



DET KONGELIGE
UTDANNINGS- OG FORSKNINGSDEPARTEMENT



Lifelong Learning from Rhetoric to Reality- Norwegian Experiences

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Main approach to lifelong learning in Norway

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”Confidence and trust are keywords, together with a determination to give adults opportunities to continue their learning process and to have it accepted and recognised.”

Minister of Education and Research Kristin Clemet 2002



OECD National Review 2000

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"If lifelong learning is to succeed anywhere, Norway is one of the most likely places in view of its history of reforms, co-operation among bodies, high educational standards and outcomes."



Is the norwegian system desirable due to OECD reccommandations?

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- n Attractive?
- n Accessible?
- n Qualitatively good?
- n Efficient?
- n Financial intencives?
- n A holistic approach?



The Competence Reform (1999-2003)

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- n Main strategy for lifelong learning for adults in Norway- both a workplace and an educational reform
- n Targeted at all adults, both employed and unemployed
- n Aimed at broad, differentiated opportunities for competence development
- n Designed on a tripartite collaboration with a strong commitment from the social partners and the authorities.
- n The National Adult Institution (VOX) was established in 2000 and given operative responsibility for the implementation of reform measures



The Competence Reform- main elements (3)

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- A new Vocational Education Act to establish vocational education at the tertiary level as an independent, genuine alternative to longer academic educations (2003)
- Quality control of vocational education at the tertiary level through the national board for quality in higher education (Nokut)
- Better financing for studies through the State Education Loan Fund
- A Competence Development Programme (KUP) for developing the workplace as a learning arena by providing financial support to projects



Validation of non-Formal and informal Competence (Realkompetanse) in Norway

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- n In dealing with the report in January 1999, the Norwegian Parliament adopted the following measure: *‘The Parliament requests the government to establish a system that gives adults the right to document their realkompetanse without having to take the path of traditional examination schemes.’*
- n The three-year experiential ‘Realkompetanse Project’ (1999-2002) formed the basis for establishing a national system for the documentation and validation of realkompetanse
- n Multiple targets: Career development, entrance to the education system (VET and higher education), individualisation of study programmes, issuing of certificates, visualise learning in the working place and the “third sector”



Common principles non-formal and informal competences

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- n The individual is the owner of the documentation
- n The individual's rights and entitlements are anchored in laws and agreements (different arrangements in the education system, working life and third sector)
- n The organisation shall give proximity to the user
- n A known and accepted basis for assessment (reference points to which the competence can be related)
- n The national procedure shall be open and recognisable
- n Guidelines to ensure quality of procedure (information, guidance, validation process)



New models and methods for more flexible learning for adults

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ICT-based learning, some examples:

- A poll conducted by Norsk Gallup shows that 30 per cent of the 35 to 59 age group do not use the Internet. The Institute for Adult Learning has produced an introductory CD Dill@, an self-instructing electronic course in the use of the Internet. The CD has been distributed in 130,000 copies, and estimates suggest that it has led to some 70,000 new Internet users.
- Migranorsk is a multimedia-based training programs for adult immigrants that can lead up to the Norwegian Language Test. It contains modules specially aimed at working life. Migranorsk was awarded the European Label distinction in 2001. The aim of the prize is to develop and raise the standard of foreign language teaching.



Developing the working life as an arena for learning- Competence development programme

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- n Programme established due to agreement in central wage negotiations between social partners in 1999 (NOK 400 mill)
- n To receive support, projects must contribute to innovation and have a potential for the transfer of training
- n Between 30,000 and 50,000 people have so far received training in connection with ca 700 working life projects since 1999
- n Interim evaluations suggest that so far the projects have led to new and more tailor-made training at workplaces.
- n 30 dissemination projects
- n A database with information about the projects has been established



Is life-long learning a reality in Norway?

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- n A first National Competence Report was launched in December 2003.
- n This report is meant to provide a knowledge base for devising competence policy, raising new issues and contributing to a new way of thinking about learning and competence.



What does the Competence report tell about LLL in Norway?

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- n Comprehensive learning endeavours have been made to implement the vision of life-long learning
- n The ‘Matthew effect’ has not disappeared
- n Many of the measures for life-long learning are located in the area of education
- n We still lack a great deal of knowledge about whether the intentions have actually been realised
- n Rhetorical support for the vision of LLL both in the education system and in working life...



Future challenges due to participation in european cooperation in education and training

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- A wish to learn from other countries and to contribute to european policy development
- Implementation of new tools (Europass, principles for non-and informal learning and guidance, quality assurance, mobility, credit transfer, mutual recognition of competencies and qualifications, national framework for qualifications)



Renewed strategy for lifelong learning in Norway- approach

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- n Focussing efforts on selected strategic areas where special needs have been revealed or where special opportunities exist for beneficial effects
- n Continue to build on mutual trust and commitment amongst several stakeholders (or nothing happen will happen)
- n Enhance dynamic between bottom-up initiatives and establishment of national guidelines, laws, agreements, financing and institutional arrangements
- n Developing a better knowledge base (The Competence Report)
- n International and european cooperation



Ministerial conference June 2004 Lifelong Learning - from Rhetoric to Reality

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n Norway will contribute to the continuation of the all-European dialogue at ministerial level, by hosting the eighth Conference of European Ministers of Education on 24-25 June in Oslo, in cooperation with the Irish EU Presidency and the European Commission.



Lifelong learning- the guiding principle

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- n Developing a knowledge-based society requires that we make best possible use of existing qualifications and competences, at individual and enterprise, as well as at society level.
- n The *Joint Interim report* encourages national governments to put in place lifelong learning strategies by 2006.



Oslo conference goals

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- n To provide a useful platform to *discuss practical challenges* faced by politicians when working towards a knowledge-based society.
- n To *examine ways to measure and document qualifications and competences as a basis for* better and more targeted use of competence as a resource at individual, enterprise and society level.



Building value through the individual

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n On how to enable citizens to learn in diverse settings and value this learning with regard to principles for the recognition of non-formal and informal learning



Building value in society

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- n How can policy makers make the best use of competences and qualifications in society and change the perception of learning from expenditure to investment at society level?
Competence reporting as a policy instrument in Europe



Building value in enterprises

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- n How to increase the contribution from the private sector to a more knowledge based society?
- n The potential of human capital accounting for changing the perception of learning form expenditure to investment at company level.



Visit the Oslo Conference

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www.educonf2004.no