centres, and some taught jointly with international partners. Since the approach to include programmes was approximate (see introduction), we cannot guarantee that we have identified all relevant programmes, but we believe that we have generated an overview which gives a good impression of the situation in Norway. Programmes overlapping with programmes at the University of Bergen are marked in red.

Table 1 Overview over programmes in Norway

² The total number of programmes identified and examined at each institution are indicated in the parenthesis in the first row of the matrix. A few of the least relevant programmes are not included in the table; these are programmes that for example upon further examination appear to lack a clear global/international orientation, or where the information offered at the website is insufficient. For those interested the complete list it can be accessed here (<http://vedlegg.uib.no/?id=74a29966bfb5de6e62feeb4a18968b4d>)

UiO	UiB	UiT	NTNU	UiS
10 (13)	5	5 (7)	5 (6)	5
Development, environment & Cultural change Peace and conflict Human Rights Global Minds Human Geography Social Anthropology International community health Health economics Environment, resource and dev. economics Religion & diversity	Geographies of sustainable development System dynamics Global development theory and practice (spec. in gender + health promotion) Public administration Global health	Indigenous studies Governance and entrepreneurship in indigenous areas (with Univ. of Saskatchewan) Peace and conflict transformation Visual anthropology Master in public health, with possibility of specialisation in Global health	Childhood studies Globalisation and Sustainable Development Natural resource management Global Health Urban ecological planning	European Master in intercultural relations European Master in Social Work with families and children Nordic Master in social work Energy, environment and society Religion, Culture and society

NMBU	UiA	OsloMet	U Sørøst	NLA	VID
3 (4)	1	2	1	2	1
International development studies International environmental studies International Relations	Global development and planning, specialisation in development management	International education and development Applied Social Sciences - Study Option International Social Welfare and Health Policy	Human rights and multi-culturalism	Global journalism (Kristiansand) Intercultural studies (Bergen)	Community development and social innovation, specialization in migration and intercultural relations

The University of Oslo (UiO) has by far the largest and most diverse portfolio of programmes. Spanning five faculties and more than 10 departments, UiO offers international students a wide range of options, from the relatively newly established *Master in Religion and Diversity* found at the

Faculty of Theology, to the long-running programme in *Development, Environment and Cultural Change* taught at the Research Centre for Development and the Environment (SUM).

Many of the Norwegian programmes examined have an interdisciplinary/thematically oriented focus, but there are also a few disciplinary based programmes, like UiO's programmes in *Human Geography* and in *Social Anthropology*. At the University of Stavanger we find three joint Master programmes in social work (European and Nordic), while the University of Tromsø has several programmes focused on indigenous studies.

Several of the programmes are taught in interdisciplinary environments of development-related research. This applies to the already mentioned *Master in Development, Environment and Cultural Change* at SUM, but also Oslo Met's *Master in International Education and Development*, and the *Master in Global Planning and Development* at the University of Agder (UiA), the latter being – as the only programme examined – web-based. At NMBU, we find three interdisciplinary programmes run by Department for International Environment and Development Studies, also known as NORAGRIC, one of the largest environments for development-related research in Norway. OsloMet, UiA and NMBU have bachelor programmes in Development Studies, which provides them with an important platform of recruitment to their Master programmes.

In terms of student numbers³, we find that most programmes are medium-sized with around 20-25 students enrolled each year. Some exceptions exist; most programmes at the University of Tromsø have fewer students attending the different programmes and the same applies for the programmes taught at NLA. A few programmes are bigger, with 30-40 students enrolled; this applies for (some of) the programmes taught at NMBU and UiA's programme *Master in Global Planning and Development*.

Applicants/recruitment

Most programmes report high numbers of initial applicants. An examination of overall numbers show that, of almost 12 000 initial applicants in 2019 (33 programmes examined), only approximately one of three were actually qualified for admission. Still most programmes receive applications from qualified applicants in the approximate range between 2 to 5 of first priority applicants for each student admitted. The most popular programmes have more applicants, though, with up to 7 applicants per student admitted, while the least popular have less than 2. The numbers of qualified applicants increased between 2016 and 2019; from 2 641 to 3 658. Students enrolled also increased from 428 to 687. This increase can partly be explained with the increase in numbers of programmes (six of the programmes on the 2019 list were not on the 2016 list).⁴

In a round of direct communication with staff representatives of a few key global studies/development studies programmes (SUM, UiA, UiT, Noragric and OsloMet) we addressed the consequences of the dismantling of the Quota programme. None of the programmes reported huge problems in substituting former groups of students with other groups (Norwegian or students from high-income countries). From OsloMet we learned that the number of international students, including students from the Global South, had actually gone up the two last years, and the impression was that they struggled more to recruit Norwegian students from their own bachelor, than recruiting international students. NMBU and UiT, on the other hand, mentioned no-show of

³ All data concerning numbers of applicants, students enrolled etc. have been obtained from NSD (<http://vedlegg.uib.no/?id=0d6b6e474d3140a95e7fee69f27ccc01>)

⁴ This may imply that they are brand new, or that they have changed their names in the course of the last few years; we asked NSD for numbers from 2016-2019 for programmes advertised in 2019.

international students as a big problem. Investigating the reasons for no-shows, NBMU found that challenges obtaining visa and the requirement for high bank deposits to prove sustenance were the main obstacles. SUM reported that they hardly receive any students from Africa south of Sahara anymore, probably for the same reasons as those reported by NBMU. An interesting observation is that few of these key environments have applied for NORPART funding to substitute for the Quota programme. The exception is UiT which has (had) several NORPART projects, among others with an Ethiopian university. However, DIKU and Erasmus+ funds for student exchange have been obtained by NMBU, UiA and UiT.

Organisation

Examining the organisation of the programmes, we find few if any examples of wide-ranging cross-Department and cross-Faculty cooperation providing the students with opportunities to take courses outside their home environment. Some programmes do not offer electives at all, such as the *Master in Visual Anthropology* in Tromsø, *International Education in Development*, or *Master in Global Health* at NTNU. Most programmes do offer electives though, but on the list of options presented to enrolled students, only “in house” courses appear, sometimes with a comment that “other relevant courses may be approved upon application to the student advisor”. The three Master programmes at NBMU, all taught at Noragric, are interconnected in that they share some recommended electives. We also find other examples of cooperation between programmes at Department levels, often in the form of shared courses in methodology.

Of the 50 programmes examined, one programme stands out when it comes to cross-Department/interdisciplinary cooperation. This is the *Master in Globalisation and Sustainable Development* at NTNU. This programme was established upon the termination of the Quota programme, and based on two previous Master programmes: one in *Development Geographies* and one in *Globalisation*. The *Master in Globalisation* provided the model for the current programme; established in the early 2000’s by the Faculty of Social Sciences, it was run as a Faculty-owned, cross-Department Master, also involving cooperation across Faculties. This is also the way the *Master in Globalisation and Sustainable Development* is run; it has core courses from three different Departments (Geography, History, and Anthropology), and electives from Departments at different Faculties, such as the Department of Architecture and Planning, and Department of Industrial Economies, in addition to “in-house” electives. Students can choose to write their Master thesis with staff at the Departments of all the Faculties contributing elective courses to the programme, and the ECTS credits of the thesis “follow the student” to the milieu in question. In communication with the long-term leader of the current programme and its forerunners, it was stressed that the key, core courses of the Master had been designed specifically for the programme, involving a relatively close cooperation between different milieux. To ensure integration, they have established an Advisory Programme Board with representatives from all the contributing milieux, including those contributing electives from other Faculties. Commitment from the different milieux was considered to be essential to the success of the programme; only those who are *really* interested in interdisciplinary teaching choose to be involved.

NTNU also has an interesting model for supporting interdisciplinary cooperation between students, namely what is called “experts in teamwork”. This is a 7.5 credit course compulsory for all Master students. The students are required to team up in interdisciplinary groups with students from different Faculties to work with a real-life problem.

Internship. Few of the programmes offer their students the possibility of doing an internship during their study; among the 50 programmes examined, we have only been able to identify nine that run internship modules (either optional or compulsory), two of which are found at UiB.

We will come back to the national context later in this report, but let us at this time make just a few initial comparisons between UiB and the programmes found elsewhere in Norway. We have not been able to identify programmes in Public Administration or System Dynamics taught in English elsewhere in Norway, and no programme offering a specialisation in Gender and Development, but otherwise there are quite a few programmes (12 in sum) which overlap with or are similar to UiB's programmes. We find programmes in Global Health/International Health at UiO, UiT, NTNU and OsloMet; there are programmes in Human Geography, International Environment Studies and Globalisation and Sustainable Development (UiO, NMBU, and NTNU), and quite a few other development-related programmes (UiO, NMBU, UiA, OsloMet).

II) Relevant Master programmes and courses at the University of Bergen

A) Master programmes

The UiB has five Master programmes taught in English currently presented under the umbrella of Global Challenges (<https://www.uib.no/en/globalchallenges>). These are offered to international students from both outside and inside EU/EEA, as well as to Norwegian students. The list is of course not exhaustive of all English-language master programmes addressing problems of global nature being offered at UiB. The Faculty of Mathematics and Natural Sciences, for example, has several programmes/specialisations (partly) taught in English⁵, which are of great relevance to global challenges, such as their *Master in Biology*, specialisation in Biodiversity, Evaluation and Ecology, or their *Master in Meteorology and Oceanography*. These are not included in the Global Challenges portfolio since they are closer to one of the other strategic areas of UiB (Marine, and Climate and Energy Transition), and/or they do not explicitly engage with global societal issues as defined in the introduction.

Of the five above mentioned Master programmes, three are taught at the Faculty of Social Sciences. The Department of Geography hosts two programmes: *Master in Geographies of Sustainable Development* and *Master in System Dynamics*. Until recently, the Department also took part in a *Joint European Programme in System Dynamics*; this programme is currently on hold, but may re-emerge depending on funding. Until now, the largest programme at the Department of Geography, the *Master in Geography*, has been offered to Norwegian students only. However, since all courses but one, which is optional, are taught in English, the Department is currently looking into the possibility of also offering the programme to international students. The third programme at the Faculty of Social Sciences is the *Master in Public Administration*. Historically, the Faculty of Social Sciences had an additional Master programme, *Anthropology of Development*, but this programme was terminated after the discontinuation of the Quota programme. The Department of Social Anthropology is looking into establishing a Joint European Master in Migration, but the realization of such a course depends on funding. There are ongoing discussions both at this Department and at the Department of Comparative Politics about whether their Master programmes should be taught solely in English (one reason being that an increasing number of staff are non-Norwegian), but so far no concrete measures have been taken in this regard.

⁵ These programmes are considered "bi-lingual", implying that courses are taught in English if needed.

The Faculty of Medicine offers one programme, *Master in Global Health*, taught at the Centre for International Health. The Faculty of Psychology has one programme, taught at the Department of Health Promotion and Development (Hemil): *Master in Global Development Theory and Practice*, with specialisations in Health Promotion and Gender in Global Development. These programmes were established in 2017 and 2016 respectively. All the other programmes have a long history at UiB (established between 1994 and 2003) and all were part of the Quota programme. The two newly formed Master programmes share this history; while the *Master in Global Development Theory and Practice* incorporated two former quota-based programmes: *Master in Health Promotion* and *Master in Gender and Development*, the Global Health Master was built on the former *Master in International Health* and *Master in Oral Sciences*.

Before proceeding to an analysis of the five selected programmes, we would like to mention an initiative presented in *Education 2030* to establish a new cross-Faculty Master in Sustainability. A brief outline of the programme was drafted in spring 2019, proposing that specializations should be offered along the lines of the University's three strategic areas, one of them of course being Global Challenges. A committee composed of representatives from different UiB Faculties will be established to continue the work with developing this Master programme. At the time of writing this report it has not yet been decided whether this programme, if realized, will be taught in English or Norwegian.

Programme profiles and organisation

Table 2: Overview of programmes at the University of Bergen 2019

	Geographies of Sustainable Development (MASV-MEHA)	System Dynamics (MASV-SYSDY)	Public Administration (MASV-PUBAD)	Global development theory and practice (MAPS-GLODE)	Global Health (MAMD-GLOB)
Electives sem. 2	Yes	Yes	Yes	No	Yes
Electives offered other students	GEO 337 GEO 324 GEO 326 CET 201	GEOSD 321 GEOSD 330 GEOSD 302/303	AORG325 AORG326 AORG327 AORG328	GLODE305 GLODE306 GLODE307	INTH325A ELMED310 INTH360 INTH344 and more
Thesis ECTS	60	30	60	30/60	30/60
Internship	No	No	No	Yes	Yes

The programmes differ both in academic profile and in the way they are organized. The two disciplinary-oriented programmes, *Public Administration* and *Geographies of Sustainable Development*, are taught in close connection with Norwegian Master programmes offered at the respective Departments. At the Department of Geography, where all but a few of the Master courses are taught in English, the geography programmes share core courses in the first semester. The joint

courses are not subject specific, but concern the theory of science and project planning. The programme *Geographies of Sustainable Development* has a core focus on environmental, social and economic sustainability challenges. Compulsory courses are GEO326 Geographical Perspective on Food (from next year GEO330 Theories of Sustainable Land Use) and GEO337 Discourses, Politics and People: Critical Perspectives on Environmental Governance, the latter offering constructivist perspectives on themes such as climate change, biodiversity management, environmental degradation and energy. The *Master in Public Administration* is also intertwined with, and has an identical structure to the Norwegian *Master in Public Administration*. While the courses on paper have both an English and a Norwegian version, lectures and seminar are often held jointly. A core focus in the programme is the relationships between politics, governance and administrative performance/quality of service. Compared to the *Master in Geographies of Sustainable Development*, which, in addition to methodology, is constructed around topic-oriented courses with a clear global focus, the *Master in Public Administration* has a core of disciplinary-based theory courses (Organisation Theory and Public Policy). Its global outlook is less evident, at least in the core courses. However, it is clearly present in some of the electives, such as the course AORG328 Leadership in Organisational and Cultural Contexts. The presence of NORPART students from Bangladesh (see below) also contribute to strengthening the global dimensions of the programme.

The Master programmes in *Global Health* and in *Global Development Theory and Practice* are both interdisciplinary in character and have a strong global orientation. The Global Health Master has a key focus on current global health concerns and poverty-related health problems. Its 15 credit foundation course, SDG303, is grounded in the Sustainable Development Goals (SDG) framework, and covers, among other things, the themes 'global burden of disease' and 'the global and national responses to control and prevent disease and promote health'. The *Master in Global Development Theory and Practice* has a similar foundation course, GLODE 301 (Critical Perspectives on Global Development - 20 ECTS), where there is a focus on the theories of and key issues in global development. It also offers a 10 credit module in Development Practice (2nd semester) where students work with Bergen-based organisations to solve "real life" problems. Both programmes offer students the option of an internship with an organisation at home or abroad in the 3rd semester of their study. *Global Development Theory and Practice* shares methodology courses with the two other (Norwegian) Master programmes at the Department of Health Promotion and Development: *Master in Child Welfare* and *Master in Health Promotion and Health Psychology*.

The *Master in System Dynamics* differs from all the other programmes discussed above in that it is strongly focused on modelling/methods, providing competence in developing simulation models of cause-effect in different systems. The introductory course of the programme, Fundamentals of Dynamic Social Systems (GEO-SD302), provides training in how to identify typical problem behaviours of dynamic systems. Another core course offered is Model Based Analysis and Policy. The programme does not explicitly define itself as a globally oriented programme, but it is clear that the social problems it addresses (e.g. how to improve dynamics of systems, how to assess consequences of policies prior to their implementation) have great relevance for global development. Several of the courses offered are specifically oriented to problems in the Global South, such as GEO-SD321, Model Based Socioeconomic Planning.

In terms of existing cross-Faculty/Department cooperation, CIH and Hemil have cooperated to secure DIKU-funds for student internships at partner institutions in Durban, South Africa. This is the only cross-programmes initiative in place, thus far at UiB.

Programme flexibility is crucial for the ability to expand cooperation between milieux and increase levels of inter- and cross-disciplinarity. The report *Education 2030* proposes that all study programmes should have “free credits” to enable students to take courses outside their home department. Based on a premise that we are looking into future possibilities of increasing such cooperation, the second semester is particularly relevant to examine in detail, as this is normally the semester when students have “optional course”.

All but one of the above programmes give their students “free credits”, usually 10 ECTS. (The exception is Global Development Theory and Practice where students are offered choices in the form of specialisations and other intra-programme options, but no credits that can be spent freely). From the table above we can identify a number of courses offered as electives within each programme and/or offered to international guest students (the latter implying that they accept students not enrolled in the programme in question). Currently, the elective courses offered to students of our five programmes are almost exclusively “in house”, implying that the recommended courses are from the Departments’ own pool of Master students. An exception is the *Master in Global Health*, which shares a few courses with other Departments at the Faculty, and which gives students an option to take courses offered by other international partner institutions.

Cooperation between programmes — inputs from students and staff

Discussions with programme leaders confirmed a positive attitude towards increased exchange between programmes. From *System Dynamics* we learned that, since this programme is highly method-oriented, students could benefit from swapping a methods course with a more subject-focused course from another discipline. A representative from CIH mentioned courses from *Public Administration* as being relevant to developing skills in health administration. It was stressed that for students to take electives from within other programmes, the home environment (Department) must control the relevance of the courses; the list of options should not be endless. During these discussions, some raised the question of level of difficulty: a Master level course from one programme might be too challenging for guest students from other programmes. This applies perhaps in particular to courses offered in disciplinary environments, which tend to require discipline specific knowledge. The economic aspect was also raised: if students take credits outside their Department, it may mean a loss of resources for the department. However, the opposite problem was also addressed: popular courses intended for a small group of students taught in seminar form may end up having too many students. A final barrier to increased exchange opportunities for students concerned the timing of electives, which varies between programmes. The *Master in Global Health* at CIH, for example, run intensive block courses to facilitate participation by incoming short-term students. Many of these are taught in January. *Public Administration* on the other hand runs their courses throughout the semester, with exams held in May. There is also some variation in the length of courses; CIH’s elective courses are short and taught intensively (3-5 ECTS credits), while most other programmes have a 10-credit norm.

The idea of opening up for a more intensive model of cooperation was also investigated with the programme leaders; i.e. whether they could imagine taking part in the development of an inter-Faculty Master in Global Studies, and/or offer courses/specialisations to such a programme. All responded positively to the idea. The same issue was briefly discussed with the students; some were positive but a few mentioned that they prefer a subject-specific education.

We also inquired into the more radical alternative (with programme leaders only), namely whether they could see their own programme being absorbed into a larger Master in Global Studies. No one responded positively to this question. Some felt that it was too hypothetical and would need to be addressed at Department level, while others outright rejected the idea.

Among students, the wish for more electives and the option to take electives offered by other Departments/Faculties was clearly voiced. Several of the students mentioned courses they would have wanted to take, had it been possible/made known to them. The student representative from System Dynamics mentioned that it would be good to be exposed to “real life problems” from other research environments. Another student mentioned a cross-Faculty course in climate change as being desirable (an issue also raised in one of the group discussion with programme leaders). Hearing this, the representative from Geography shared that his Department already has several courses focused on climate change. Several of the students mentioned that it was difficult to get an overview over the potentially relevant courses at other departments. Some complained that even within their own programme, they had problems navigating. One student shared that she had actively been discouraged by staff at her programme from seeking course options outside the Department. One student suggested that open seminars for students from different programmes could be organised; another proposed a better system of information for making students aware of relevant seminars organized by the university and at CMI.

Students appreciate being part of an international environment. When they were asked to mention what they liked the best about their programme, several (both Norwegian and international) mentioned the opportunity “to learn and work with minds from all over the world”, as one student formulated it. Interviewees from programmes with few students, which are also those most strongly intertwined with Norwegian programmes, indicated that the social integration was perhaps not the best. One student, for example, mentioned that during joint teaching activities with students from the Norwegian programme, some of the students would switch into Norwegian in discussions, which of course works against inclusion and learning.

Recruitment to UiB programmes

Table 3: Recruitment of students to the programmes

	Geographies of Sustainable Development (MASV-MEHA)	System Dynamics (MASV-SYSDY)	Public Administration (MASV-PUBAD)	Global development theory and practice (MAPS-GLODE)	Global Health (MAMD-GLOB)
Annual intake	5 (+ca. 17 Norwegian)	35	20 (+ ca. 26 Norwegian)	20	25
Students enrolled	5	29	8	23	29

The numbers of initial applicants to the various programmes are very high: 2 295 applicants for 105 study places in 2019. However, qualified applicants for individual programmes show far lower numbers; approximately 2.5 first priority applicants per study place in 2019, but varying somewhat between the programmes (the highest ratio being 3.5).⁶ Programmes have seen a change in the international student population after the termination of the Quota programme. There is a tendency

⁶ The large discrepancy between initial applicants and qualified applicants is probably partly caused by programmes being restrictive in their criteria of admission. Numbers of qualified applicants (obtained from NSD) are also a bit uncertain as several environments report higher numbers than those we have got from NSD. We have still decided to use the NSD numbers, as they are the only ones that we can use to compare “our” programmes with other higher learning institutions in Norway.

to receive fewer students from the Global South, and more students from high and middle-income countries. A growing diversity in the student population is reported following the termination of the Quota programme: while programmes used to have groups of students recruited from selected countries through partners (e.g. from Ethiopia or Bangladesh), programmes now tend to have students from many different countries, which is evident from the Tables presented in Appendix 1. (The Tables are based on citizenship, not residence, so some of those appearing as “foreign” students in the Table actually reside in Norway).

Data provided by NSD show that 94 students were enrolled in the five programmes in 2019. The total numbers for first year master students at UiB is 1 095. The Department of Geography has few places allocated to its international programme in *Geographies of Sustainable Development* but have recruited even below these numbers after the termination of the Quota programme. However, in 2019 numbers are back to “normal”, i.e. five students per year. (The Norwegian *Master in Geography*, which will probably be offered to international students starting next year, has a substantial number of students, 45 first and second year students are reported to be studying at this programme in the autumn of 2019). *Public Administration* also reports lower numbers of students than earlier; in 2019 only eight students were enrolled according to NSD numbers. *System Dynamics* has 35 study places available at their programme; in 2019 29 students enrolled. The programmes *Global Health* and *Global Development Theory and Practice* both report initial recruitment challenges in the transition between the quota system and self-financing students but in 2019, the number of enrolled students exceeded study places in both programmes.

A consequence of the termination of the Quota programme has been a sharp drop in the number of international master students from outside EU/EEA. According to numbers from SA, UiB only enrolled 56 such students in 2019. Programme leaders criticised the dismantling of the Quota programme and pointed out the various losses it implies. Firstly, it has taken away the possibility to recruit students from partner institutions and thereby removing the institutional partner-strengthening aspect central to the Quota programme. The recruitment process with students from the Global South has also become more challenging with the Norwegian government’s requirement of a certain financial threshold for sustenance. As was mentioned also by representatives from other universities (see above), many international students do not show up even if they have accepted the offer. Many students from the Global South who make it to Bergen struggle financially; programme staff mentioned examples of students who struggle hard to make ends meet, who need to work a lot to support themselves, who live in bad housing conditions and suffer from insufficient nutrition. All these factors influence the psychosocial wellbeing of students, and have implications for dropout rates and/or students’ ability to finish their studies on time. Another problem mentioned was that while quota-students received stipends for fieldwork, students without scholarship find it hard to finance trips abroad and have problems collecting data for their theses.⁷

Upon the termination of the Quota programme, NORPART was introduced as its substitute, providing funding for staff and student exchanges (short-term), within the frames of cooperating research and teaching environments in Norway and the Global South. *Public Administration* secured NORPART funding for a large project with the North-South University in Dhaka, Bangladesh. This funding supports the running of a joint *Master in Public Policy and Governance*. Students enrolled in this Master programme take their first semester at the University of Bergen with the international *Master in Public Administration*. This contributes to a substantial increase in the number of

⁷ CIH has set aside NKR 100.000 for fieldwork for international students, which has helped at least some students to travel for fieldwork. This is an example that could be followed by all faculties/departments in order to ensure equal access to field work opportunities.

international students at the Department. In the autumn semester of 2019, 24 international students are reported to follow their core courses there. The Centre for International Health currently has two NORPART projects, one with the University of Zambia and another with Muhimbili University, Tanzania. NORPART students from these two universities attend elective courses at CIH during their second semester of study, and Global Health students also have the opportunity to do electives at the respective, cooperating institutions.

B) Mapping of Global challenges-relevant courses at all faculties⁸

Below follows a brief overview of Global Challenges-relevant courses at the different faculties, beyond those already mentioned. Based on the premise that we are looking into possibilities for increased interdisciplinary cooperation, some attention was paid to the accessibility of courses for guest students from other disciplines than the one offering the course. We also look briefly into UiB's profiling of courses and programmes.

Faculty of Mathematics and Natural Sciences

As mentioned above, this Faculty has several Master programmes and individual courses that are both taught mainly in English and which have relevance for Global Challenges. A list of self-reported SDG-relevant courses at the 300-level from this Faculty (prepared in connection with the *Education 2030* report) includes courses such as *Aquatic Food Production* and *Atmospheric General Circulation and Biodiversity*. With a few exceptions (e.g. *Biodiversity*, which requires only basic knowledge in Biology), enrolment in these courses requires elevated knowledge in the subject (e.g. Bachelor in Biology), or they are offered exclusively to students from the Master programme in question. This implies a significant barrier to exchange for students from other faculties. However, the Faculty has developed three SDG courses at 200 level open to all (SGD 213 Causes and Consequences of Climate Change, SDG 214 and SDG 15). All three are highly relevant for Global Challenges.

Faculty of Social Sciences

In addition to the courses presented as part of the five programmes examined above, the majority of Global Challenges-relevant courses taught in English are found at the Department of Comparative Politics, e.g. SAMPOL328 Lawfare: Law as a political strategy; Sampol 346: Distributive justice; SAMPOL 339: Political Financing in a Global Perspective. Some are offered to international students outside the programme (promoted through UiB's portal for international students), but, according to the Head of Teaching at the Department, guest students rarely apply or are admitted. Relevant courses are also found at the Department of Economics, such as ECON316 Natural Resources and Environmental Economics, but these courses have more admission restrictions. The Department of Anthropology, although highly involved in Global Challenges-related research, offer no courses in English at the Master level, but as mentioned above, they have undertaken an initiative to establish a joint European Master in Migration. Also worth mentioning, is also a 200-level course in Sustainable Innovation (CET201) offered by the Department of Geography and its Centre for Energy Transformation.

Faculty of Humanities and Faculty of Fine Art, Music and Design

At the Faculty of Humanities we found few Global Challenges-relevant courses at the Master level. However a few courses exist at the Department of History, Culture and Religion, for example the course Religion and the City (15 ETCS) offered in the autumn semester. There is also a course in Philosophy, FIL349 Research Theme in Political Philosophy (15 ETCS), which may be relevant, but

⁸ Lists of the courses, including those related to the 5 analyzed master programmes, is presented in appendix 2 and 3

currently this course is offered only to master students in philosophy. We are also informed that the Centre for the Study of the Sciences and Humanities (SVT) is planning to establish a cross-Faculty Master programme entitled *Science, Policy and Global Challenges* focused on the production and use of science in the context of global challenges. This course will use an interdisciplinary approach.

Faculty of Fine Arts, Music and Design

The Faculty of Fine Arts, Music and Design offers no particular 300-level courses of relevance to Global Challenges, but the Faculty has one course in Popular Music studies MUV280 (15ECTS), which includes a global outlook and which is open to students outside of their own bachelor programmes.

Faculty of Law

The Faculty of Law offers no English language Global Challenges-relevant courses at the 300 level, but has several relevant courses at the 200 level, such as JUS250-2-C, Health and Human Rights in the Welfare State, and JUS276-2-B European Human Rights.

Faculty of Psychology and the Medical Faculty

In addition to the courses listed above in connection with the *Master in Global Development Theory and Practice*, we found a few other relevant courses taught at Faculty of Psychology, such as MABARN 316, Childhood and Parenthood in Diverse Contexts taught at the Department of Health Promotion and Development; and PSYCH320, Culture and Psychopathology: Mental Health in a Cross Cultural Perspective, taught at the Department of Psychosocial Science.

At the Faculty of Medicine, most Global Challenges-relevant courses are taught at CIH. There are many such courses, some of them are listed in Table 2 above. Worth mentioning in particular, is the recently developed online course MOOC INTH 660: Occupational Health in Developing Countries. In addition, we find some relevant courses taught in other environments at the Medical Faculty, such as ELMED310 Equity and Fairness in Health.

Profiling of the portfolio of courses and programmes

International students find information about individual study programmes through the English language website of the University, where bachelor and Master programmes are listed according to Faculty <https://www.uib.no/en/education/113130/studies>. On the same website, there is a link to a list of courses for exchange students. This list is very long and not user-friendly in its structure. The website of Global Challenges (<https://www.uib.no/en/globalchallenges>) also provides information about relevant programmes and courses. However, it is not likely that prospective students will find this website unless they deliberately check out the strategic areas of the University.

Once students are enrolled in a particular study programme, they will most likely seek and find information about optional/elective courses through the websites of their own study programme or through teachers in their programme. As mentioned above, students find it difficult to access information about relevant courses provided by other departments than their own.

C) Barriers to cross-Faculty cooperation

The most obvious barrier to cooperation between different teaching environments is the current financing system of the university, where funding is granted to individual faculties and departments based on their “production” of ETCS and number of graduating candidates. This makes interdisciplinary initiatives “unprofitable” and thus not very attractive. As mentioned in the

Education 2030 report, organising inter-Faculty teaching is resource demanding and may drain resources from already vulnerable environments. Thus extra resources are needed to facilitate such teaching. Another barrier identified by programme leaders (see above) are the challenges related to incorporating guest students into 300-level courses, which require a foundation of disciplinary knowledge. Finally, there are also barriers relating to practicalities such as timing and length of courses. Teaching at all departments is carefully planned to fit an internal schedule; in some cases implying intensive collaboration between international and Norwegian Master programmes.

III) Discussion and Recommendations

The starting point for this report was a desire to increase the level of cross-Faculty cooperation in education at UiB, based on a premise that interdisciplinarity is needed to meet the huge challenges facing society today and to make our programmes more attractive to potential students. Our mandate has been to *map existing English language courses and study programs at the Master level at UiB relevant for global challenges, and assess whether it would be suitable to coordinate some of these into joint, interdisciplinary courses/study programmes.*

The University of Bergen is to some extent unique, in the sense that we have a strong presence – and history - of education and research focused on global challenges at most faculties⁹, which again has provided the basis for selecting Global Challenges as one out of three strategic areas. We believe that increased cooperation between environments responsible for Global Challenges-relevant education, including a better profiling of the breadth of our portfolio, will enhance the attractiveness of the University of Bergen as a place for globally engaged students. We also think that a good starting point for developing such cooperation would be to increase the interaction between the current Global Challenges relevant Master programmes. While their academic profiles and organisation are different, they do overlap sufficiently to make such a cooperation meaningful.

At the university level generally, the number of international master students, and students from low-income countries in particular, have declined substantially after the termination of the Quota programme. However, there has been an increase in students with foreign nationalities who reside in Norway, and who are eager to enrol in our English language educational programmes. Our Global Challenges-relevant programmes (and courses) provide a welcome and very important opportunity for this group of students. The programmes also recruit Norwegian students who have a particular interest in global issues and appreciate the opportunity to engage in “internationalization” at home. It should here be mentioned that a new, government-supported “Quota programme” may be in the pipeline. The Minister of International Development has promised to provide funding for 100 new full grade scholarships to students from the Global South These will be made accessible to Norwegian universities through the NORPART-scheme.

The current situation implies that an increasing number of students are recruited among people living in Norway. This makes a national comparison of current study programmes highly relevant. We can then see that the portfolio of international Global Challenges education at master level at UiB overlaps to some extent with the portfolios of universities and university colleges elsewhere in the country. Competition is particularly strong from some key environments for development-related research in Oslo, at NMBU and in Agder, which have a good recruitment-base for their programmes in their own bachelor programmes.

⁹ This can be exemplified with the 30-years anniversary in November 2019 of the co-operation between UiB and Makerere University in Uganda.

Below we discuss two different models for increasing cooperation in Global Challenges-relevant Master education at UiB, and address some challenges that they entail. Finally, we arrive at a conclusion and propose steps for ways ahead.

Alternative 1: Master in global studies with courses/specialisations from different environments

The most radical alternative for cooperation, also mentioned in the mandate of the education committee, would be to *coordinate some of the programmes into joint, interdisciplinary programmes* – possibly in the form of a *Master in Global Studies*.

Above we have presented NTNU's *Master in Globalisation and Sustainable Development* as a good, and unique model of organisation, in the Norwegian context. The programme is truly interdisciplinary and involves extensive cross-Faculty cooperation based on genuine interest among the participating environments. Credits "follow the students" - the department that supervises a student gains the credits for the Master thesis.

As mentioned above, Global Challenges-relevant Master programmes have a long history at UiB. Some have recently been reorganised, but all are firmly grounded in their disciplinary environments/at their departments. When we discussed the alternative of a joint Master with programme leaders of the existing programmes, no one thought it a good idea to give up their own programme for a new cross-Faculty Master. However, all were positive to the idea of contributing courses/specialisations to such a programme. This raises the question about how to pick or develop a core programme that could support different specialisations. At which Faculty should this core programme be based, and from where should the study places be taken? This report has not investigated these questions in detail, as our priority was to build a thorough mapping of the existing situation. On the basis of this mapping, i.e. the data presented on student recruitment, composition of student groups and the national "competition", we question whether there is room at UiB for such an additional/expanded Master programme to run parallel with the existing and well-established programmes at UiB. We wonder if the "student market" for Global Studies/Global Challenges related programmes has its limits. It is also necessary to take into consideration new initiatives currently in the pipeline at UiB. This concerns two Master programmes presently being developed: the *Master in Sustainability* (SDG-Master) and the *Master in Science, Policy and Global Challenges*. These programmes would compete directly with any new Global Studies' Master *as well as* with existing Master programmes, as they will by and large recruit from the same pool of students. We thus recommend that the initiators of these new programmes look into to the profile of UiB's existing portfolio to ensure that new initiatives are carefully coordinated with existing ones.

Alternative 2: Exchange of courses between programmes and faculties.

This alternative involves identifying and / or pooling courses *deemed as exchangeable between programmes and faculties* into a course portfolio from which students can choose electives in the 2nd semester of their programme. The portfolio should include courses from programmes/environments outside the five "core programmes" analysed above, but could include courses from other environments (comparative politics, the SDG-courses at MatNat, courses in Psychology etc.) All courses should be made mutually available to students from all contributing environments.

Below we list the challenges inherent in this model of cooperation as raised in the report, and some possible solutions:

Selection of courses and level of difficulty: Each environment should carefully select 1-2 Master-level courses for a joint course pool, that are appropriate for students with different disciplinary backgrounds (“non-expert”-students), or facilitate adjustment of the courses accordingly. Some 200-level courses could also potentially be included.

Timing of courses. All programmes would need to make available time/credits for electives in the 2nd semester of study. We suggest having 10 credits per programme as a minimum, but preferably more. The students would probably have to live with some incongruity in course schedules, but the different environments participating should also attempt to adjust their schedules, for example by designating the last (or the first) part of the semester for electives.

Sharing of credits between Programmes/Faculties at course levels. We believe that this problem will be minor. If UiB, as suggested above, offers/promotes a limited number of exchangeable courses, it is likely that the resource question will become a zero-sum game in a “you get one of my students and I get one of yours” -manner. Should problems occur, the *Education 2030* report proposes a practical solution, which is to develop a collective system of agreements (avtaleverk) between the different environments contributing towards courses and degrees.

Under this model, we envision *intensified cooperation between selected programmes*, for example between the Global Development Theory and Practice and the Global Health programmes. These programmes are already cooperating over internships, they both include a focus on health, and they are both going to be part of *Alrek Helsecampus* from 2020.

New exchangeable courses: An interest has been voiced in having a cross-Faculty, 300-level course in “climate change for the social sciences”. Here it might be possible to build on already existing initiatives, such as the 200-level courses offered by Centre for Energy Transformation (Faculty of Social Sciences) , the course SDG213 Causes and consequences of Climate Change (Faculty of Mathematics and the natural sciences)¹⁰, and several of the 300-level courses offered by the Department of Geography (both in Geography and System Dynamics).

This model requires close cooperation across the Faculties: coordination of exchangeable courses and the various programmes; and guidance of students interested in courses at other environments than their home. The coordination could be organised as a Bergen School of Global Studies (BSGS) hosted by Global Challenges. The strategic leadership group of Global Challenges has already suggested to establish BSGS as an umbrella; presenting how UiB offers education relevant for global issues. BSGS could become a second “home” for students in the participating programmes and the “glue” that keeps the programmes and courses together. It would also provide the portal for prospective students to access information about courses and programmes, including the broad portfolio of exchangeable English language courses available for Master students within the field of Global Challenges. Strategically, a BSGS should also be oriented towards addressing “the green shift”, as this is, together with ICT, an area of priority for the Ministry of Education and Research.

Making the portfolio accessible to students: It is particularly important that courses are promoted not only through the general student websites, but also through the websites of each individual study programme. The process of registration to the courses should follow a simplified procedure; students from selected programmes should have automatic access to the courses, and places should be made available on a “first come- first served” – principle.

¹⁰ It should be discussed how to develop these courses into 300-level courses

Our overall recommendation is that we wait with alternative 1 for now, and that we focus on alternative 2, following the strategies presented above. We caution against forgetting alternative 1. After a test period of implementing alternative 2, the question of an expanded Master programme should again be considered.

We propose that the following steps are taken by the leadership of Global Challenges to accomplish alternative 2

- Start the formation of “Bergen School of Global Studies”, with establishment of an Advisory Committee with a member from each of the relevant Faculties to meet regularly. Staff from the Global Challenges administration will support the establishment.
- Invite selected environments to suggest courses for a pool of exchangeable English language “Global Challenges Master level courses”.
- Organise an initial meeting between representatives from these environments to familiarize themselves with each other’s courses and address challenges of timing, level of difficulty etc.
- Secure that a course in climate change for the social sciences is included in the pool of Master level courses.

For the Education Committee at Global Challenges

Haldis Haukanes

Appendix 1

Student composition, relevant international Master programmes at UiB

Global Development Theory and Practice

Nationality	2017	2018	2019
Bangladesh	1		2
Canada	2		
Ecuador	1		
Eritrea			1
Ethiopia	1	1	1
Philippines			1
Finland			1
Ghana	2	2	2
Kina			1
Liberia			1
Indonesia	1		
Iran			1
Kenya	1		
Mexico			1
Mongolia	1		
Nepal	1	1	
Norway	7	6	7
Sierra Leone		1	
United Kingdom	1	1	1
Germany		1	2
Uganda	1		
USA	1	2	
Zimbabwe	2		1

Public Administration

Nationality	2017	2018	2019
Azerbaijan			1
Bangladesh	1		1
Ethiopia		1	
Ghana	1	2	1
Honduras		1	
Cameroon		1	1
Kenya			1
Nicaragua			1
Nigeria			1
Norway	1		
Pakistan		1	
Spain		1	
Turkey		1	
Uganda		1	
USA		1	1
Zimbabwe	2		

System Dynamics

Nationality	2017	2018	2019
Bangladesh	1	1	1
Ethiopia	3		2
Ghana	3	3	3
Hellas		1	
India		1	1
Iran	3		5
Island			1
Kenya			1

Kina	3		1
Mexico		2	
Nepal	3	4	2
Nigeria			1
Norway	1	3	5
Poland	2		
Romania		1	
Russia	1		1
United Kingdom			1
Swaziland	1		
Syria		1	
South Africa			1
South Korea	1		
Taiwan		1	
Turkey			1
Uganda		1	1
USA			2
Venezuela	1		
Vietnam	1		

Global Health

Nationality	2017	2018	2019
Australia		1	
Bangladesh	2	2	4
Canada			1
Denmark	1		
Egypt		1	
Ethiopia	3		3
Finland	1		
France			1

Ghana	1	2	1
India		2	1
Jordan	1		
Cameroon			1
Kenya		1	
Kina	1		
Lebanon		1	
Malawi			1
Malaysia		1	
Mexico		2	1
Nepal	1	6	2
Nigeria		1	1
Norway	2	3	5
Pakistan	2	1	3
Peru		1	
Poland		1	
Romania		1	
Russia			1
Sri Lanka			1
Sudan		1	1
Swaziland			1
Taiwan		1	
Tanzania	1		
Turkey	2		
Uganda		2	
USA	2		

Appendix 2

Global Challenges relevant International Master programmes at the University of Bergen

1) Geographies of Sustainable Development, Department of geography, Faculty of social sciences.

Possible elective courses/exchangeable courses 2nd semester:

- GEO 337: Discourses, Politics and People: Critical Perspectives on Environmental Governance (10 ECTS)
- GEO324 Geographies of the Green Economy (10 ECTS)
- GEO316 Practical Skills in Remote Sensing and Spatial analysis (10 ECTS)
- GEO326 Geographies of food (semester 1)
- (CET201 Sustainable innovation)

2) System Dynamics, Department of geography, Faculty of social sciences.

Possible elective courses/exchangeable courses 2nd semester:

- GEO SD321: Model-based Socioeconomic Planning (10 ECTS)
- GEO-SD302 Fundamentals of Dynamic Social Systems (Autumn) (10 ECTS)
- GEO-SD303 Model-based Analysis and Policy Design (Autumn) (10 ECTS)
- GEO-SD330 Natural Resources Management (Autumn/Spring) (10 ECTS)

3) Public Administration, Department of Administration and Organization Theory Faculty of social sciences

Possible elective courses/exchangeable courses 2nd semester:

- AORG325 Discretion and paternalism (10 ECTS)
- AORG326 Political Organization and Multilevel Governance (10 ECTS)
- AORG327 Knowledge, Politics and Organization (10 ECTS)
- AORG328 Leadership in Organizational and Cultural Contexts (10 ECTS)

4) Global Health, Centre for international Health, Faculty of Medicine.

Internship option 3rd semester.

Possible elective courses/exchangeable courses 2nd semester:

- INTH314 Applied economic evaluation in health care (3 ETCS)- INTH325A: Culture and psychopathology – Mental illness in a cross-cultural perspective 4 ECTS)
- ELMED310 Equity and fairness in health – an applied approach (both for medical students and master students), (3ETCS)
- INTH360 Global nutrition (5 ETCS)
- INTH344 Migration and health (5 ETCS)
- INTH356 Observational epidemiology (5 ETCS)
- INTH321A Experimental epidemiology (5 ECTS)

Online courses:

- INTH328B Global tuberculosis epidemiology and intervention (5 ECTS)
- INTH323O Qualitative research methods for global public health - online (5 ETCS)
- MOOC INTH660 Occupational health in developing countries

5) Global Development Theory and Practice, Department of Health Promotion and Development; Faculty of Psychology.

Specialisations in Health Promotion and Gender in Global Development.

Internship possibility: (30 credits, semester 3).

Possible elective courses/exchangeable courses 2nd semester:

- GLODE 305: Gender Analysis in Global Development - Core Perspectives and Issues (10 ECTS)
- GLODE 306: Foundations of Health Promotion (10 ECTS)
- GLODE 307: Development Practice (10 ECTS)

Appendix 3

Global Challenges relevant courses taught in English at master level

Faculty of mathematics and natural sciences

- BIO 366: Practical training in science communication
- BIO341: Biodiversity (Basic knowledge of biology)
- BIO 382 Aquatic Food Production (Bachelor in Biology)
- GEOF327 / Atmospheric general circulation (Bachelor's degree in Climate, Atmosphere and Ocean Physics (named Bachelor's degree in Meteorology and Oceanography until autumn 2017), or equivalent).
- GEOF347 / Seminar on «Earth system science for sustainability studies (Master student at the Master's Programme in Meteorology and Oceanography or equivalent programmes).
- MNF344 / SDG213? Causes and consequences of Climate Change (no previous knowledge required)
- SDG214 UN sustainable development goal 14
- SDG215 UN sustainable goal 15

Faculty of Social Sciences (in addition to courses offered at the examined programmes)

- SAMPOL328 / Lawfare: Law as Political Strategy (10 ETCS, offered spring semester)
- SAMPOL334 / The Publics of Europe and the European Public Sphere (10 ETCS, offered spring semester)
- SAMPOL338 / Breaking BAD: Understanding Backlash Against Democracy (10 ETCS, offered spring semester)
- SAMPOL339 / Democratic Representation: Elections, Parliaments, Responsiveness
- SAMPOL 346: Distributive Justice (10 ETCS, offered spring semester)
- SAMPOL 347: Political Financing in a Global Perspective (10 ETCS, offered spring semester)
- SAMPOL 339: Democratic representation: Elections, Parliaments, Responsiveness

Not on list for this year's Master programmes, but on SDG-list:

- SAMPOL319 / Democracy: Liberalism and Its Critics (10 ETCS, offered spring semester)
- ECON316 / Natural Resource and Environmental Economics 10 ECTS, offered spring semester, taught in Norwegian (?)

- ECON324 / Public Economics (10 ECTS, offered autumn semester) (Students must have completed a Bachelor's degree in Economics or equivalent (subject to approval by the Department of Economics)).

Faulty of Humanities

- RELV331: Religion and Tourism (15 ECTS, offered spring and autumn)
- RELV330: Religion and Media. 15 ETCS, (Not clear whether this course is currently offered)
- RELV 337: Religion and the City (15 ETCS, offered in the autumn semester)

Faculty of Law

No courses at 300 level

- JUS250-2-C / Health and Human Rights in the Welfare State
- JUS276-2-A / Human Rights Law: Special Focus on Economic, Social and Cultural Rights
- JUS276-2-B / European Human Rights
- JUS288-2-A / International Criminal Law
- JUS290-2-A / Comparing Legal Cultures in Europe
- JUS291-2-A / EU and EEA State Aid Law

Faculty of Medicine

(in addition to courses presented under the Global Health Programme)

- ELMED320 / Tropical infectious diseases
- INTH314 / Applied economic evaluation in health care
- INTH329 / The HIV pandemic
- INTH304 / Major Global Health Problems (taught in autumn)
- INTH316 / Health systems (taught in autumn)

Faculty of Psychology

(in addition to courses Presented under Global Development Theory and Practice)

- HEFR342 / Resource approaches to health and wellbeing (10 ETCS credit)
- MABA 316: MABARN 316: Childhood and Parenting in diverse contexts
- PSYK302G Culture and Psychopathology: Mental Health in a cross-cultural perspective (Open but subject to application)
- PSYCH310A: Culture, Positive Development and Health (open to all)
- (PED200 Education in a changing society)

Faculty of Fine arts, Music and design

No courses at 300 level

- MUV280 Popular Music studies (15ECTS)*

Bakside

