


Curricula renewal: a process for developing new curricula

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 NORWAY

Timeline

2016 Design 2017 Design 2018 Design 2019 Design 2020 Implementation
2021 Completed

ID number 28467

Background

A national commission mandated by the government presented in 2015 an official report on the schools of the future. The report proposed a new strategy for the renewal of curricula and competences in education and training, including VET. The report underlined that education and training had to contribute to developing learners' knowledge and competences for them to become active participants in an increasingly knowledge-intensive society. Changes were suggested, in particular renewing curricula to satisfy future competence needs in society and the labour market. Digital skills should be connected more closely to subject-specific competence. Digital competence should be integrated with other cross-curricular competences. Researchers pointed out that the notion of key competences was previously unclear and that they were unevenly integrated in the learning objectives. New curricula should make it obvious how key competences are included in academic subjects and how they can function as a basis for general learning.

Description

In April 2016, the government introduced a white paper aiming at school curricula renewal. Reading, writing, maths, communication and digital skills were suggested to remain as key competences and should be incorporated in curricula where relevant. It should be made clear which subjects are responsible for key competences, especially as regards digital skills and maths. Public consultation on the process was completed in June 2017. It resulted in a process to renew all curricula.

2016 Design

2017 Design

2018 Design

2019 Design

New curricula are under development and will be implemented as of the school year 2020/21. The curricula will have one part describing the values and principles on which the education should be based. Three interdisciplinary subjects will be prioritised: democracy and citizenship, sustainable development and public health and coping.

These themes will be prioritised in all subjects where relevant. The curriculum will get a new structure and will have three parts: subject-related information; competence aims; assessment.

2020 Implementation

For the first to the ninth grade and the first year of upper secondary education the new curricula were introduced in August 2020. For the tenth year and second year of upper secondary education the introduction of the new curricula is planned for August 2021 and the change to the final year of upper secondary is scheduled for August 2022. The municipalities are being supported with funding to handle all the changes linked to the renewal. The funding is earmarked for new teaching and digital aids.

2021 Completed

The curricula renewal has been completed and the new curricula will be implemented accordingly.

Bodies responsible

- Ministry of Education and Research (KD)
- Norwegian Directorate for Education and Training

Target group

Learners

Learners in upper secondary, including apprentices

Education professionals

Teachers

Thematic categories

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Acquiring key competences

Subsystem

IVET

Further reading

[White Paper on school curricula renewal](#)

[Digital skills in education](#)

[More information by the Norwegian Directorate for Education and Training](#)

[Link to the process of curricula renewal](#)


[Link to funding for teaching and digital aids](#)

Related policy developments

2025 Completed

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:

 NORWAY

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

“ ... ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28467>