

NORWAY

STRATEGY FOR LIFELONG LEARNING IN NORWAY. STATUS, CHALLENGES AND AREAS OF PRIORITY

Norwegian Ministry of Education and Research, 2006. Available at

<http://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/en/NorwayStrategy.pdf>

Rationale of the strategy

Norway aims to develop a coherent and comprehensive strategy for lifelong learning in line with the European Union Lisbon Treaty. The paper gives a presentation of all information and measures concerning lifelong learning which are dealt with in many different processes. Stating the status and the challenges in the fields of basic skills, documentation and validation of non-formal learning, flexible learning methods and career guidance, the document indicates priorities that the government needs to follow.

Concept of lifelong learning

Lifelong learning is the ongoing process of learning in various contexts from childhood and adulthood to old age. It is essential for individual development and the development of democracy and social life and it ensures the creation of values in working life. The concept of lifelong learning takes into account all forms of learning throughout the life-span, including not only formal education but everything that lies beyond. With the inclusion of non-formal and informal learning in the concept of lifelong learning, all knowledge, skills and experiences an individual has gained through education and training, paid and/or unpaid work and active participation in social life, is acknowledged.

Main challenges

- Limited collaboration between the education system and working life, which results in a lack of relevance of the education and training offered
- People with limited education and older workers lack participation in learning processes
- Lack of 'learning pressure' in parts of working life
- Narrow focus on the use of learning: negative effect on learners' motivation
- Lack of knowledge about the needs of adults
- Inadequate documentation of people's non-formal and informal qualifications hinders their participation in further learning
- Social inequality is reproduced in primary and secondary education
- Need of improvement for co-ordination of services; lack of services in adult education
- Deficient competence of counsellors: limited qualified counsellors to facilitate competence development

Main targets and measures

- Knowledge promotion in primary and secondary education: increase learning pressure with emphasis on basic skills
- Knowledge promotion for adults: strengthen the programme for basic competences in working life
- Norwegian and civics instructions for recent immigrants: give a more precise overview of needs and offer better adapted education
- Information and guidance concerning in non-formal learning: establish a national authority for educational and career guidance; further development internet services for career guidance
- More uniform documentation of the evaluation of non-formal and informal learning through co-operation

- Determine competence objectives in primary and secondary education
 - Improve Norwegian lessons for pupils from minority language backgrounds
 - Strengthen primary and secondary education for adults: change the age limit to permit adults to access upper secondary education
 - Legislation about discrimination and accessibility: ensure equality and promote equal opportunities for participation in community life
 - Research and statistics: participate in Eurostat's third Continuing Vocational Training Study, 2006; participate in Eurostat's Adult Education Survey, 2007; conduct survey of how different framework conditions affect how much enterprises invest in education and training
- The recommended efforts target all age groups

Particular feature of the strategy

The Strategy includes a chapter about the documentation and validation of non-formal and informal learning. Acknowledging that these modes of learning are the most important to continuing education and training for adults, the Ministry understands that the validation of non-formally and informally gained competencies is crucial for the application process and thus the career possibilities of the learner. Following-up with the non-formal and informal learning – *Realkompetanse* Project (see further readings below), the document presents challenges and prioritised action fields that the government needs to face.

References to other relevant documents:

- Norway. Ministry of Education and Research. 1998. *The Competence Reform*. (White paper, no. 42, 1997–1998)
- Council of the European Union. 2000. *Lisbon Strategy*
- Commission of the European Communities. 2001. [Making a European Area of Lifelong Learning a Reality](#)
- OECD. 2004. [Learning for Tomorrow's World : first results from PISA 2003](#)
- European Parliament; Council of the European Union. 2006. [Decision No. 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 Establishing an Action Programme in the Field of Lifelong Learning](#)
- Norway. Ministry of Education and Research. 2007. *Early intervention for lifelong learning*. (White paper, no. 16, 2006–2007)
- OECD. 2009. [OECD Reviews of Tertiary Education: Norway](#)

Stakeholders involved in the development of the strategy:

- Vox (Norwegian Institute for Adult Learning)
- Norway Opening Universities
- Norwegian Directorate for Education and Training

Stakeholders responsible for implementation of the strategy:

- Government of Norway
- Ministry of Education and Research (Department of Policy Analysis, Lifelong Learning and International Affairs)

Further readings and web links:

- Ministry of Education and Research: <http://www.regjeringen.no/en/dep/kd.html?id=586>
- Vox: <http://www.vox.no/English/>

- Validation of non-formal and informal learning in Norway. The Realkompetanse Project 1999–2002: http://www.uk.ecorys.com/europeaninventory/publications/policy/VOX_norway_valid_non-f_inf_learn.pdf