SCORE2020

Output 10 SCORE2020:
*SWOT analysis /
benchmarking regional
support centres*

Erasmus+

EADTU

EADTU
6212 XN Maastricht
The Netherlands
Tel: +31 43 311 87 12
E-mail: secretariat@eadtu.eu

EADTU / www.eadtu.eu

Europe's leading institutional association in online, open and flexible higher education

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Introduction

This output provides a reflection of many discussions between SCORE2020 partners on the strengths, weaknesses, opportunities and threats to set up regional support structures. The outcome of these discussions are described in this document starting with an overall force field analyse as part of the ROMA technique used. In addition various basic SWOT analysis of each region of SCORE2020 partnership are shortly presented.

SWOT analysis / benchmarking regional support centers

Benefits open education and MOOCs in general

The benefits for society of Open Education and MOOCs specifically are provided in Output 13. This amongst other include

- Widening participation in higher education

- Equality in and democratisation of education

- Continuous education and continuous professional development for innovation in the European economy

- The return on investment of tertiary education for society

- The potential to reduce education costs

MOOCs also contribute to SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In this sense, MOOCs as part of broader educational innovations should not be seen as the big idea itself but rather as being in service of big ideas. I.e. MOOC can be conceived as a tool to improve education in general:

- MOOCs as a means of achieving higher quality education by making more quality learning materials available.

- MOOCs as a means of training teachers, thereby increasing the quality of teachers and hence of education.

- MOOCs as a means to disseminate educational materials on subjects that can help with achieving other goals

- MOOCs are seen as a flexible provision to address a number of actions in the new Skills Agenda for Europe.

MOOC have a number of characteristics that fit these purposes.

- MOOCs provide full learning opportunities for free (beyond just educational material) and a distributed delivery

- MOOCs can be responsive and demand-driven according to needs in society and in the economy

- MOOCs are accessible, flexible and personalised for students and groups of students

- MOOCs are recognized in a variety of ways, e.g. by badges, certificates, ECTS points
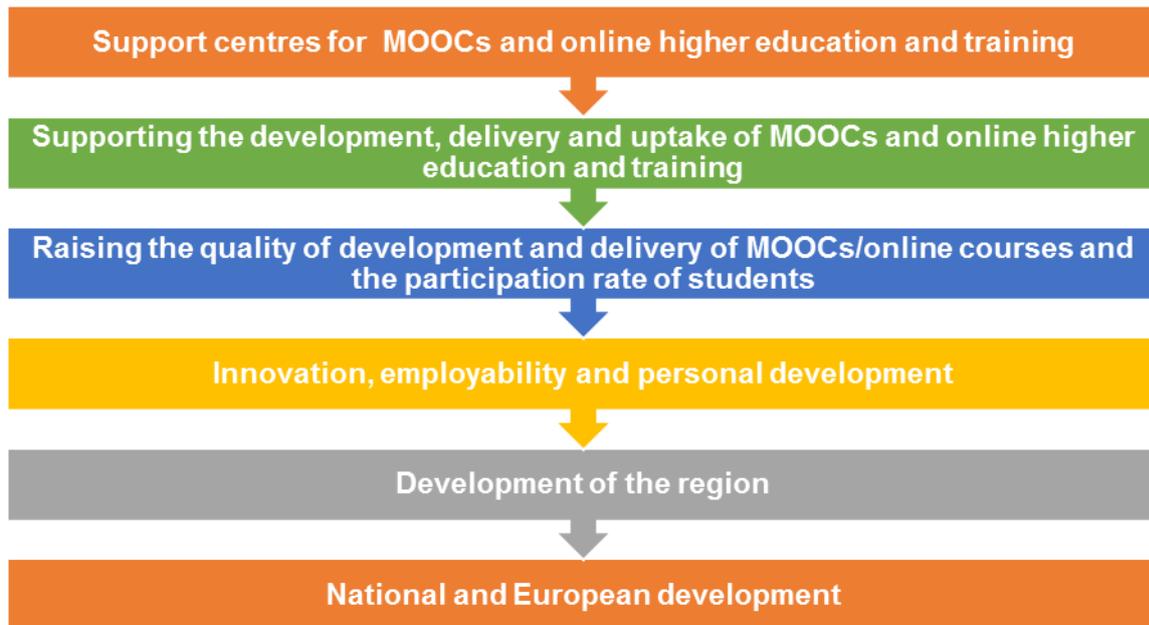
- MOOCs are scalable and cost-effective

Relevance of support centres

As MOOCs are to be delivered on a large-scale to (non-traditional target) groups outside of the universities, many universities have outsourced the delivery to MOOC platforms. These platforms require quality standards related to the content and the pedagogy. For both aspects, they give guidance to universities.

Platforms are not so much concerned about the uptake of MOOCs by learners. The MOOCs are freely and mostly internationally accessible, but most people don't know about their existence. MOOCs are mainly followed by those, who are familiar with the university and having already a degree, while the potential audience is much larger and covers all places by the internet. In countries where MOOCs are not so much developed and where no platform is available to universities, MOOCs and online education and training are less developed and hence online courses are less attended, which causes disparities between European countries.

Therefore, three aspects should be taken into account when setting up national/regional support centres: the development of MOOCs by institutions, the delivery of MOOCs by a platform and the uptake of MOOCs by the general public or at least by particular target groups in society (e.g. MOOCs related to innovation in target economic sectors). These three aspects are to be supported by regional/national support centres for MOOCs and online higher education.

Applying the ROMA approach, regional support centres and online higher education and training shows the following relevance.

Support centres for MOOCs and online higher education and training

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Supporting the development, delivery and uptake of MOOCs and online higher education and training

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Raising the quality of development and delivery of MOOCs/online courses and the participation rate of students

↓

Innovation, employability and personal development

↓

Development of the region

↓

National and European development

Force field analysis

Setting up regional/national support centres or MOOC platforms is relatively new. Nevertheless, the need is felt in many countries, although many challenges have to be overcome, especially in countries where no platform is operation and only a very small number of universities are active in the field of MOOCs and digital education.

In the table below, a force field analysis is made, showing the Influence on each of various forces (I) and strength of the force (S) (using the ROMA technique). Positive and negative forces for the support of the development, delivery, uptake of MOOCs and online higher education and training are determined and the influence and strength are estimated:

I	S	Positive forces		Negative forces	S	I
3	5	MOOCs movement in Europe: many universities have developed MOOCs or plan to develop MOOCs	**Support of the development, delivery, uptake of MOOCs and online higher education and training**	Low level of awareness of learners and enterprises with regard to the potential of MOOCs and online education, hence the uptake is too slow	5	4
2	5	European platforms activate and support universities for developing high quality MOOCs: Futurelearn, FUN, Miriada x,…		Many countries don't participate (enough), because of the language or the selection criteria of the large MOOC platforms, hence enormous differences between countries	4	3
3	5	US platforms activate and support universities for developing high quality MOOCs: Coursera, Edx, Udacity,…		Only selected universities participate in US platforms and Futurelearn	4	3
		Some universities adopt strong policies and strategies on MOOCs and online education and training		Many universities don't have an innovation strategy on MOOCs and new modes of teaching and learning		
		Development of blended/online learning in European universities		Developments are too slow, dispersed, sometimes low quality	5	2

I	S	Positive forces		Negative forces	S	I
		Research and innovation on MOOCs and online teaching and learning is flourishing		HEIs lack adequate pedagogies, technologies, organizational and business models for MOOCs and online education and training		
		New areas of provision for CE/CPD and open education in European universities		HEIs' CE/CPD initiatives to small, not scalable enough	3	5
				Not enough business models for MOOCS		
2		Body of innovative knowledge in universities and research institutes, in all disciplines		Much attention for knowledge transfer, less for knowledge networks/flow and training	3	4
3	5	Innovative enterprises need trained workforce		No systematic view on sector needs, except possibly EIT KIC areas	5	4
		National/regional employment agencies map employment needs and are familiar with online training		National/regional agencies for vocational training much oriented on unemployed and large companies, less on needs of SMEs	4	5
4	5	Social partners are aware of needs		Social partners not able to identify needs at a concrete level, in terms of training needs	3	5
5	4	Social and cultural organizations need complementary educational material		Social and cultural organisations less involved in higher education and in participation issues then earlier in time	3	3
5		Policies and strategies in innovative regions, smart specialisation		Many EU regions are not innovative, brain drain	3	5
2	4			Most SME's have weak HRD policies, training frameworks, weak training culture; SMEs lack funds for training	5	3

I	S	Positive forces		Negative forces	S	I
				Enterprises not connected with provisions; enterprises not familiar with online learning		
4	5	Governmental policies stimulate SMEs, employment, education and training, economic and industrial policy in many countries		Many differences between countries, disparity in funding schemes	3	3
5	5	EU policy for growth, employment, education and training			5	4
4	4					

I= Influence on each of the forces. S= Strength of the force

Main positive forces, influencing the development of MOOCs and online education and training in Europe are:

- the MOOC movement in the US and Europe, but also seriously restricted to countries with a platform or having cess to these platforms

- the general awareness about the potential of flexible online education and training, using new pedagogies and technologies

- the development of continuous education/CPD and open education (MOOCs), next to degree education in a lifelong learning context in Western universities

- The objective needs in society for continuous education/CPD and MOOCs

- Institutional, governmental and European policies and strategies stimulating employment, innovation and open education.

Negative forces are mainly related to:

- Weak involvement of many countries in online education and training and MOOCs

- Weak governmental and institutional policies and strategies with regard to online education

and training and MOOCs

- The lack of adequate pedagogies, technologies, organizational and business models for MOOCs and online education and training in many institutions

- The low level of awareness of learners and enterprises on the opportunities of online learning and MOOCs

- Enterprises are not connected with provisions, neither familiar with online learning

Institutional and regional policies have to overcome these weaknesses, but starting from their strengths.

SWOT analysis of the present situation of France

The current climate for digital technology may be said to be good, as numerous measures actions have been undertaken, and the MOOC's popularity has renewed media interest in digital teaching on line, but in a world which is moving fast we cannot be caught napping if we want to remain competitive and take full advantage of the digital transformation of society, our students now being 'digital natives' for whom the use of digital technology is natural rather than frightening. The two million subscribers to 170 MOOCs of FUN-MOOCs show clearly that MOOCs exist and are interesting.

As so often, some strengths are also weaknesses and it is not easy to differentiate between strength and weakness.

Amongst the **favourable** factors, there has been a tradition (cf. booklet 11) of digital use, of teaching online which means that France has a collection of quality stakeholders on a national scale. A certain number of measures, legal as much as financial, have supported the movement of – often voluntary – stakeholders.

France is both a centralised country where much is decided at national level, and for universities, is a country in which one law[1] has given them a broad autonomy. This favours initiative but also competition.

Certain rules such as the university charter which affects students at one university depending on where they live, are antithetical to the idea of national education by distance.

The tradition of intellectual property in France (lecturers retain ownership of their intellectual output) means that they have had no reason to hesitate to put their material online for fear of being plagiarised, but this may hinder their re-use (one of the interesting features of open resources, is to be able to modify and update them, not merely the fact of them being free).

The transition to LMD[2] (The French word for the Bologna process) and its system of ECTS credits must favour divided study. But this is not completely true: institutions are reticent to award their label (Master of the University of X, for example) to syllabuses from all over the EU, obtained here and there, and not with them.

In the same way, as all over the world, the recognition of the work done as a MOOC is not easy. All the more so in France, in which we are trying to validate knowledge and the skills acquired, not the quantity of work supplied.

There are opportunities not necessarily linked to digital learning: the unstable climate, globalisation, and world-wide competition require a rise in skills, a renewal and updating of learning, remotivating the concept of lifelong learning, which we do not think can happen without research-supported higher education and recourse to online teaching where flexibility is indispensable, cf. le report[3] from

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[1]   Libertés et responsabilités des universités, 10 août 2007
https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000824315

[2]   LMD being the three degree awards in France of Licence (Bachelor's), Master's and Doctorate

[3]   https://cache.media.enseignementsup-recherche.gouv.fr/file/STRANES/12/2/STRANES_entier_bd_461122.pdf

StraNES[4] (National Strategy for Higher Education - Stratégie nationale de l'enseignement supérieur). Along with the 'buzz' created by MOOCs, this has renewed interest in FOADs.

Audiences are considerable: as evidenced by the 50,000 visits to the FIED site (one visit= one training enquiry) and the two million subscribers to FUN-MOOC.

The situation is not without **risks**. Some are objective, others are felt to be so, but are they really?

Digitalisation has brought new stakeholders to light, new ways of working, for example, in the separation of roles. The creation of virtual classes and virtual campuses by industrialists is at once positive when it brings us closer to life in the workplace and promotes employability, but it also risks losing the multidisciplinarity and deep learning of a university. This can weaken traditional stakeholders (in France, universities have a monopoly on the collation of qualifications).

The point of view may change depending on whether it is about training an employee (recruiting or already in post) or educating oneself to have better prospects in life or one's career.

As is the case everywhere, in France MOOCS have been regarded as a cut-price education online, without the coaching or support of a traditional EAD (distance-learning) university, a feeling supported by the massive attrition rates. One question raised by MOOCs to which the answer is not obvious (in France or anywhere else) is; 'How do we personalise training opportunities for massive cohorts whom we do not know very well?

Another risk is one that we could call 'Uberisation'; non-professional stakeholders will seek to jump on the bandwagon, taking advantage of the opportunities now open to all (it's easy to make a video if you are not looking for professional quality and broadcast it on YouTube or DailyMotion). A network such as LinkEdIn[5] is positioning itself in the market. There is a rise in the number of private agents and in parallel, a weakening of traditional public agents.

One of the **obstacles** is the lack of flexibility in the operational areas which often date from former, pre-digital times. Classroom-based learning remains preponderant and there is still work to do for 'distance' (integral or hybrid) learning to be one modality like any other and not an option for those precluded from other means.

The development of project-based functioning allows for new initiatives to be supported but implies competition, where we should develop cooperation; that often favours 'The big players', those who are ahead of the game, reinforcing the antagonism between the autonomy of universities and local planning.

For the moment, France is not (yet?) affected by the backwash from the MOOC tidal wave. We must be careful that over-investment in MOOCs does not translate into a weakening of support for distance or online learning.

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[4]   A presentation may be found at http://www.enseignementsup-recherche.gouv.fr/pid30540/strategie-nationale-de-l-enseignement-superieur-stranes.html

[5]   For example, see http://www.commentcamarche.net/news/5869100-linkedin-learning-les-mooc-version-reseau-social-professionnel   ou   http://www.lemonde.fr/campus/article/2016/01/06/linkedin-le-classement-d-universites-qui-va-tout-changer_4842227_4401467.html

Legislative advances have created **opportunities** and favourable conditions, but they are still not finalised: for example, July 2009 Bill[6] on management in the educational services offered online without face to face contact is one advance (mentioned in the Law on the Digital Republic) but the methods of accounting for this management remain vague. Another example is in whole life education (vocational training rather than lifelong education): the 2014 Law[7] has lifted a major obstacle for the financing of online education (how to create attendance registers foreseen in the finance plans) but employer-financiers' mentalities only change slowly, no more than trained employers who fear that (paid) days off for education and training will be put at risk.

VAE (validation des acquis de l'expérience – experience counting towards accreditation) procedures which allow a trainee (in France the term 'student' is only used for those undergoing initial learning!), to accredit what they have gained from their professional experience, remain heavy and costly, but accredited MOOCs naturally have their place here.

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[6]   https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000020974583&categorieLien=id
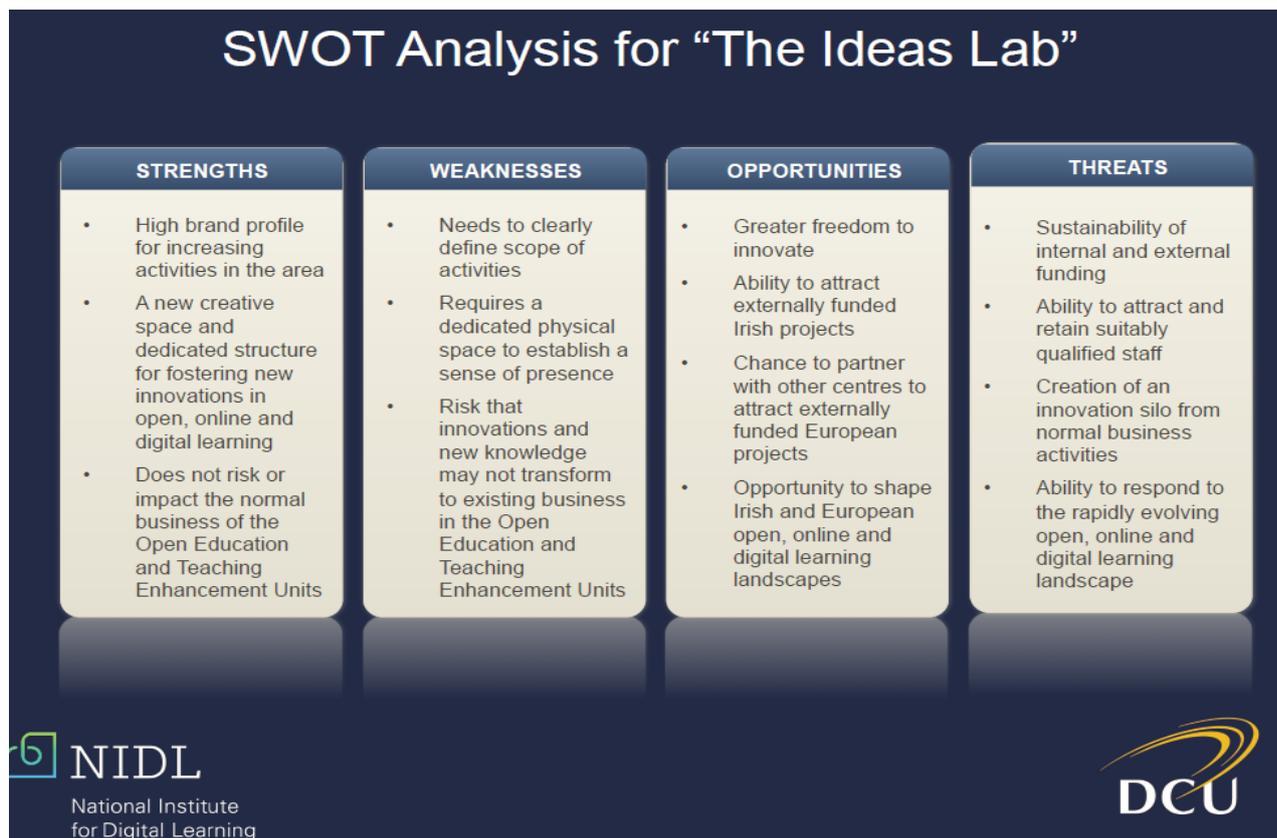
[7]   Law n° 2014-288 of 5th March 2014 relative to vocational training, employment and social democracy. https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000028683576

A SWOT analysis for the Ideas Lab in Ireland

Over the life of DCU's contribution to the project the National Institute for Digital Learning (NIDL) has become increasingly recognised—regionally, nationally and internationally—for our expertise in supporting new modes of Open Education. More specifically, in terms of MOOCs in the Irish context, the SCORE2020 project has enabled us to give better quality advice to other groups, institutions and professional bodies wishing to explore developments in this area. Indeed, at one point during the project we had the opportunity to share our expertise in Open Education, including MOOCs, during a meeting with the Government's Joint Committee for Education and Social Protection. Notably, DCU was one of only two Irish universities invited to contribute to this meeting.

The number of activities NIDL now have underway in the area of Open Education, including MOOCs, would not have been possible without involvement SCORE2020. Indeed, concrete evidence of the longer-term impact that DCU's participation in the SCORE2020 project has made is our recent decision to establish "The Ideas Lab" within the NIDL with a specific mission of cultivating new innovations in open, online and flexible education.

This SWOT analysis in figure below was used for the decision to start with "The Ideas Lab"

SWOT Analysis for "The Ideas Lab"

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
• High brand profile for increasing activities in the area • A new creative space and dedicated structure for fostering new innovations in open, online and digital learning • Does not risk or impact the normal business of the Open Education and Teaching Enhancement Units	• Needs to clearly define scope of activities • Requires a dedicated physical space to establish a sense of presence • Risk that innovations and new knowledge may not transform to existing business in the Open Education and Teaching Enhancement Units	• Greater freedom to innovate • Ability to attract externally funded Irish projects • Chance to partner with other centres to attract externally funded European projects • Opportunity to shape Irish and European open, online and digital learning landscapes	• Sustainability of internal and external funding • Ability to attract and retain suitably qualified staff • Creation of an innovation silo from normal business activities • Ability to respond to the rapidly evolving open, online and digital learning landscape

The vision of "The Ideas Lab" is: To be recognised as a **world leader** at the forefront of **designing**, **implementing** and **researching**, new **transformative** blended, on-line and digitally-enhanced **(BOLD)** models of education.

Subsequently the mission that was developed is: To **design**, **implement** and **research** new **transformative** blended, online and new transformative blended, on-line and digitally-enhanced **(BOLD)** models of education.

Based on the Core Principles:
- Access
- Inclusion
- Openness
- Networking
- Life-long Learning
- Distributed leadership
- Impactful Research and Scholarship
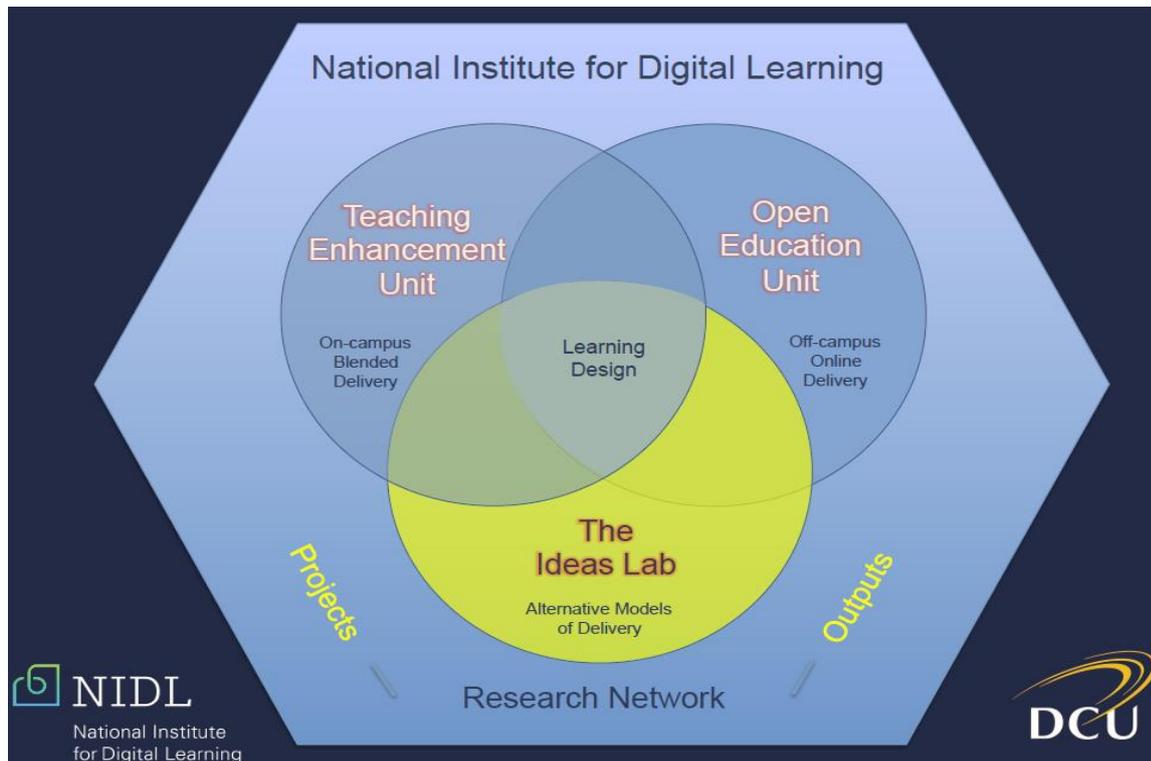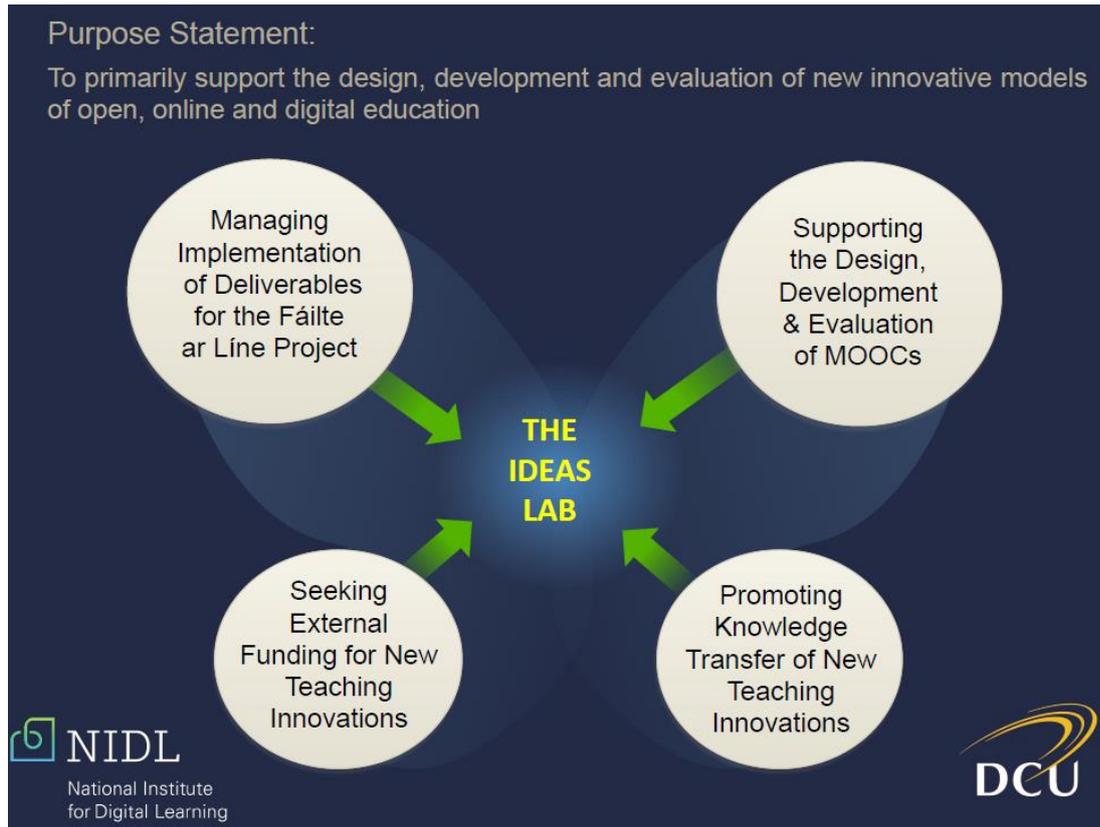
An analysis of the Importance of Support Centres for UNINETTUNO

UNINETTUNO thanks to its positioning among the excellence HEI's in Italy and Europe and its recognizability in the field of distance learning through new technologies functions as a Support Centre. It offers a tool for promotion of MOOCs and services to national students , international students well as for Italian and international teachers who want to learn and create, design and produce MOOCs course initiatives.

The Support Center has since now offered full assistance to the creation of the MOOC, in particular assistance to teachers training in helping them to use new tools to teach, to adopt new teaching methodologies to ensure the effective teaching and learning and the using of the E-learning platform UNINETTUNO that hosts the delivery of these courses.

The Center provides video content production studios, training on using these tools and assistance in the implementation phases, access to the UNIQUE platform and training for its use, support for the design and development of graphic material, as well as support for the different phases of digitization and indexing of video lessons and the creation and use of teacher-student and student-student interaction tools.

Over 20 years now UNINETTUNO has experience in designing and realizing remote academic content through new technologies and free of charge for everyone via satellite and internet since 1992, the SCORE 2020 project will help in consolidate this positioning and updatie how to support students and teachers that are interested in producing new MOOCs. The strength that the project offers to the development of the UNIQUE model is certainly the opportunity to consolidate and expand the UNINETTUNO network with the involvement of new partners and new contexts for the development of the production of remote educational resources through new technologies open to all and allowing the use of models and resources already tested and capable of offering high quality standards both in the design phase and in the design and distribution stages. One point of weakness lies in the fact that the project does not include the use of 'standard' methodologies and approaches that can offer quality and efficiency, an effort to identify elements that can standardize the quality of the MOOC offer produced by partner SCORE 2020 could be undertaken directly by the European Commission if it considered it appropriate to include the Regional Support Centers of the project as the nodes of a European network of universities engaged in the development of open and all-encompassing educational resources.

A SWOT analysis of the present situation of Norway

In 2005 the Norwegian Agency for Digital Learning in Higher Education was established. The Agency has taken the leadership in the development of a national support centre for MOOCs.

The activities of the national support centre are:
- Exchanging good practice on MOOCs
- Collaborating with other centres at the European level
- Stimulating the development of MOOCs by distributing funding for projects
- Making an inventory of national MOOCs (but not assessment of MOOCs)
- Developing services to universities (mainly CPD for staff and executive management)
- Providing a national platform for the delivery of MOOCs
- Collect and synthesize reports and research on MOOCs
- Publish news about the MOOC movement and developments in MOOC technology and policy

The activities planned in the near future are:
- A web page describing the collected services of the agency and its collaborators with regards to MOOCs
- (Possibly)Facilitating a national network for MOOC

Description of the current position and activities regarding MOOCs in the Norwegian Landscape of HEI's.

At present, Norwegian HEIs offer 20 MOOCs. A total of 30 MOOCs have been offered, 16 of them more than once. 5 of these are in English, the rest in Norwegian. Approximately 10 more MOOCs are under development at the time of writing. The Norwegian Agency for Digital Learning in Higher Education has provided partial funding for a total of 10 MOOCs and additional 5 projects developing MOOC relevant technologies and/or pedagogies over the last three years.

There is a portal displaying Norwegian MOOCs, run by a government agency, BIBSYS, who are part of the network that will contribute to the support center: http://www.mooc.no/kursoversikt-1/. BIBSYS also provides hosted solutions for MOOC platforms, currently Canvas and Open EdX (http://www.bibsys.no/educational-technology-2/). Viewed together, this is a strength, as there is already some structures and support available.

Higher education in Norway is free and accessible for a large portion of the population, so the most common reasons for deciding to offer a MOOC is not free or broader access. One important factor is offering the same course to a (relatively) large number of people who are dispersed all around the country. Another factor is the wish to reach students outside of Norway. Still, a portion of MOOCs is developed in order to explore new pedagogic opportunities.

However, there are no policy statements on MOOCs and open education in Norway. The government report MOOCs for Norway includes detailed discussions on the topic as well as recommendations for policy and investments. However, a new government was later elected and the recommendations were not followed, with the exception of a grant of 5 mill NOK or roughly 550 000 EUR to a research project on learning analytics. The report constitutes a strength in that the relevant policy landscape

has been thoroughly explored and described, but a barrier in that the present government have chosen not to follow up on the recommendations.

At the start of 2016, 14 of Norway's HEIs are merged into 5. The remaining 18 have continued the process and several mergers have taken place or been announced since. This process will by necessity result in a closer collaboration, also in the field of MOOCs and open learning, across campuses and provinces, and across mountains and fjords. This constitutes an opportunity, because the new, large and geographically distributed institutions will need MOOCs, mOOCs or similar in order to facilitate the merger process, and could benefit from using MOOC-like platforms to offer their courses across campuses and, hopefully, to open them up to students outside the institution.

To benefit from these mergers, the Ministry of Education and Research will be publishing a government whitepaper (report to Parliament) on quality in higher education in the spring of 2018. The process leading up to this report as well as the reception of it constitutes two more opportunities for promoting MOOCs as a tool for high quality education.

Leading up to this report, the draft of a national strategy for ICT for teaching and learning in higher education has just been submitted to the Ministry of Education and Research. This strategy mentions MOOCs favourably on several occasions and is another opportunity. MOOC is proving a useful tool for the professional development of teachers. Two MOOCs three MOOCs have been dedicated to elevating the ICT skills and digital literacy of teachers. Another two MOOCs are part of a government campaign to improve the skills of math teachers.

The main partners for the national support centre in Norway

Several of the larger Norwegian universities have local centres for educational technology that are already providing support in the development of MOOCs. These centres could be strategic partners for the Norwegian Agency for Digital Learning in Higher Education.

The Agency has a network of collaborating agencies, which can contribute to the support centre:

- BIBSYS, a government agency that provides common systems and services for education and research, such Open institutional archives, MOOC solutions and Educational Technology.

- UNINETT, a government corporation that develops and operates the Norwegian national research and education network, as well as educational technolgoy cloud services for the sector.

- NOKUT, Norwegian Agency for Quality Assurance in Education, who do not yet provide guidelines for quality of MOOCs, but might in the future. When the time comes to find ways of offering ECTS points for MOOCs, NOKUT is the agency to decide.
  Other partners include support centres for ICT and learning at some of the larger HEIs. the centre.

The agencies are all funded and managed by the Ministry of Education and Research. They are representative and, with the exception of NOKUT, already involved with MOOCs. The support centres at the institutions are involved in most stages of MOOC development and some of them have relevant qualifications and experience. A possible weakness is that they are located all around the country. The fact that BIBSYS are already hosting MOOC platforms and a portal for Norwegian MOOCs, is an

opportunity. Another opportunity is the fact that the University of Oslo, Norway's largest university, encourages faculty staff to develop MOOCs.

The process of mergers in the sector might offer both opportunities and threats. The newly merged HEIs need MOOCs or something similar to effectively offer higher quality studies to students that are geographically dispersed. On the other hand, these HEIs might be too occupied with consolidating the mergers to develop MOOCs and other open online learning anytime soon.

After the mergers of the HEIs, the Ministry of Education and Research have started a process of restructuring and merging their agencies. This can prove an opportunity if the result is one or two strong centres that concentrate the skills and experiences needed to support our MOOC support centre to make it more hard-hitting and effective. On the other hand, these merged centres might, like the merged HEIs, spend a lot of resources merging in the coming couple of years, which might detract from their innovative capabilities. Furthermore, the tasks and priorities of the Norwegian Agency for Digital Learning in Higher Education might change after the merger.

Organisation of the support centre

The centre will be organised as an interface between potential users/clients for MOOCs (universities and other stakeholders on one hand) and agencies partnering to offer support on the other hand.

The centre will offer support for the development of MOOCs. Furthermore, it will offer advice about delivery and use of MOOCs.

It is a weakness that the parties have not yet met for an orientation meeting or for planning activities. The time for such a meeting will be chosen once the fate of the Norwegian Agency for Digital Learning in Higher Education in the mergers of agencies is determined, most likely in January 2017.

The work done to support MOOC development by the Norwegian Agency for Digital Learning in Higher Education, which will form the core of the national support centre, has governmental support, which is a strength.

The national support centre is not and will not be organised as a central organisation with own staff. Rather, it will be a virtual network mobilizing staff of partner agencies and university support centres. This could prove to be a weakness.

The Norwegian Agency for Digital Learning in Higher Education and the partner agencies have structural government funding, which is a strength. On the other hand, none of this funding is earmarked for MOOC support, which is a threat.

Information and communication channels

The web sites, newsletters, conferences, seminars, and social media channels of the Norwegian Agency for Digital Learning in Higher Education and the partner agencies and institutions are used to interface with universities and other target groups. This way a broad audience is reached, which is a strength. However, policy makers at national and institutional levels are important to reach and experience tells us they are not easily reached in this way, which is a threat. This can be remedied by a reference group, face to face meetings and dedicated emails.

In the current model for the national support centre, students are not a direct target group, but are reached indirectly through the HEIs.

Open education

MOOC are not at present related to other aspects of open education in Norway. However, the draft of a national strategy for ICT for teaching and learning in higher education suggests a national repository for learning objects and is arguing for open licencing. It also recommends a national arena for developing digital learning, aimed at study programmes and individual faculty members, and a considerable amount of money is proposed to fund this. Depending on how this draft strategy is completed and implemented, this could mean a boost for open education in Norway. However, the Minister of Education and Research is not promising any fresh money for the sector at present, and consequently the funds for such a national arena would have to be redistributed from other parts of the sector, which might be hard.

Strengths	Weaknesses	Opportunities	Threats
- Availability of a national platform and a portal for Norwegian MOOCs - A thorough exploration and description of the relevant policy landscape - The network and collaboration of the Agencies is Higher Education in Norway. - The experience and promotion of the development of MOOCs at Norwegian universities - The governmental support and funding of the national agencies - Exchange of information between de partner agencies is well organised	- The government did not develop policy based on the recommendations - The geographical spread of the existing support centres all around the country - Dates for communication will be set after the merger has been effectuated and the national support centre will be not get an own staff but organised as a virtual network of the staff of the several agencies.	- The process of merger in HEI's in Norway is in favour of collaboration through MOOCs - The promotion of quality in education and elevation of ICT skills in using MOOCs - The usefulness as a tool for the professional development of teachers. -	- Occupation with the consolidation of the mergers might distract from MOOC development - The funding for the agencies is not earmarked - Communication with policy makers in not well organised

A SWOT analysis of the present situation of The Netherlands

In the Netherlands several universities and other HEI's offer free courses. In general, MOOCS are seen as marketing instruments to show the (student) world what kind of education is delivered. University of Delft has the most MOOCS, working with EdX. As mentioned in O7(Awareness raising for decision makers): According to https://www.mooc-list.com/countries/netherlands there are 87 courses, provided through Coursera, EdX, FutureLearn, Canvas Network Iversity and other platforms (EMMA). In OpenUpEd are another 9 courses available.

Although there is not foreseen in a national support centre there are three potential national centres that can be designated.

Potential national support centres:

Open University of the Netherlands	LDE-CEL	Surfnet
	Leiden-Delft-Erasmus Centre for Education and Learning is an interuniversity and interdisciplinary research centre as well as an innovation and training platform that aims to discover what makes university learning and teaching work and how it can be innovated and improved. The three universities are the testing ground for continuous innovation and improvement of university learning and teaching.	SURF is the collaborative ICT organisation for Dutch education and research. SURF offers students, lecturers and scientists in the Netherlands access to the best possible internet and ICT facilities.

The main activities related to MOOCs of these three potential candidates shows the following result.

Open University of the Netherlands	LDE-CEL	Surfnet
University	Collaboration	HEA
-Developing services to universities (mainly CPD for staff and executive management) - Exchanging good practice on MOOCs -Collaborating with other centres at the European level - Doing research and evaluation on MOOCs -delivers MOOCS	-Making an inventory of national MOOCs, assessment of MOOCs -Informing potential students and stakeholders and stimulate the participation/use in MOOCs (active marketing of MOOCs) -different uni's in the collaboration deliver MOOCS	Organizes workshops and research in: - Exchanging good practice on MOOCs -Collaborating with other centres at the European level - Doing research and evaluation on MOOCs

The strengths and barriers of these candidates are:

Open University of the Netherlands	LDE-CEL	Surfnet
Strength: knowledge of distance education Weakness: no strategic vision with respect to Open Education Opportunities: Network, research and capabilities; acceptance by other HEI's as expert Threats: isolated position	Strength: Vision on MOOCS Weakness: less knowledge of open learning, distance and e-learning, research Opportunities: Network, strong position as f2f university Threats: mainly a f2f university, so acceptance by third parties.	Strength: independency, network/collaboration Weakness: knowledge of distance education Opportunities: position as independent expert organisation for the government Threats: no own educational task.

The main partners to participate in a national support centre would this be established could be:

- Other HEI's, as "customers"; demanding support by the development and exploitation of open courses and open programs.
- Governmental agencies, both financing the centre, but also providing the linkage between HEI's and the national goals with respect to open education.
- Accreditation agencies and employers: validating the certificates, taking care for the civil effect of the outcomes of open education-students.
- European agencies, again providing funding, but also to stimulate the cross border exchange of materials, and the interchangeability of national diplomas and certificates.

To conclude:

On a national level: The Netherlands hasn't a national vision nor a policy on open education. There is a national research program, but the supply of open courses is organized decentral, and subject to the organizational mission on open education.

A national strength is the pro-open attitude of the Netherlands HEI's (for example, there is an explicit policy on Open Access); yet the lack of funding and coordination is a threat to the national development of open education.

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In summary the Strength, Weaknesses, Opportunities and Threats are

	Open University of the Netherlands	*LDE-CEL*	*Surfnet*
Strength	Knowledge of distance education	Vision on MOOCS	Independency, network/collaboration
Weakness	No strategic vision with respect to Open Education	Less knowledge of open learning, distance and e-learning, research	Knowledge of distance education
Opportunities	Network, research and capabilities; acceptance by other HEI's as expert.	Network, strong position as f2f university.	Position as independent expert organisation for the government,
Threats	Isolated position	Mainly a f2f university, so acceptance by third parties.	No own educational task.