

## Adult Education and Integration in Norway

The adult and further education system in Norway consist of a wide range of actors, supplying different educations and courses. Some of the educations contain specific elements targeted at adult immigrants. The specific elements include teaching in language and society, assessment of prior learning and training to the labour market.

Online teaching is increasingly used in order to enhance flexibility. A central element of the integrations strategy is the “Program for basic competences in working life” (BKA), which focuses on teaching reading, writing, mathematics and ICT.

Immigrants and descendants constituted 10.6 per cent of the Norwegian population in 2009. Of these, 83.1 per cent were immigrants and 16.9 per cent were descendants. Most immigrants arrive to the country as family reunified, but a large part has come to the country as refugees. In recent years labour immigration has increased.

The average unemployment has been twice as high for immigrants as for the total population for years. During the financial crisis unemployment among immigrants increased from 4.6 per cent in 2008 to 7.5 per cent the following year. At the same time the unemployment among the total population rose from 1.5 per cent to 2.5 per cent. Despite the immigrants’ higher unemployment rate, the labour force participation is relatively high in an international context.

In the late 1990’s the integration policy officially constituted a separate field within immigration policy. Around the turn of the millennium the emphasis was on equal opportunities for participation and equality in a multicultural society.

Today the integration policy focuses increasingly on employability and efficiency. The aim is to develop tools to measure the effect of the integration efforts on parameters such as employability, income, language competence and health. The goal is to assure the inclusion of immigrants into the Norwegian society, so that they will be able to contribute to Norwegian working life and society as quickly as possible.

Since immigrants were more affected by the financial crisis than the rest of the population, the government will give priority to increased employment among women, that as many as possible becomes qualified for work and combating child poverty.

Integration through adult education in Norway is carried out by a wide range of private and public actors. Through years the public funding was very limited, but since the introduction law was passed in 2003 and specific focal areas have been identified, the government has been responsible for several initiatives that have been partly or fully targeted at immigrants. The focus has been on the teaching of basic skills.

## Research Environments and Contact Persons

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## Resources

IMER Newsletter: <http://org.uib.no/imer/newsletter/index.htm>

Integration and Diversity Directorate (IMDi): <http://imdi.no>

Ministry of Education and Research (KD): [www.odin.dep.no/kd](http://www.odin.dep.no/kd)

Ministry of Labour and Social Inclusion (AID): <http://www.regjeringen.no/aid>

National Centre for Multi-cultural Education (NAFO): [www.hio.no/nafo](http://www.hio.no/nafo)

Norsk Nettverk for Migrationsforskning: <http://www.migrasjonsforskning.no/index.htm>

Norwegian Agency for Lifelong Learning (Vox): [www.vox.no](http://www.vox.no)

Norwegian Association for Adult Learning (NAAL):

Norwegian Centre for International Cooperation in Education (SIU): <http://www.siu.no/eng/Front-Page/Education-in-Norway/Education-system/Education-and-training-for-adults>

Norwegian Directorate for Education and Training (Udir): [www.utdanningsdirektoratet.no](http://www.utdanningsdirektoratet.no)

Norwegian Labour and Welfare Organization