

# Nordplus Horizontal 2023

## Application

### 1.Start - Basic information

#### 1.1. Project information

Project title NTI - Promoting Professional Development (NTI-PPD)

Project number NPHZ-2023/10082

#### 1.2. Project access

Editor access

Read only access

### 2.Institutions - Institutions

#### 2.1.Coordinating institution Coordinating institution

##### 2.1.1. Registration of coordinating institution

UNIVERSITETET I SØRØST-NORGE (NO)

Type of institution: University

Postal address: Postboks 4  
3199 BORRE

E-mail: servicetorg.bo@usn.no

Web page: www.usn.no

##### 2.1.2. Unit

Unit coordinating institution: Department of Pedagogy

##### 2.1.3. Legal person

Name: Bunting, Mette

E-mail: mette.bunting@usn.no

Phone number: 35575335/41471590

##### 2.1.4. Contact person

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Phone number: +4745425111

#### 2.2.Partner institutions Partner institutions

Institution: SE-University of Gothenburg (SE)

:

Type of institution: University

Unit: Department of pedagogical, curricular and professional studies

Contact person: Windsor, Sally

Gender:

E-mail: sally.windsor@gu.se

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Institution:	DK-Danmarks Lærerforening (DK)
:	
Type of institution:	Trade Union
Unit:	Utdannelsespolitik v/Jesper Støier
Contact person:	Bonde, Åse
Gender:	
E-mail:	abo@dlf.org
Phone number:	4521270289
Institution:	FI-University of Jyväskylä (FI)
:	
Type of institution:	University
Unit:	Finnish Institute for Educational Research
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Institution:	DK-VIA University College - Faculty of Education and Social Studies (DK)
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Type of institution:	University College
Unit:	
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Phone number:	+4587551705
Institution:	EE-Tallinn University (EE)
:	
Type of institution:	University
Unit:	Institute of Educational Sciences
Contact person:	Poom-Valickis, Katrin
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Phone number:	+3725057532
Institution:	NO-UTDANNINGSFORBUNDET (NO)
:	
Type of institution:	Trade Union
Unit:	Department of Education and Research v/Morten Solheim
Contact person:	Havre, Sissel
Gender:	
E-mail:	sissel.havre@utdanningsforbundet.no
Phone number:	+4741219419
Institution:	IS-The Icelandic Teacher Union (IS)
:	
Type of institution:	Trade Union
Unit:	Kennarasamband Íslands
Contact person:	Hauksdóttír, Jónína
Gender:	
E-mail:	jonina@ki.is
Phone number:	+3545951133

Institution:	IS-University of Akureyri (IS)
:	
Type of institution:	University
Unit:	Faculty of Humanities and Social Sciences
Contact person:	Svanbjörnsdóttir, Birna María B.
Gender:	
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Phone number:	+3544608579

  

Institution:	FI-The Trade Union of Education Finland OAJ (FI-OAJ)
:	
Type of institution:	Trade Union
Unit:	
Contact person:	Lyhykäinen, Päivi
Gender:	
E-mail:	paivi.lyhykainen@oaj.fi
Phone number:	+358505538111

  

Institution:	EE-Estonian Educational Personnel Union (EE-EPU)
:	
Type of institution:	Trade Union
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### 3. Project description - Information about the project

#### 3.1. General information General information

##### 3.1.1. General description of the project

###### Summary of the project (250 words max)

###### **Induction and Mentoring Newly Qualified Teachers as continuous professional development**

The induction and mentoring of newly qualified teachers (NQTs) is nested in national policies and practices in/for teacher education and continuing professional development. The NTI-network is built on a common overall aim for all beginning teachers to be part of sustainable, comprehensive induction and mentoring systems for professional development. The network highlights teacher education as being a continuum of professional learning into the profession. This reframing of teacher education depends on collaboration between teacher education and different stakeholders such as teacher unions. Today the research on teacher induction and mentoring is dominated by research from the US. The NTI-network will promote new research and experienced-based knowledge from the Nordics and engage knowledge-based discussions on how to develop sustainable comprehensive induction and mentoring programmes. By strengthening the Nordic perspective using the Nordic model of collaboration between stakeholders the NTI-network creates different arenas for sharing knowledge, inspiring each other across nations and stakeholders. The project is also nested in the Nordic and European associations of Teacher Unions (NLS and ETUCE) and in Nordic and European education research networks - the Nordic Educational Research Association (NERA) and the European Educational Research association (EERA). The NTI-project is framed by the theory of

Ecologies of practice. This project on promoting Professional development is also based on the theory of practice architectures.

### 3.1.2. Project theme

**Choose a theme** Education and Work Life

### 3.1.3. Other information

#### Web page

<https://www.usn.no/forskning/prosjekter/internasjonale-utdanningsprosjekter/nordic-teacher-induction-nti/>

**Contract period** 2 years project (ends August 2025)

**Activity period** 09/2023 - 08/2025

### 3.1.4. Earlier/other Nordplus projects

#### Previous Nordplus activities

Yes

NPHZ-2017/10042 - Establishing a nordic-cross-sectorial network. The partners were: two universities representing Finland (Åbo university-Vasa) and Norway (University of South-Eastern Norway) and four trade unions representing (Denmark, Norway, Island and Greenland)

NPHZ-2020/10047 - NTI-SEM Establishing the nordic cross-sectorial network for induction newly qualified teachers (NTI). The partners in this application were from Denmark (the teacher union and Via University College), Estonia (the teacher union and Tallinn university), Finland (University of Jyväskylä and the teachers union), Iceland (the teacher union and University of Akureyri), Norway (the teacher union and University of South-Eastern Norway) and from Sweden (the teacher union).

The new participants in the Network were Via University College, Denmark, the teacher union in Estonia and University of Tallin, University of Jyväskylä and the teacher union in Finland and University of Akureyri, Iceland. More than 50% of the NTI-network partner institutions in this project was new participants.

This new application 2023 is based on the collaboration and further developing of our partnership from the NPHZ-2020/10047 - NTI-SE; project.

#### Nordplus applications in this round

No

## 3.2. Background and project aim Background and project aim

### 3.2.1. Aim and content

#### Project aim

#### **Mentoring Newly Qualified Teachers as continuous professional development**

We aim to investigate how the practices of teacher induction and mentoring of new teachers are prefigured (enabled/constrained) in the Nordic countries and Estonia as a part of continuous professional development, and discuss this within both a Nordic/Baltic context and a wider European context. Through our collaboration, we wish to contribute to the development of practices of mentoring and induction through analyses of existing practices and research based knowledge. This collaboration between different partners in the wider education community will create a deeper understanding and contribute to a greater diversity, which in turn provides new knowledge and approaches in the educational continuum.

#### Background

The NTI- network will ensure that the voice of the teachers is evident and present in the work of promoting professional development for newly qualified teachers in the different countries. Our aim is to further develop the NTI-network and collaboration between researchers and teacher organizations in the Nordic countries related to induction and mentoring for newly qualified teachers in kindergartens and schools. The NTI network is also nested in the European network

TIME and the Nordic Educational Research Association NERA through Network 20 Mentoring , Guidance and Counselling (convener Eva Bjerkholt) and European Educational Research association EERA, network 1 Professional development (conveners Hannu L.T. Heikkinen & Sally Windsor).

The NTI-network is based on the theory of Ecosystems of Practice and the project Sustainable Ecosystems of Mentoring for Newly Qualified Teachers (NTHZ-2020/10047) and will develop the theoretical perspectives further by combining it with perspectives from the theory of Architectural Practice.

### **3.2.2. Project partners and their contribution**

#### **Presentation of project partners and their contribution**

##### **1. Denmark: VIA University college and Danish Teacher Union**

The project will be anchored in the research program “mentoring and counselling in pedagogical contexts” with agreement of the research chief Andreas Rasch Christensen ,research Center pedagogic and bildung. We will contribute with knowledge sharing of the knowledge from the research program, mutual feedback on works, mutual inspiration within the research field, contribute to seminars, workshops and conferences. Danish Union of Teachers represents around 80.000 educated public school teachers. Every year around 2600 teachers graduate from teacher training college. The vast majority of them will be employed at public schools as "Newly educated Teachers" and are members of our union. The project will be anchored in the Education policy division of the union, where we have the political focus on teacher professionalism and the wellbeing, professional development and working condition for our newly educated members. We will contribute to the project with our knowledge and network and our opportunity to spread knowledge from the project to both teachers, local branches of the union, employers and politicians at both local and national level.

##### **2. Sweden: University of Gothenburg and Sveriges Lärare (Swedish Teachers)**

University of Gothenburg (GU) has one of the largest teacher education programs in Sweden, training teachers at all school levels (K-12). GUs teacher education programs have been evaluated to be of high quality by Sweden's Universitetskanslersämbetet. There is a well established collaboration between teacher education programs and schools in relation to research and practice that helps preservice teachers gain meaningful experiences and supports, newly qualified and experienced school teachers in their professional development. Current quantitative research on ‘Professional growth through mentoring’ and an increasing focus on teacher learning and professional development, as well as a large alumni network means that the GU partners are well placed to study periods of induction and mentoring for newly qualified teachers. The Swedish Teachers’ Union has been consulting broadly on the status of mentoring and induction having conducted nationwide surveys in 2019 and 2021 The Union will help distribute new surveys across Sweden in 2023, and disseminate findings of any research conducted to members. The Swedish partners will contribute with mapping induction and mentoring programs and practices as well as leading survey-based research.

NB! Due to acute illness, the LOI from the Swedish Teachers' Union has not been uploaded in time for the submission of this application, but will be provided shortly. Therefore, we have removed the name from the partners today (31.1.23) as we submit the first application, but we will hopefully be able to amend this tomorrow 01.02.23 in time for the application deadline.

##### **3. Iceland: University of Akureyri and KI (Teacher union in Iceland)**

Present and highlight the value of mentoring for NQTs and for the development of school practice in general, in the teacher education, in the teacher union and among professional teachers – and improve the mentoring education. Also discuss and research in which way the role of mentors can be further developed in Iceland, looking towards the Norwegian model on the matter. If mentoring for NQTs is to be fully established in Iceland, there is a need for a regulation regarding the mentoring and the framework for practice, which needs to be fully funded and supported during the implementation. The project at the University of Akureyri is anchored through the dean of the School of Humanities and Social Science, Faculty of Education and Teacher education research and educational program for mentoring as well as through collaboration with the Teacher union.

KI will contribute to the project with discussions, participating in workshops and seminars, sharing knowledge and network and our opportunity to disseminate findings from the project to both teachers, local branches of the union, employers and politicians at both local and national level.

This project is anchored in our policy to recruit and retain teachers in collaboration with the Ministry of education and and the Universities that educate new teachers and in our policy to support and encourage NQT at all levels in the education system. KI is establishing a professional teaching association within the union and the main goal is to support NQT in the form of professional development, peer support, wellbeing and knowledge of teachers' rights and responsibilities.

#### **4. Norway:** University of South-Eastern Norway and Union of Education Norway

USN: The project is anchored through agreements with the Institute leader of Department of Pedagogy and the Dean, and in our ongoing research on teacher development in several research projects at the university and with other partners such as STEP: Partnership for Sustainable Transition from Teacher Education to Profession. Becoming a professional teacher (funded by the Research Council of Norwegian). The partnership consist of two universities (UiT: The Arctic University of Norway) and USN, and the Union of Education Norway, the union of teacher students (Pedagogstudentene) and KS (the association of regions and municipalities). The project is also anchored in the research project UPV: Educating professional mentors which studies quality in mentoring education. The project is a partnership between three universities UiT, USN and INN (University College of Inland).

The project is also anchored in The University of South-Eastern Norways' leadership of the Norwegian network of Mentoring Newly Qualified Teachers (financed by the Directorate of Education and training, the leader of the network is professor Eva Bjerkholt). The project is also anchored in the national policy agreements and professional development, principals and obligations for mentoring newly qualified teachers.

Union of Education Norway: We will contribute in discussions and use our experiences from developing mentor activities in Norway both in policy making and as contributions to research in the field. Experiences from kindergartens and schools collected through various channels provide important information, and through our participation in the Norwegian resarch program STEP, we will share experiences from the project and the field. This is anchored in our policy to recruit and retain teachers, and develop sustainable mentor systems at all levels in the education system

#### **5. Estonia:** Tallinn University (TLU) and Estonian Educational Personelle Union (EHL)

TLU is the third-largest university in Estonia, whose main strengths lie in humanities and social sciences. In 2004, Tallinn University Centre for Innovation in Education became one of the centres of the national induction year, offering mentor training and supervision seminars for teachers undergoing the induction year. TLU has a notable tradition of teacher training and educational research, being Estonia's leading institution in school development and educational innovation. International collaboration enables the sharing of experiences and applied analysis from different perspectives. The project will be anchored through leaders of our School of Educational Sciences and Centre for Innovation in Education to contribute to the professional development of teachers and mentors through research and development.

Estonian Educational Personnel Union as the largest trade union in Estonia, represents more than 6,500 teachers across Estonia. We can contribute to the project with our over-Estonian network in order to bring knowledge and experience to Estonian teachers, which we receive from colleagues from the Nordic countries and researchers from Scandinavia and from Estonia

## **6. Finland:** University of Jyväskylä and The Trade Union of Education in Finland (OAJ)

In Finland, this project is anchored in a long-term research and development work on mentoring which has been done in close collaboration between the Finnish Institute for Educational Research (FIER) and The Trade Union of Education in Finland (OAJ) since 2006. Both OAJ and FIER have been actively involved in the national Teacher Education Forum and the Nordic collaboration on research and development of mentoring since its beginning. As a result of this cooperation, mentoring has become part of the national teachers' collective agreement, and both Finnish partners of this project are committed to developing mentoring further.

**Sectors** Higher education

### **Cross-sectoral relevance**

In order to strengthen programs of induction and mentoring, it is necessary to understand the types of arrangements such as policies, support structures, and contexts that enable and constrain the types of practices NQTs can engage in. The project has high relevance both for the university sector and the trade union sector as we seek different perspectives and arenas in order to develop sustainable models which enable growth and development for the organisations, institutions, the newly qualified teachers, their mentors and their colleagues. The trade unions have a unique position in the Nordic countries, and play an important role in teachers' professional development and the political debate. The universities provide up to date research and experience-based knowledge, and are the ones who prepare the new teachers for their new profession. The teacher unions get inside information about challenges related to professional education for teachers. Through sharing experiences and dissemination of results, the teacher education will keep its relevance and contribute to a sustainable and up-to-date education that concentrates on highlighting relevant practices and scenarios. We ultimately aim to influence policymaking through research and debate in order to ensure a sustainable policy regarding induction and mentoring of new teachers in each country.

### **Nordic/Baltic added value**

By learning from each other across national borders and across sectors, we broaden our horizon and perspectives. This will enable us to bring new perspectives and new research to return back to our respective countries and organisations, and to find common denominators in order to illuminate both specific and common challenges, possibilities and successes.

### 3.3. Project activities Project activities

#### 3.3.1. Project activities

**Work package 1 (WP1)** is project management. The Executive Committee (EC) consists of: Project leader/administrator USN (Eva Bjerkholt, Tonje Harbek Brokke), researchers (Hannu L.T. Heikkinen, Lisbeth Lunde Frederiksen, Sally Windsor) and Teacher Union (Sissel Havre, Jónína Hauksdóttir, Åse Bonde). The EC will have monthly Zoom-meetings where they will plan activities, practical arrangement for work shops and seminars, and ensure the progress of the two other workpackages. The responsibility for carrying out the 4 physical workshops will alternate between the partners. Most of the workshops will be arranged in connection with the Nordic/European conferences Nordic Educational Research Association (NERA) in March and August each year (Sweden 2024, Finland 2025) and European Educational Research Association (EERA/ECER) (2024, 2025) in order to be cost/time-efficient and climate considerate. In addition, we will arrange an annual workshop in WP's 2 and 3. We aim to write research articles on this topic in collaboration with the network- Teacher Induction and Mentoring in Europe (TIME), a network anchored in EERA Network 1 and inspired by the NTI-network.

**Work package 2 (WP2)** will focus on induction and mentor education and comparative perspectives in the Nordic countries and Estonia. The participants will meet bi-monthly on Zoom throughout the project period, and participate in the physical workshops connected to the NERA/ECER conferences. Birna Svanbjörnsdóttir and Katrin Poom-Valickis will lead this work package. Through our experiences and research in the two previous projects in NTI, we know that the Nordic and Baltic countries have different approaches to induction and mentoring. Therefore, we aim to leave a Nordic foot print in the international research field on induction and mentoring.

**Work package 3 (WP3)** will focus on policies and practices of induction and mentoring with different stakeholders and organisations, and comparing the different practices and perspectives in the Nordic countries and Estonia. The participants will meet bi-monthly on Zoom throughout the project period, and participate in the physical workshops connected to the NERA/ECER conferences. What kind of research do we need, which policies are necessary, and how can we achieve mutual inspiration and learning? The outcome will be an overview of shared experiences in order to provide qualified feed back on different research designs and the public discourse from a Nordic perspective to strengthen the Nordic and Baltic voice in the international debate.

#### Milestone

Work package	Activity	Start year	Start month	End year	End month
1	Project Management (Executive committee - EC)	2023	Oct	2025	Aug
1.1	Workshops and seminars: Planning	2023	Oct	2025	Aug
1.2	Conferences and Dissemination, Symposium: planning	2023	Oct	2025	Aug
1.3	Monthly Zoom-meetings in EC	2023	Oct	2025	Aug
1.4	Writing rapports to Nordplus	2024	Oct	2025	Aug
1.5	Workshop 1 2024 and NERA 2024	2024	Mar	2024	Mar
1.6	Workshop 2 2024 and ECER 2024	2024	Aug	2024	Aug
1.7	Workshop 3 2025 and NERA 2025	2025	Mar	2025	Mar



Work package	Activity	Start year	Start month	End year	End month
1.8	Workshop 4 2025 and ECER 2025	2025	Aug	2025	Aug
1.9	Publish chapter in TIME-anthology on European perspectives on teacher induction and mentoring	2023	Oct	2024	Oct
2	Collaboration on Induction and Mentor Education	2023	Oct	2025	Aug
2.1	Digital workshop on Comparative perspectives on mentor education in Nordic countries and Estonia	2023	Dec	2023	Dec
2.2	Dissemination: Papers and conference presentations for interested parts	2024	Mar	2025	Aug
3	Collaboration on Policies and Practices of Induction and Mentoring with different stakeholders and organisations	2023	Oct	2025	Aug
3.1	Discussions (digital and physical meetings) about Comprehensive Induction and Mentoring as Professional Development	2023	Oct	2025	Aug
3.2	Discussions (digital and physical meetings) on Practice Architectures of Induction and Mentoring	2023	Oct	2025	Aug
3.3	Dissemination: Papers and conference presentations for interested parts	2024	Mar	2025	Aug
3.4	Workshops (digital and physical meetings) for Comparative work on existing practices and agreements for induction and mentoring	2024	Jan	2025	Aug

### 3.3.2. Type of activity

	Clarification/analysis of a topic
	Conferences
<b>Type of activities</b>	Dissemination of results/publications
	Establishment of network for further cooperation
	Seminars and/or workshops
<b>Main type of activity</b>	Seminars and/or workshops

#### Comments

Most of the work will happen in a series of digital and physical meetings (seminars and workshops), so this will be the main activity (but not the main purpose).

### 3.4. Results and dissemination Results and Dissemination

#### Evaluation and risk assessment

The evaluation of the project will be continuous and ongoing. Through thematic debates, discussions and disseminations, we will both give and receive feedback on our activities from ourselves, our organisations and the public which will act as a source for development and adjustments. We will have short digital evaluations after each workshop regarding the outcome of the workshop in order to remind us of our goals and aspirations. At the end of the project periods, the different countries will submit a short evaluation on benefits and outcome of the collaboration to the EC based on a questionnaire. These evaluations will be presented in the final report to Nordplus.

Some of the risks we may encounter related to carrying out our collaboration are strikes and conflicts in the educational field and the trade unions. Another issue that may affect the project is lack of time. Our earlier NTI-SEM project was influenced by Covid restrictions. This restriction made our network develop our knowledge and creative use of different digital platforms. Our experiences from evaluating that project showed us that out of risks we can also develop new models for working together across countries and organisations.

## **Results**

This project is all about learning from each other, sharing experiences and research, and discussing strengths and weaknesses in each country in order to assess and suggest experience- and research-based improvements to policies and policymaking in the Nordic countries and beyond. Experience-based knowledge and research-based knowledge will contribute to provide sustainable practices for induction and mentoring. Through sharing, discussing and distributing relevant challenges and success-stories in the different countries through our own networks in teacher education and trade unions, webpages, articles and fact sheets, knowledge will be accessible and readily available to our target groups, students, new teachers, teachers, mentors, teachers, school leaders, different stakeholders, politicians, teacher educators and researchers. Our target groups are at different levels in the education field, like ministers of Education nationally in the regions and counties, the administrative level national, regional and local levels, both on an individual and collective level.

## **Dissemination**

Each of the partners have various journals, official websites, and social media channels (Facebook, Twitter, Instagram etc.) where results will be published. We will spread the findings from project experiences in our own networks including national teacher unions, teacher education programs, schools, and to relevant stakeholders more broadly. This project will contribute to the public discussion on relevant topics such as: professional development as a continuum from teacher education will into the profession, sustainable comprehensive induction and mentoring for newly qualified teachers, and possibilities to stop the attrition rate of NQTs leaving the profession. We will publish scientific articles in national and international peer-reviewed scientific journals and will have presentations and symposiums at the annual NERA and ECER conferences. These conferences will be combined with workshops in the NTI network, which may include guests from other affiliated networks. We plan to publish articles in an European anthology, preliminary title "Teacher induction and mentoring in Europe", in August 2024.

This collaboration between researchers' and teacher unions' will enable discussions that focus on research-based and experience-based knowledge of how to establish sustainable systems for induction and mentoring in each country and will highlight the diversity and the tensions in our different practices and experiences. Based on this, we plan to write a joint article on the conditions for participating in and working with induction for newly qualified teachers and mentors in the various Nordic countries and Estonia. Using data from this collaboration evidence-based conclusions about knowledge and practices of sustainable, coherent induction and mentoring systems for NQTs in the Nordics, Baltic and the European countries will be drawn.

## 4. Budget - Budget

### 4.1. Budget

EUR - Euro	Nordplus contribution
<b>Activity</b>	
Project management	16 000
Travel and subsistence	41 910
Project and network activities	29 000
Extraordinary project support, if justified*	0
<b>SUM - Activity</b>	<b>86 910</b>
<b>SUM - Total</b>	<b>86 910</b>

#### \*Justification of extraordinary project support

##### Other comments to the budget

The project has 6 participating countries in the Nordic Countries (Norway, Sweden, Denmark, Finland, Iceland) and Estonia. Each country is represented by one university and one trade union, and USN/Norway has the project leader and the project coordinator. We do not know the specific location of the NERA conferences in Sweden 2024 and Finland 2025 yet, so the price is an estimate. The locations for the ECER conferences have not yet been decided. Due to lack of lines in the budget sheet, the final workshop in Estonia has been added as one arrangement with 15 people travelling from Denmark to Estonia. We assume that the costs will be divided between us as for the other workshops.

### 4.2 Attachment

#### Attachment

- \* [NPHZ-2023 10082 NTI-PPD budget per 260123.xlsx](#)
- \* [Letter of intent KI 2023.pdf](#)
- \* [letter of intent nordplus lluf.pdf](#)
- \* [Letter of intent\\_University of Akureyri.pdf](#)
- \* [Letter of Intent TLU.pdf](#)
- \* [Letter of Intent NTI project JYU.pdf](#)
- \* [scan@dlf.org\\_20230124\\_100157.pdf](#)
- \* [loi-NPHZ-202310082-UNIVERSITETET I SØRØST-NORGE SignedX2.pdf](#)
- \* [LetterofIntentGU.pdf](#)
- \* [Letter of intent\\_Reemo Voltri\\_Estonian Educational Personnel Union\\_signed dokument 30-01-2023 \(1\).pdf](#)
- \* [LOI Utdanningsforbundet Norge 2023.pdf](#)
- \* [LOI OAJ 2023.pdf](#)

### 4.3. Bank information

**Name of Bank:** DNB ASA

**Bank account holder:** Universitetet i Sørøst-Norge

**Address bank account holder:**

Postboks 4, 3199 BORRE, Norway

**IBAN:** NO2682760100230

**BIC-code/SWIFT-address:**

DNBANOKKXXX

**VAT-number OR Organisation number:**

911770709

**Your reference:** Eva Bjerkholt, Tonje Harbek Brokke, Kathrine H. Strømmen