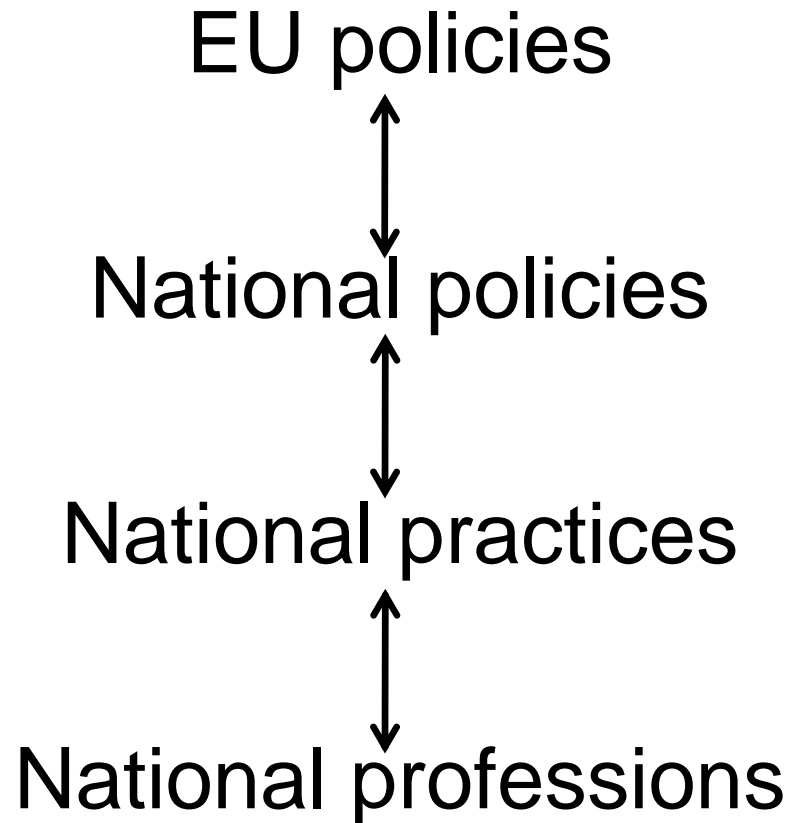


Effektive strategier for livslang læring

Søren Ehlers
Gun-Britt Wärvik

Influencing each other



Which box?

Research

Policy

Profession

Practice

Competence policy

| Input | Process | Output |
|-----------|---------------|-------------|
| Textbooks | Teaching → | Exams |
| ? | ← Learning | Competences |

Policy making authorities

| | 1st authority | 2nd authority | 3rd authority | 4th authority |
|---------|---|--|---|---|
| Sweden | Utbildnings- departementet | Myndigheten för yrkeshögskolan | Sveriges Kommuner och Landsting (SKL) | Skolverket |
| Norway | Kunnskaps- departementet | Utdannings- direktoratet | Kommunernes Sentralforbund (KS) | VOX (agency) |
| Denmark | Undervisnings- ministeriet | Ministeriet for videnskab, teknologi og udvikling | Arbejdsmarkeds- styrelsen | Danske regioner |
| Iceland | Ministeriet for undervisning, forskning og kultur | Ministeriet for industri, energi og turisme | Finansministeriet | Arbejdslivets Vok- senoplæringscenter (FA) (agency) |
| Finland | Undervisnings- ministeriet | Utbildnings- styrelsen | Arbets- og næringsministeriet | Kommunförbundet |

Policy making stakeholders

| | 1st stakeholder | 2nd stakeholder | 3rd stakeholder | 4th stakeholder |
|---------|---|---|---|--|
| Sweden | Svenskt Näringsliv (SN) | Landsorganisatio- nen i Sverige(LO) | IF Metall | Tjänstemännens Centralorganisation (TCO) |
| Norway | Næringslivets Hovedorganisasjon (NHO) | Landsorganisasjo- nen i Norge (LO) | Arbeids- og velferds- forvaltningen (NAV) | Voksensopplærings forbundet (VOFO) |
| Denmark | Dansk Arbejdsgiver- forening (DA) | Landsorganisatio- nen i Danmark (LO) | Kommunernes Landsforening (KL) | Daghøjskole- foreningen |
| Iceland | The Federation of Icelandic Industries (SI) | Landsorganisatio- nen i Island (ASI) | Mímir-Simenntun (provider) | Samtök atvinnulífsins |
| Finland | Finlands Näringsliv (EK) | Tjänstemanna- centralorganisatio- nen(FTFC) | Samverkande bildningsorganisatio- nerna | Finlands studentkårers förbund (SYL/FSF) |

General strategies

A. Development of adult learning

B. Implementation and evaluation of adult learning

Specific strategies

C. Provision of guidance

D. Achievement of basic competences

Key competencies
and/or
Basic competencies

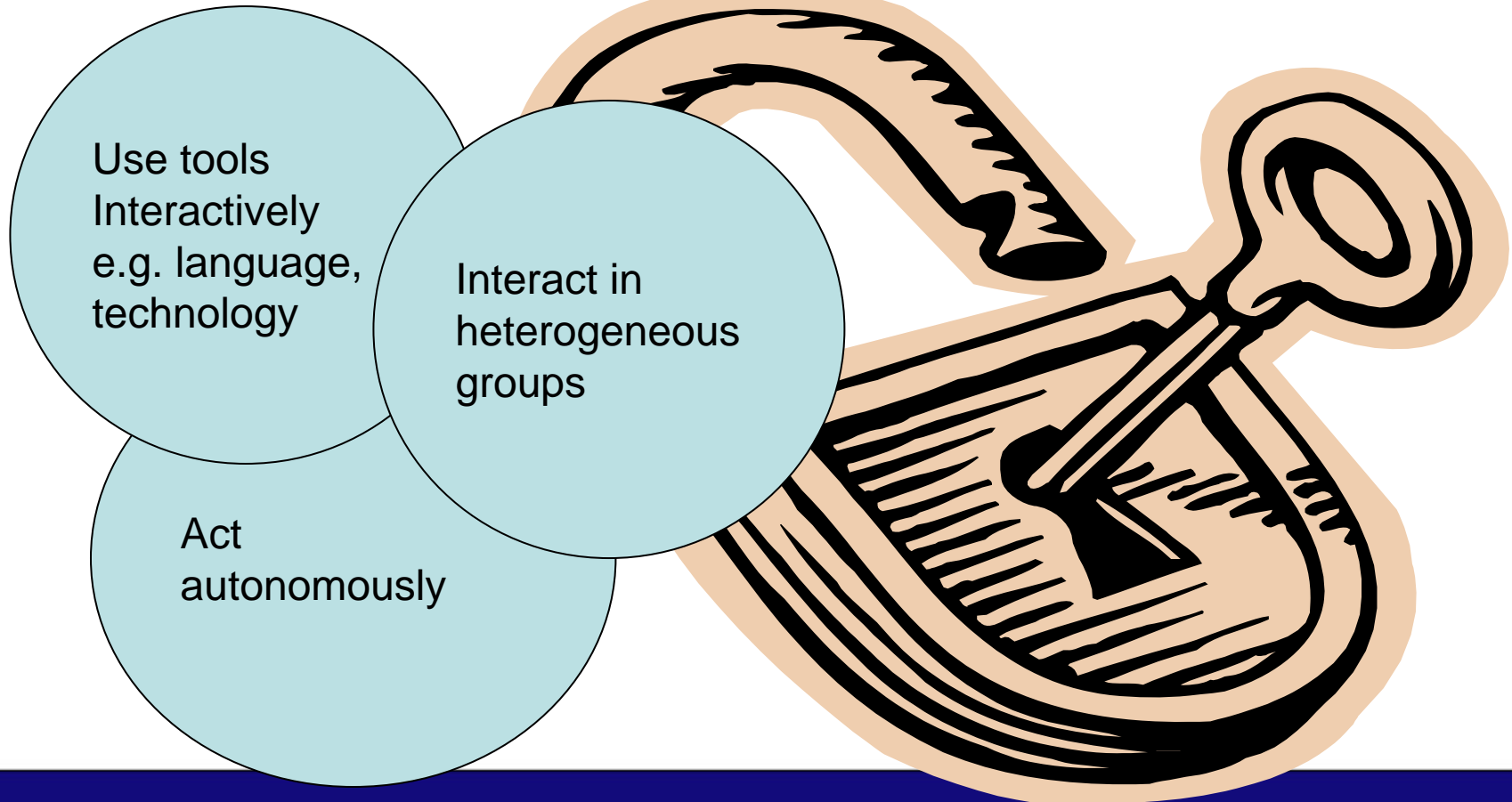
Swedish National Agency for Education

- Key competences and Swedish curricula?

EU: Eight "keys"

- 🔑 Communication in the mother tongue
- 🔑 Communication in foreign languages;
- 🔑 Mathematical competence and basic competences in science and technology;
- 🔑 Digital competence;
- 🔑 Learning to learn;
- 🔑 Social and civic competences;
- 🔑 Sense of initiative and entrepreneurship; and
- 🔑 Cultural awareness and expression.

OECD: Key Competencies in Three Broad Categories



- Key competencies and Swedish curricula?
 - Perhaps not??

Implementing what?

- Curriculum-based and subject related competencies?
- Age, gender, profession, life phase etc?
- Interest groups?
- Multiple and ambiguous definitions?

- Implementation of something is not a technical-rational process
 - Travel of ideas
 - Translation
 - Legitimization of national policy agendas

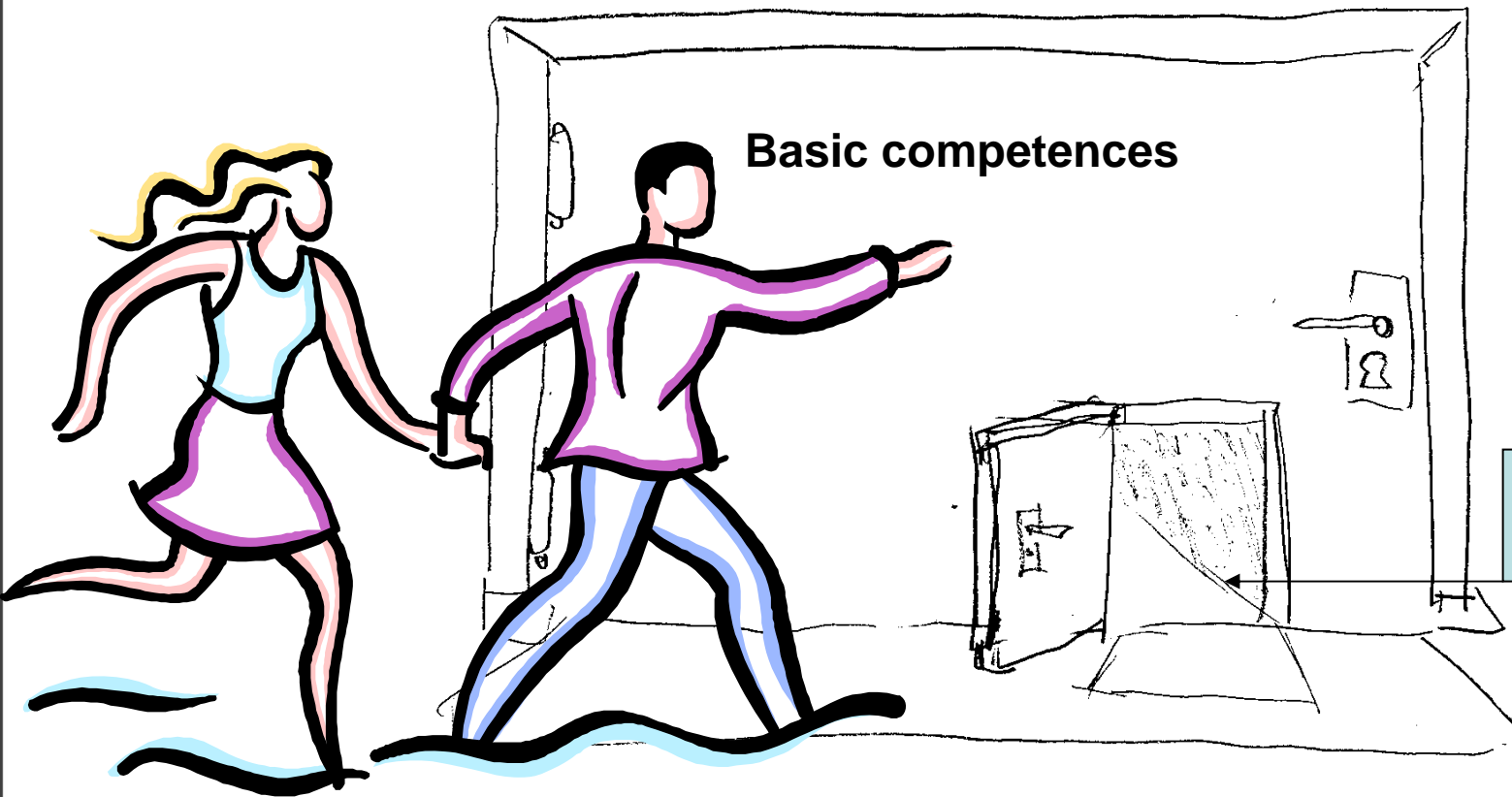
Vox - Norwegian Agency for Lifelong Learning

- Basic skills: Literacy, numeracy, oral communication and the use of ICT
- The Basic Competence in Working Life Programme
 - Basic learning projects in enterprises

A Norwegian example

VOX project “New Chances”

- Vox in cooperation with local authorities, companies, education providers and individuals.
- Target group: young adults at risk (= lack of basic skills)



Basic competences

Young adults
at risk

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Policy making

Consumers

Authorities

Social partners

Providers