

## THEMATIC COMPILED INFORMATION SUBMITTED BY NORWAY

### ARTICLE 13 UNCAC

#### AWARENESS-RAISING MEASURES AND EDUCATION

##### NORWAY (EIGHTH MEETING)

###### (measures taken)

The national curriculum in Norway consists of subject curricula and a core curriculum. In the subject curricula we have objectives for pupils' competence (learning outcome). The curricula is based on the principles of local freedom to organize and select the specific content in the subjects, and methods and resources of teaching and learning. Corruption or anti-corruption are not specifically mentioned in the Norwegian curricula, but there are several objectives in different subjects that can support teaching on related topics, such as economical understanding, ethics, and civil rights and duties.

The Ministry of Education and Research recently sent a new core curriculum on public hearing. The core curriculum is based on the Education Acts objectives clause from 2008 (Section 1-1).

Section 1-1 in the Education Act, specifies that "The pupils and apprentices shall: learn to think critically and act ethically" (...) "develop knowledge, skills and attitudes so that they can master their lives and can take part in working life and society".

###### (actions required)

In 2013 The Norwegian Government appointed a committee to assess primary and secondary education subjects based on what competencies are needed in the society and working life in the future. Based on this work, the ministry wrote a white paper to the Parliament about the content and curriculum of primary and secondary schooling in Norway: White paper no. 28 (2015-2016): subjects, in-depth learning and understanding.

The White paper proposes a renewal of the curriculum "Knowledge Promotion" and the subjects in primary and secondary school. The process of the renewal of the curriculum has started, and the main objectives are to:

- o prioritise key elements and key concepts in each subjects' curricula to avoid overcrowded curricula, and strengthen in-depth learning
- o provide more support to the assessment of pupils
- o integrate competences like critical thinking and problem solving in relevant subjects' curricula
- o develop three interdisciplinary topic areas that are particularly important and must be clear in the subject curricula: Sustainable development, democracy and citizenship, and public health/life science.

###### (remarks on higher education)

Norwegian higher education institutions are fully autonomous when it comes to the content of their study programmes. Consequently introducing obligatory modules on ethics, anti-corruption, corporate law etc. is a decision left to the higher education institutions. The

Ministry of Education and Research has no information on the extent of existence of such courses, but we believe several of the topics are addressed in a wide range of study programmes.

Certain study programmes are, however, governed by a national plan. This is the case for e.g. teacher training, engineering, auditing, etc. For these study programmes the overall learning outcome for the study programme has been defined by the Ministry, but it is up to the higher education institutions how they ensure that the graduates achieve the learning outcome defined for that particular study programme. Topics defined in the overall learning outcome for these study programmes could include e.g. ethics.