

# Strategy for digital competence and infrastructure

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 NORWAY

## Timeline

2022 Design

2023 Approved/Agreed

2024 Completed

ID number 43626

## Background

Technological development is progressing rapidly. The government has decided to develop a strategy for digital competence and infrastructure until 2030, to ensure that Norway can keep up with the rapid changes.

## Objectives

The government's objective is to strengthen the digital competence of the population, to ensure the world of work has access to better digital competence and infrastructure, and to make digitisation a core competence in the public sector.

## Description

The strategy for digital competence and infrastructure, from kindergarten to upper secondary education, contributes to the government's overall digitalisation and education policy goals as they emerge from the government's political platform. It aims to enable children and young people to experience a greater emphasis on practical skills and abilities in school. Increased competence, better equipment and more learning arenas are highlighted in the political platform as measures that can contribute to more practical and varied everyday school life.

The upcoming strategy is expected to run until 2030 as an umbrella document where various areas will be specified in measures and action plans throughout this period. Both kindergarten and vocational education and training are intended to be treated separately in the new strategy.

### 2022 Design

Input rounds were conducted to develop the content of the strategy.

### 2023 Approved/Agreed

The strategy was published 20 April 2023. For vocational education and training and higher VET the strategy aims to strengthen the professional digital competence at

universities, colleges, higher vocational colleges and vocational education and training, for these sectors to develop relevant basic, continuous education for teachers, skilled workers, managers and other employees in the nursery sector.

The strategy also recommends developing an action plan for digital competence and infrastructure for vocational education and training, based on the model of tripartite cooperation.

It is a goal to ensure training of the students in relevant digital equipment, to qualify them as apprentices.

Last point concerning VET is to further develop measures which give students in vocational education and training access to technology used in the world of work.

### **2024 Completed**

The Directorate for Education and Training updated the information webpage concerning digital competence in schools. The page is a collection of resources for digitisation for those who work with kindergartens and lower- and upper secondary schools.

This was to ensure that teachers, school leaders and school owners develop their competences to be able to support pupils' learning in this field.

## **Bodies responsible**

- Ministry of Education and Research (KD)

## **Target group**

### **Learners**

Learners in upper secondary, including apprentices  
Young people (15-29 years old)

## **Thematic categories**

### **Modernising VET infrastructure**

Modernising infrastructure for vocational training  
Improving digital infrastructure of VET provision

## **European priorities in VET**

### **Osnabrück Declaration**

Resilience and excellence through quality, inclusive and flexible  
VET

## **Subsystem**

IVET

## **Further reading**

[News item about the new strategy](#)

## Related policy developments

2024 Implementation

### VET-related priorities in the political platform of the government

Following the elections of autumn 2017, the government announced its priorities on 14 January 2018. For upper secondary VET, they included:

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**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

“ ... ” **Cite as**

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