



Norwegian Ministry
of Education and Research

Strategy

Strategy for Norway's participation in Erasmus+ and the European Education Area





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1. Preface

Throughout the ages, Norwegians have been defined by their wanderlust. This barren country with its extensive coastline – our historical motorway – has been the perfect setting for embarking on many journeys. The purposes of such travel have varied from trade and plundering to a lust for adventure and even flight. For whatever reason, our gaze has always been fixed on the horizon. We engaged in the movement of goods, services and people long before such mobility became enshrined in international treaties. We have travelled by Viking ships, transatlantic cruise ships and polar vessels.

The world we live in today is more closely interwoven than ever before. We communicate just as quickly across national borders as within them. We are all explorers with access to travel opportunities that are historically unique, taking us to the other side of the world in a heartbeat. But we also share our challenges. The climate crisis does not take heed of national borders. Authoritarian and violent regimes create instability and force people to flee. Pandemics affect us all if we do not develop vaccines together.

It is no longer enough to be sufficient unto oneself. We must let the world in. International cooperation and dialogue across national borders are essential to tackling the challenges the world is facing. Norwegian society and working life are becoming increasingly international, which helps to generate the knowledge, expertise and skills essential to succeeding in the future.

Wanderlust is more important than ever. International cooperation takes place in many different ways and it is something we can all take part in. Together, we can steer society in a more sustainable direction. The Government wishes to facilitate international cooperation and mobility opportunities for early childhood education and care staff, young people, representatives of the voluntary sector and people in general throughout their educational pathways. It is also decisive that we create links between education and research.

European cooperation on education, training, youth and sport creates many opportunities and contributes to policy development and common framework conditions that benefit Norway and the rest of Europe. The cooperation objectives in the strategy we are now presenting are ambitious and we would encourage everyone to take part and grasp the opportunities

provided by European cooperation on education, training, youth and sport. Only then can we achieve our objective of improving the quality and relevance of Norwegian cooperation on education, training, youth and sport. And only then will we be able to solve the major global challenges ahead.



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2. Introduction

The EU is making proactive efforts in the area of education and youth. Education and knowledge are emphasised as important areas for achieving the EU's overall priorities that aim to build a more competitive, climate-neutral and inclusive economy, as well as supporting the UN Sustainable Development Goals (SDGs). Education and knowledge are essential to the green and digital transition in Europe and to rebuilding the economy after the COVID-19 pandemic, which has demonstrated the need for common preparedness and cooperation. Education is an obvious arena that can be used to promote social inclusion and equal opportunities. The first principle of the European Pillar of Social Rights is that everyone has the right to high quality and inclusive education, training and lifelong learning. The EU also has a clear youth policy that emphasises active participation in democratic processes, contact across national borders and empowering youths to take charge of their own lives.

Norway has good reason to prioritise European cooperation and develop its relations with the EU. There is much overlap between European and Norwegian objectives, priorities and challenges as regards education, training, youth and sport.

Erasmus+ is the EU programme for education, training, youth and sport and will contribute to establishing the European Education Area by 2025.¹ The European

Education Area is an ambition to create a common, borderless Europe for study and learning.

The EU is increasingly recognising the interrelationship between education, research and innovation. To achieve the ambitions of the European Research Area (ERA), the links between the ERA and the European Education Area must be utilised more expediently. Universities and university colleges play a key role here since education and research form part of their core activities. The Erasmus+ and Horizon Europe programmes are important instruments for strengthening the links between education, research and innovation.

Norway has participated in the various forms of the Erasmus+ programme since 1992, which has produced good results. Our participation in European cooperation on education and Erasmus+ helps us to achieve our education and youth policy objectives through international cooperation. The inclusion of youth who fall outside the system is an important objective in both the EU and Norway.

Participation in Erasmus+ also entails an investment for Norway. Our participation involves a commitment, but the investment also provides many opportunities we would not have had on our own. With this strategy, the Government wishes to present Norway's goals, priority areas and measures for its participation in European cooperation on education, training, youth and sport through the Erasmus+ programme and the European Education Area. European cooperation contributes

¹ The European Commission presented a white paper on 30 September 2020 relating to the European Education Area to which Norway has stated its position: [Norwegian comment to the European Education Area - regjeringen.no](https://www.regjeringen.no).



to quality, new knowledge, intercultural competence, innovation and networks for the future.

The Government wants to give more pupils, youth, students, teachers and staff intercultural learning and mobility opportunities in Europe. The quality of education and training will be further developed through international efforts. The Government would also like more Norwegian actors to collaborate with the best environments in Europe to solve joint societal challenges related to areas such as digitalisation, active learning, drop-out and outsidersness, climate and the environment, citizenship and combatting violent extremism. This can be achieved by broad and active participation in Erasmus+ and the European Education Area.

3. The objectives of Norway's participation in European cooperation on education, training, youth and sport

Norway's participation in European cooperation on education, training, youth and sport through Erasmus+ and the European Education Area makes a significant contribution to enhancing the quality² and relevance of Norwegian education, training and youth work. Young people and staff who have taken a period of training or study abroad have increased their knowledge of their field and improved their cultural and linguistic understanding. Collaboration at project level helps to develop and raise the quality of teaching, while stronger international networks contribute to improving knowledge dissemination.

Cooperation with the EU has significant effects on Norway's population, society and economy. At the individual level, a period of study or training abroad contributes to more young people taking further education, finding jobs, playing an active part in society and taking more control of their lives. Participation gives people an education and experience that enables them to actively participate in and contribute to society. At the societal level, participation provides access to knowledge and networks that are important to solving major societal challenges.

The Government has four objectives for Norway's participation in European cooperation on education, training, youth and sport through Erasmus+ and the European Education Area during the period 2021–2027. The objectives have an essential role in increasing both quality and relevance, and addressing major societal challenges related to inclusion, diversity and the digital and green transition.

² Quality refers to the standards that must be maintained, and meeting expectations and requirements, but it is also about variety, diversity, development and innovation, effectiveness and relevance, cf. Harvey & Green's (1993) popular definition of quality.

The Government wants to see broader participation in Erasmus+ in order to fully utilise the opportunities the programme presents. The Government has set the following objectives for participation:

1. The cooperation shall help to solve major societal challenges.
2. The cooperation shall strengthen collaboration between education, training, the labour market and society.
3. The cooperation shall give more people an opportunity to participate in an international learning environment.
4. The cooperation shall contribute to the development of policy and framework conditions.

The Government has also defined a number of quantitative targets for our participation in European cooperation under Erasmus+ for the same period. The targets have been more than doubled since the previous programme period. The quantitative targets will be assessed halfway through the period.

In Norway, the Directorate for Higher Education and Skills (HK-dir)³ and the Directorate for Children, Youth and Family Affairs (Bufdir) are the National Agencies for Erasmus+ and play a key mobilisation role as regards participation in and implementation of the programme.

³ The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku) was the National Agency for Erasmus+ until 1 July 2021. HK-dir was established on 1 July 2021 by merging the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku), Skills Norway and parts of Unit – the Directorate for ICT and Joint Services in Higher Education and Research. Universell, which is currently affiliated to the Norwegian University of Science and Technology (NTNU), will also be part of the new directorate.

The Government wishes to see the following results of participation in Erasmus+ in the period 2021–2027:

Mobility

During the course of the programme period,

- 30,000 students shall take a period of study or training abroad, 4,500 of which shall be internship mobility
- 10,000 pupils and trainees taking vocational education and training shall take a period of training abroad
- 7,500 primary and lower secondary pupils, and upper secondary pupils taking a programme for specialisation in general studies, shall take a period of study abroad
- 8,500 administrative and academic staff in higher education shall take a study or training period abroad
- 3,500 staff from early childhood education and care institutions, primary and lower secondary schools, and upper secondary schools from the specialisation in general studies programme, shall take a period of training abroad
- 1,250 staff and participants in adult education shall take a period of training abroad
- 50,000 youths and youth workers shall participate in international mobility projects funded by the National Agency for Erasmus+: Youth
- all Norwegian county authorities shall be accredited in at least two sectors

Partnership for cooperation

During the course of the programme period,

- Norwegian institutions shall participate in 1,000 partnerships
- 75 Norwegian organisations that have not previously participated in an Erasmus+ project shall coordinate a partnership
- 70 organisations from the sport sector shall participate in international cooperation projects
- 15 per cent of all projects coordinated by Norway shall involve actors from the business and employment sector

Prestigious actions

During the course of the programme period, Norwegian institutions shall coordinate or be a partner in

- at least seven alliances under the European Universities Initiative
- at least five Centres of Vocational Excellence
- at least five European Teacher Academies
- at least ten Alliances for Innovation and Forward-Looking Cooperation Projects
- at least 15 Erasmus Mundus collaborations

Societal challenges

During the course of the programme period,

- at least 25% of all partnerships coordinated by Norway shall address the topic of sustainability
- at least 20% of all projects coordinated by Norway shall receive additional funding for green travel
- at least 25% of all partnerships coordinated by Norway shall address the topic of inclusion or integration
- at least 35% of all projects coordinated by Norway shall receive additional funding for inclusion measures
- at least 25% of all partnerships coordinated by Norway shall address the topic of digitalisation
- at least 20% of all projects coordinated by Norway shall combine physical and digital mobility

Objective 1: The cooperation shall help to solve major societal challenges



The major challenges facing society are complex, intersectoral and interdisciplinary. A lack of integration and participation in society, climate change and the digital transition are examples of challenges mentioned in the UN Sustainable Development Goals (SDGs) and in the EU's ambitions for the European Education Area and European Research Area. Several of the challenges require green and digital transitions.

Erasmus+ seeks to reflect society and make it possible for people with different abilities and in different phases of life to participate. This will provide more opportunities for participation and more flexible ways of participating. The programme's projects and actions aim to solve the most important interdisciplinary problems, such as inclusion, active citizenship, and sustainable and digital transitions.

Focus areas

Inclusion, diversity and active citizenship

Inclusion is one of the most important principles of Erasmus+ and the European Education Area. The European Commission has adopted an ambitious inclusion and diversity strategy that is to be implemented in each country based on the specific challenges they face.

Erasmus+ aims to reflect the composition of society, and the programme emphasises including participants from groups that have fewer opportunities. This includes people with learning challenges, physical disabilities, more extensive health problems or financial and social challenges. The programme is also aimed at people who experience challenges relating to their ethnic background and cultural differences. Erasmus+ projects are linked to both larger and smaller disciplines, industries, unmet needs for expertise, study programmes with little international mobility and student associations, and they should engage broader sections of society. Norwegian sports organisations, for example, can receive funding for projects that prevent violence, and combat racism, discrimination and intolerance in sports activities. During the

implementation period for this strategy (2021–2027), it is important that the National Agencies make active and continuous efforts to include groups with fewer opportunities in Norway.

Erasmus+ also helps to improve our understanding of conditions in Europe and the significance of democracy and active participation in society at the local and national level. Through participation in the programme's training activities, youth workers can become more competent at involving youth in decisions that concern them. The programme also aims to mobilise the youth themselves to pursue political objectives and implement their own projects, including through the new project type 'Youth-driven projects'. The municipalities and county authorities also emphasise youth participation, and from 2019, a requirement for a youth council in all municipalities and county authorities was added to the Local Government Act. County authorities, municipalities, the Norwegian Association of Local and Regional Authorities (KS) and municipal representative bodies are important parties in the work on ensuring that Erasmus+ contributes to active youth citizenship.

Digital transition

We stand on the brink of a major digital transformation of society. A well-functioning modern society is dependent on good digital infrastructure, knowledge about digital security⁴, high digital competence in the population and digital inclusion. Digitalisation efforts in Erasmus+ aim to promote innovation and the development of new methods and tools that can be used in education, training and youth work. However, digitalisation is also an instrument for improving access to education. The research network RAY plays an important role in research on digitalisation of the programme areas relating to youth.⁵ Digitalisation is also important in simplifying students' and institutions' application and approval processes for student

⁴ [Nasjonal strategi for digital sikkerhetskompetanse \(National strategy for cyber security competence – in Norwegian only\) regjeringen.no.](https://test.researchyouth.net/projects/digi/)

⁵ <https://test.researchyouth.net/projects/digi/>



mobility. The educational institutions are therefore expected to use the European tools for the digitalisation of Erasmus+, such as the European Student Card.

EU policy, along with national plans and schemes and Norway's participation in the Digital Europe Programme, will contribute to a modern, digitalised society and education systems.⁶

Sustainability

Erasmus+ and the European Education Area will contribute to the European Green Deal and thereby promote the green transition. Participation in European collaboration projects aims to encourage green transitions by focusing on environmentally conscious and sustainable choices, facilitating more environmentally friendly travel alternatives, and developing greener practices and sustainable project management. The programme will as such reinforce the projects' contribution to society. The authorities in Norway are committed to promoting the UN SDGs and the Paris Agreement to reduce Norway's climate footprint, and wish to ensure that our participation in Erasmus+ also contributes to achieving these goals.

Actions to achieve objective 1

- Bufdir and HK-dir shall provide information about the opportunities the programme provides and help to increase participation in the priority areas inclusion, digitalisation and sustainability. The Directorate for Education and Training and the Directorate of Integration and Diversity will contribute in areas that reflect their responsibility.
- Bufdir and HK-dir shall draw up a national strategy for inclusion and diversity to increase participation among groups that are underrepresented in Erasmus+.
- As a member of the European *Digital Youth Work* network, Bufdir shall contribute to sharing experience from the network's strategic cooperation on digital youth work.
- The National Agencies shall promote a green profile in the programme and help to ensure that project owners make environmentally conscious and sustainable choices.
- Bufdir shall target its information and training measures towards youth councils and other municipal representative bodies.

⁶ [Digital Education Action Plan \(2021-2027\) | Education and Training \(europa.eu\)](#).
[Digitaliseringsstrategi for universitets- og høyskolesektoren 2017-2021](#) (Digitalisation strategy for the higher education sector 2017-2021 – in Norwegian only) regjeringen.no.
[Digitaliseringsstrategi for grunnsopplæringen 2017-2021](#) (The digitalisation strategy for basic education 2017-2021 – in Norwegian only) regjeringen.no.

Objective 2: The cooperation shall strengthen collaboration between education, training, the labour market and society



Working life and society are characterised by increasing international influence and social and cultural diversity. Improving international cooperation between education, training and the labour market will lead to better education for individuals and the skills the labour market needs.

Innovation and entrepreneurship are recurring focus areas in Erasmus+. Cooperation partnerships, internship mobility, innovation alliances and Centres of Vocational Excellence are all measures that encourage, or require, cooperation between the labour market and the education sector. Entrepreneurship and labour market relevance are the topics of several collaboration projects.

An important goal of the Government's skills policy is to close the gap between labour market needs and employees' skills. It is important that Norwegian pupils, trainees and students acquire knowledge and skills that are important in the labour market of the future. To achieve this, pupils and students taking training should be put in touch with businesses that lack labour and wish



to provide training. At the same time, pupils and students must receive training in critical thinking, reflection, problem solving, communication and cooperation and entrepreneurship, skills that are developed through international mobility. For the organisations participating in the cooperation, the networks they develop are valuable for their own development and subsequent participation in Horizon Europe.

To continue and improve cooperation between education and the labour market, the Government has prioritised the following focus areas and actions:

Focus areas

Strategic use of Erasmus+ at the local and regional level

Local authorities should use the programme more strategically to increase local and regional knowledge and skills levels. Employees with international experience and knowledge will be able to enhance local and regional business and industry. Greater cooperation with vocational training offices, for example, will enable businesses to be in closer dialogue with their trainees during mobility periods, which can in turn generate synergies for Norwegian businesses and professional communities.

There is great potential to increase Norwegian municipalities' participation in the programme. The National Agencies should therefore focus their efforts on increasing participation from the municipal sector, and, together with the county authorities and projects, help to spread results and examples of strategic use of Erasmus+.

Ensuring relevant lifelong learning

It is a national objective that as many people as possible are able to participate in working life and that no one is excluded due to a lack of training and education. To achieve this, emphasis is placed on lifelong learning and the development of flexible schemes and training and education arrangements that can be adapted to

different target groups. This coincides with one of the main objectives of the Erasmus+ programme and the European Education Area, which is greater inclusion of different groups with various challenges that hinder their participation in working life and lifelong learning. Collaboration between the education sector, the labour market and the voluntary sector is key to this end. The Government has presented a separate strategy for flexible and decentralised education at tertiary vocational colleges, university colleges and universities.⁷

The Government has presented Report No 14 to the Storting (2019–2020) The Skills Reform – Lifelong Learning. The objectives of this white paper are that no one's skills become obsolete, and that the labour market has access to the skills it needs. The white paper contains a number of measures intended to encourage lifelong learning, including grant schemes to increase the provision of flexible further education.

Report No 21 to the Storting (2020–2021) *Fullføringsreformen – med åpne dører mot verden og fremtiden* (The Secondary Education Completion Reform – in Norwegian only) sets out more opportunities for lifelong learning through measures for both youths and adults. The Government proposes that youths are given the right to education until they have achieved a vocational qualification or the Higher Education Entrance Qualification. Adults who have completed upper secondary education should have the right to acquire new qualifications. The white paper proposes that the primary model for basic school education for adults should be organised into modules to adapt to the life situations of adults.

Increased use of internship mobility

To ensure the relevance of Norwegian higher education, good dialogue is essential between the academic communities at universities and university colleges and relevant representatives of the labour market. The white paper on labour market relevance highlights the need for greater cooperation between knowledge clusters and business communities, public services and academic communities at universities and university colleges on developing education and teaching methods.⁸

There is a potential to increase the use of internship mobility in higher education, including opportunities for new graduates. Internship mobility helps to make education more relevant to the labour market and creates a smoother transition to working life, and is dependent on mutual agreements between universities and university colleges. There is furthermore a high demand for internship mobility in vocational education. It is thus a clear objective that upper secondary schools, tertiary vocational colleges, universities and university colleges increase their use of internship mobility, which will increase the relevance of the education they provide.

Actions to achieve objective 2

- **HK-dir, along with the Directorate for Education and Training (Udir) and learning institutions shall facilitate lifelong learning and utilise the opportunities provided by Erasmus+ to this end.**
- **HK-dir shall organise experience conferences and create arenas where municipalities, county authorities, employers and the education sector can share experience and best practice for study and internship mobility and for lifelong learning.**
- **HK-dir shall develop guidelines and helpful brochures about both study and training periods abroad. HK-dir will cooperate with Udir on the use of Erasmus+ in basic education for both individual mobility and project collaboration.**
- **The Ministry of Education and Research shall enter into dialogue with the social partners and universities and university colleges to establish memorandums of understanding on international internship mobility as part of study programmes.**

⁷ https://www.regjeringen.no/no/dokumenter/desentralisert-og-fleksibel-utdanning-ved-fagskoler-hoyskoler-og-universiteter/id2861368/?utm_source=regjeringen.no&utm_medium=email&utm_campaign=nyhetsvarsel20210617

⁸ **Report No 16 to the Storting (2020–2021) Utdanning for omstilling – Økt arbeidslivsrelevans** (Education for reorganisation – Increasing labour market relevance – in Norwegian only).

Objective 3: The cooperation shall provide greater opportunities to participate in an international learning environment



One important objective of Erasmus+ is to contribute to developing perspectives, learning content and intercultural experience through both inbound and outbound mobility and international cooperation on projects that concern more than just mobility.

Report No 7 to the Storting (2020–2021) *En verden av muligheter – Internasjonal studentmobilitet i høyere utdanning* (A world of opportunities – international student mobility in higher education – in Norwegian only), cf. Recommendation 247 to the Storting (2020–2021), signals high ambitions for mobility in higher education, setting out that half of those who take a degree in the Norwegian higher education system should have taken a period of study or training abroad. Erasmus+ is the most important instrument for achieving the Government's goal of a culture change in Norwegian higher education, where international student mobility raises the quality of higher education and research.

Increased mobility in basic education will help to achieve the goal of making internationalisation available to everyone, while also achieving greater mobility in higher education when the pupils go on to become students.

When it comes to staff, mobility provides access to professional European networks, which creates opportunities for acquiring knowledge and experience of how training and education take place in other European countries and insight into innovative practices. The staff's mobility, both current and previous, can also help to promote mobility among pupils, trainees and students. In the youth sector, the strong focus on training youth leaders and workers makes an important contribution to developing the quality of youth work in municipalities, organisations and leisure clubs in Norway. This leads to new and innovative ways of working.

Ensuring that more people can participate in international learning environments is also about strengthening the European dimension in all learning arenas, both formal and informal. Not everyone is able to travel abroad, but strengthening the international

dimension in all national learning arenas will allow more people to gain international experience. Foreign students and pupils staying in Norway contribute positively to the learning environment by introducing different ways of learning, asking questions about teaching methods used in Norwegian institutions and offering different academic and social perspectives. In this way, international students and pupils provide new perspectives and international expertise and experience to Norwegian institutions. Youth mobility that takes place as part of a project involving the local community can help youths and other citizens to see themselves in a new light.

Focus areas

Increased mobility and equal access for everyone

The Erasmus+ programme is the most important tool in Norway for increasing mobility to and from other countries. Nonetheless, the degree to which the various levels of education and institutions in the youth sector utilise the programme varies considerably. There are also striking geographical differences. Working to ensure that all youths, pupils, students, trainees and staff have equal access and opportunities to participate in international mobility schemes and projects is essential. It is also important to make efforts to simplify application processes for institutions that use Erasmus+ to make it easier for smaller organisations and newcomers to gain access to the programme. County authorities, KS and the municipalities are important contributors to creating good structures and reducing barriers to participation since they can help to spread knowledge about the programme and be active drivers of increased mobility.

Endeavours have long been made in higher education to enable Norwegian students to take part of their education abroad. However, figures from 2019 show that only one in six students take advantage of this opportunity. It is therefore important that Norwegian university colleges and universities facilitate study or training periods abroad in all study programmes, and

ensure the academic quality of such stays. Universities and university colleges should use Erasmus+ to improve cooperation with European partners.

Mobility in basic education is on the increase and the new programme also provides better opportunities for new groups of pupils. Mobility for pupils, trainees and staff in basic education has high value in itself, but is also a way to encourage more people to take a period of study abroad in the course of a future education pathway. The Government expects HK-dir to use the Erasmus+ programme to help Norwegian organisations and educational institutions to establish and improve cooperation with European partners.

It is particularly important to include youth with fewer opportunities. There is much to indicate that the programme has already succeeded relatively well in this respect, with over 30 per cent of participants falling under this category in the previous programme period. Research on the effect of participation in Erasmus+ also shows that the positive effects are particularly strong for youths with fewer opportunities.⁹ It is nonetheless important to endeavour to ensure all youths have equal access to the programme. The National Agencies must use established and new arenas and channels for spreading knowledge about the mobility opportunities available. They must also identify ways of reaching out to new groups and organise outreach and information activities targeting specific stakeholders such as inclusion organisations, municipalities and leisure clubs. The National Agencies must thus be pro-active when it comes to providing advice and guidance.

Increased Norwegian participation in prestigious actions: centralised funding

The Government wishes to see a greater focus on participation in core funding activities announced by the Commission, which comprises 17 per cent of the programme's budget. There is a significant potential to improve participation in the parts of the programme that are not administered by the National Agencies. The excellence initiatives, which are the most prestigious centralised calls for proposals, include the European Universities Initiative, Centres of Vocational Excellence, Erasmus Mundus master's degrees and the new instrument Erasmus+ Teacher Academies. The precise direction and frequency of these calls for proposals will vary, but it is important that both the national authorities

and the National Agencies encourage Norwegian applications, since these measures lay the premise for European policy development and are relevant to the development and implementation of national policy.

This part of the programme also makes it possible to measure the competitiveness of Norwegian actors compared to those from other countries. However, the quality and effect of these measures are the most important considerations. Capturing data about centralised funding remains a long-standing challenge, since not all aspects of such funding are transparent.

International student mobility as an integrated part of all study programmes

Erasmus+ is the most important instrument for achieving the Government's ambition of a culture change in higher education. International student mobility must form an integrated part of all study programmes, and students should have to, if relevant, make an active choice not to take parts of their education abroad. To ensure that the internationalisation of higher education helps to increase the quality, relevance and attractiveness of Norwegian educational institutions, student mobility must be integrated in and based on institutional cooperation. The Erasmus+ programme ensures that this is the case. Institutions participating in Erasmus+ sign an Erasmus Charter¹⁰ regulating all aspects of student mobility before, during and after the mobility period, as well as project collaboration between the participating institutions. The Government expects universities and university colleges to ensure that international student mobility forms an integrated part of all study programmes and that internationalisation efforts are aligned with the institutions' plans and strategies.

Strengthening an international learning environment at home

Internationalisation at home is an important instrument for achieving the goal of as many people as possible participating in an international learning environment. Receiving visits from abroad is an important element of collaboration and mobility projects and provides opportunities for broader involvement locally. The presence of youths, students, pupils, youth workers and staff from abroad is an important aspect of creating an international learning environment at home.

International pupils and students provide new academic and social perspectives, and must be

⁹ See the summary of research on the youth aspects of the programme at www.researchyouth.net/facts/

¹⁰ [Erasmus Charter for Higher Education 2014-2020 \(europa.eu\)](http://europa.eu)



considered a resource at their place of study, a resource which should be utilised more expediently.

Technological developments strengthen the possibility of international cooperation without having to meet face-to-face. The use of technology can add an international dimension to Norwegian education and training where everyone can participate. Digital cooperation can also be an environmentally friendly alternative.

Blended mobility combines digital cooperation with shorter physical mobility periods. This means that students can gain international education experience without having to be away for a whole semester. In the youth sector, blended mobility will help to strengthen partnerships between organisations that cooperate on mobility projects across national borders, both during the planning and preparation phase and after the projects' completion. This will increase youths' influence, ownership, mastery and learning outcomes. eTwinning is the digital platform in Erasmus+ used by teachers and pupils in basic education for collaboration, project work and developing a learning community in Europe. It is also a tool for finding and establishing contact with European partners and can prepare the ground for collaboration projects and mobility in Erasmus+.

Participants in Erasmus+ projects contribute to an international learning environment, but there is room for improvement with regard to utilising the results to improve teaching in Norway. The Government therefore expects participation in Erasmus+ collaboration projects to be actively used to strengthen teaching and learning.

Improving cooperation with non-English speaking countries

To achieve the objective of improving mobility, it is an important goal that more pupils, trainees and students go to non-English speaking countries. The Government wishes to improve bilateral cooperation, particularly with France and Germany, in the field of research and education and encourages individual mobility to these countries. The EU's objective is that everyone should learn two foreign languages in addition to their mother tongue. Foreign language tuition should start early and provide authentic language experiences to ensure high quality tuition and to increase motivation to study languages. Erasmus+ collaboration projects and pupil and staff mobility can provide competence-building opportunities and a chance for staff and pupils to practise foreign languages. Erasmus+ also facilitates mobility and cooperation with countries outside Europe. It is important that these instruments are used to strengthen cooperation with strategic partners outside the EU. These instruments should also be seen in conjunction with national instruments for global cooperation.

Improving international cooperation in upper secondary education and primary and lower secondary education

In Report No 21 to the Storting (2020–2021) The Secondary Education Completion Reform, the Government states that international cooperation must be actively used in upper secondary education to better prepare pupils for further studies and working life. Pupils, trainees and teachers must be given mobility opportunities.

Actions to achieve objective 3

- The National Agencies shall strengthen their cooperation with local and regional authorities to mobilise broad participation in Erasmus+.
 - The Directorate for Education and Training and the Directorate of Integration and Diversity shall draw up strategies that reflect their responsibility to increase participation in Erasmus+.
 - The Ministry of Education and Research, the National Agencies, the Norwegian Contact Office for Research, Innovation and Education in Brussels (NorCore), and the education sector shall cooperate to increase mobilisation for project collaboration through centralised funding in Erasmus+.
 - The Ministry of Education and Research and the National Agencies shall make endeavours to ensure the European Commission improves its data capture and transparency, enabling closer follow-up of Norway's contribution to centralised funding.
 - HK-dir shall establish arenas for cooperation such as experience conferences and create meeting places for municipalities, county authorities, employers and the education sector to share experience and best practice and establish structures for increased mobility.
 - HK-dir shall develop plans to increase blended mobility and virtual cooperation in order to facilitate internationalisation at the institutions.
 - HK-dir and Udir shall endeavour to ensure eTwinning becomes a key instrument for digital cooperation by providing training, guidance and arenas for Norwegian early childhood education and care institutions and schools.
 - HK-dir shall take steps to ensure that municipalities, county authorities and educational institutions can use Erasmus+ to improve the quality of teaching and learning in foreign languages and to improve cooperation with non-English speaking countries.
 - The Government shall consider various solutions to ensure a broad provision of training in foreign languages to all pupils in primary and lower secondary school and upper secondary school, including better opportunities to specialise in foreign language subjects and better distance learning opportunities. It shall also consider a new programme subject in foreign languages. Furthermore, the Ministry of Education and Research shall assess measures to strengthen foreign languages in primary and lower secondary school.
 - Bufdir shall develop information material and help to spread results, as well as formalise cooperation with the largest and most relevant umbrella organisations working with youth (e.g. the Norwegian Children and Youth Council (LNU), the Norwegian Association of Youth with Disabilities (Ungfunk), Ungdom og Fritid (U&F), the Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF) and Unginfo) about information measures and spreading the results of projects.
 - The Ministry of Children and Families, the Ministry of Education and Research and the National Agencies shall advocate simplifying application and reporting processes in Erasmus+.
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Objective 4: The cooperation shall contribute to the development of policy and framework conditions



The Communication on Achieving the European Education Area is ambitious as regards the development of a common policy in Europe. Erasmus+ is a key instrument for implementing the education area. One of the three main actions to this end is policy development through various cooperation arenas between participating countries. The Government wants Norway to participate in the cooperation on developing the European Education Area, and participation in Erasmus+ is therefore an important tool for Norway to advance this participation. In basic education, we also see many similarities between Norwegian and European priorities, which makes Norwegian actors' participation important also in this field. The Ministry of Education and Research together with HK-dir and other relevant bodies such as the Directorate for Education and Training and the Directorate of Integration and Diversity will develop and follow up priorities in the European Education Area and, in relation to higher education, also draw links to the European Higher Education Area (EHEA).

The reorganisation of higher education is a top priority in the EU and is at the core of both the European Education Area and the European Research Area. Universities and university colleges will be a driving force in developing knowledge relating to a sustainable Europe, particularly the Green Deal and digitalisation. The higher education sector is important since it is responsible for research and innovation, as well as higher education. The European Universities Initiative will play a key role in developing policy on higher education in the EU, for example in the assessment of a potential European degree and the work on strengthening links between research, education, innovation and social responsibility.

The European Teacher Academies and the Centres of Vocational Excellence are two other types of Erasmus+ projects. Both facilitate the implementation of important policy goals for the EU in the areas of competence policy and the teacher role and teacher education, respectively. Report No 21 to the Storting

(2020–2021) The Secondary Education Completion Reform discusses the establishment of a scheme for awarding status as a centre of vocational excellence as a supplement to the Centres of Vocational Excellence scheme under Erasmus+. The scheme will be developed together with the National Council for Vocational Education based on their work on excellent vocational subjects. The white paper states that it would be expedient to build on experience from initiatives such as the European centres.

The European Commission's youth strategy contributes to developing youth policy in Europe. The Commission's strategy has several similarities to Norway's child and youth policy, and Norway can thus draw inspiration for this policy by following policy developments in the EU.

To achieve the objective of the European cooperation contributing to the development of policy and framework conditions in Norway, the following areas will be prioritised:

Focus areas

Stronger alignment

Public agencies, regional authorities and educational institutions and actors in the youth/culture/voluntary sectors are encouraged to align mobilisation to and participation in Erasmus+ with the management's objectives and in plans and strategies. The actors can in this way link participation in the programme to existing development work.

Dissemination and use of results

The Government wishes to see more ripple effects from the results achieved. Clearly highlighting and disseminating good results will enable more actors to build on these results and contribute to developing methods and innovative practices. The follow-up of participants in training activities must also be further improved to ensure increased insight generates new projects.



Creating links to national policy

Through its participation in Erasmus+, Norway has access to cooperation arenas at government level. Through these cooperation arenas, Norway can provide input on Norwegian perspectives and priorities and thereby influence European policy development. The cooperation can also provide important input that Norway can use to develop national policy. The authorities must therefore prioritise Norway's participation in these cooperation arenas to ensure that national and European policy development are seen in conjunction with one another.

Positioning and contribution

Norway and Norwegian actors must actively contribute to the European cooperation. We will work to gain support for Norway's opinions and interests. Active positioning and contributions are important to increase the relevance of EU cooperation for Norwegian actors and ensure that the actors succeed. The Government will set out a clear position for Norway at an early stage in relation to policy and regulations that are important to the country, as required in the Instructions for Official Studies and Reports. The Government wishes to see strategic efforts to expediently utilise different channels and arenas for positioning, such as Norway's presence in Brussels and participation in committees.

In close cooperation with the EU delegation and the Norwegian Contact Office for Research, Innovation and Education in Brussels, the ministries and National Agencies must work to influence the initiatives early on while they are still at the proposal stage.¹¹ Cooperation with Norwegian regional representatives and educational institutions in Brussels are also key to this work since they may have other channels of influence that can be used to advance Norwegian interests.

Norwegian actors should grasp the contribution and learning opportunities available, for example through secondments to the European Commission, participating as an evaluator of project proposals and, where possible, participating in expert groups and working groups at the national and European level.

The scheme involving the secondment of national experts from Norway to work for a period in the European Commission helps to safeguard Norwegian interests. National experts open doors to dialogue and help to promote Norway's interests as well as build

¹¹ It follows from Chapter 5 of the Instructions for Official Studies and Reports that Norway must contribute to EU policy and regulation development in areas of significant importance to Norway.

expertise in European cooperation. Contributing to European policy development in areas of particular importance to Norway is essential. We can in this way provide sought-after expertise by sending national experts to the European Commission. Norway's experience of having national experts in the EU Commission has been good, and we will use the scheme strategically to follow up European cooperation.

Synergies between programmes and instruments

It is important that national and international programmes and schemes work together in order to generate synergies. Erasmus+, the European Education Area and other EU programmes and objectives are interlinked in different ways with a view to the EU achieving its knowledge development, transition, and inclusion and diversity goals. Norway must expediently utilise the links between Erasmus+ and other programmes and EEA funding to maximise the benefits from its participation in the programme.

For universities and university colleges, utilising synergies between Erasmus+ and Horizon Europe provides good opportunities to strengthen the work on achieving institutional goals, promoting career and recruitment work, and supporting research-based education and the quality and relevance of education. Instruments such as the European Universities Initiative and staff mobility under Erasmus+, the European Institute for Innovation and Technology and Marie Skłodowska-Curie Actions under Horizon Europe are intended to promote synergies between the two programmes.

Norwegian actors, including the organisations' management, must see the total portfolio of programmes in which Norway is to participate in context and that they are aware of the synergies in and between projects under Erasmus+ and other EU programmes.

Diku's quality programmes are a portfolio of funding schemes intended to improve the quality of higher education.¹² The programmes were established to enable academic groups to apply for project funding to explore and share good teaching methods, and to develop existing or new education programmes. The funding will also direct strategic attention to the work on raising the quality of education and improving its status. It is important to see the quality programme

portfolio in conjunction with funding announced under Erasmus+. The Ministry of Education and Research expects HK-dir to strengthen efforts on the links between programmes that promote the quality of higher education.

The objectives of the youth part of the programmes largely overlap with the objectives of Norway's national youth policy, with the core focus on inclusion of children and youths. The Ministry of Children and Family Affairs is among other things responsible for grant schemes targeting the inclusion of children and youths, which should be seen in conjunction with the grants distributed through the Erasmus+ youth programmes.

EEA and Norway Grants¹³, Nordic collaboration and Nordplus, the Arctic Strategy, Panorama cooperation¹⁴ and Diku's quality programmes are other examples of strategies, arenas and instruments that actors should map and whose synergies they should utilise. They should also consider the relationship between national and European funding mechanisms.

Monitoring and evaluation of participation in European cooperation on education, training, youth and sport

EU cooperation has an impact on education, training, youth and sport, citizens, society and the economy. To achieve the objectives of EU cooperation through Erasmus+ and the European Education Area and to assess the need to shift the focus of efforts, goal attainment must be monitored. The National Agencies play a key role in management of and mobilisation to Erasmus+, as well as in monitoring and assessing Norway's participation, which is required at regular intervals throughout the strategy period.

The Government encourages Erasmus+ participants to devise their own dedicated goals and strategies for participation.

¹² [Diku's quality programmes.](#)

¹³ EEA and Norway Grants are funding schemes that help to reduce social and economic differences in Europe and strengthen links and cooperation between Norway and 15 European countries.

¹⁴ The Panorama strategy applies to the period 2021–2027 and comprises nine countries outside the EU/EEA of strategic importance to the knowledge sector – Brazil, Canada, India, Japan, China, Russia, South Africa, South Korea and the USA.

Actions to achieve objective 4

- The National Agencies shall disseminate results and experiences together with the project owners.
 - Norwegian authorities shall participate and advocate Norwegian perspectives, rights and priorities in international cooperation arenas.
 - Bufdir is tasked with formalising the cooperation with relevant national organisations (such as LNU, Ungfunk, U&F, NIF and Unginfo) to develop the youth area.
 - Norwegian authorities shall take steps to ensure that staff are able to go on secondments for example as national experts to the European Commission.
 - The Ministry of Education and Research shall follow up the links between the European Education Area and the European Research Area (ERA).
 - The Research Council of Norway and HK-dir shall take steps to enable universities and university colleges to take advantage of the links between Horizon Europe and Erasmus+.
 - HK-dir shall highlight the relationship between Erasmus+ and national funding schemes, and the institutions shall make comprehensive efforts through the agencies to promote quality in education.
 - The Ministry of Education and Research, in cooperation with HK-dir, shall strengthen the links between Erasmus+, EEA and Norway Grants and the Long-term Plan for Research and Higher Education.
 - The National Agencies shall monitor goal attainment and assess status on an annual basis by reporting together to the responsible ministry.
 - The Government shall evaluate goal attainment and participation in European cooperation on education, training, youth and sport halfway through the period, but no later than 2024.
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Appendix

Erasmus+ 2021–2027: Quality through inclusion and diversity, active citizenship, and digital and green transitions

The digital and green transition, inclusion and diversity are three overriding priorities that will permeate activities in Erasmus+ in the period 2021–2027. The programme will continue to be characterised by quality and excellence. It must be easy to apply for Erasmus+ schemes and the programme must reach out to less experienced applicants. To achieve the EU objectives, all of the long-term EU programmes are organised to support larger synergies and co-funding of programmes. The research and innovation programme Horizon Europe, in which Norway also participates, is particularly emphasised when it comes to Erasmus+.

Erasmus+ has three Key Actions: 1. Learning mobility of individuals, 2. Cooperation among organisations and institutions; and 3. Support to policy development and cooperation in the programme countries. The Jean Monnet activities come in addition and provide support and funding for education and research on European history and integration studies. These actions also encompass schools and vocational education and training.

Key Action 1, learning mobility of individuals, enables pupils, trainees and students to take training or study at a European educational institution. It also provides opportunities for teachers at all levels, from early childhood education and care to university and adult education, as well as staff in the field of sport to work or teach at a European organisation or institution. The action also provides support to the informal activities of youth and youth organisations, including through the new project type 'Youth-driven project' DiscoverEU, which aims to increase young people's opportunities to travel in Europe the year they turn 18. There are also opportunities for learning mobility outside Europe.

Key Action 2, cooperation among organisations and institutions, comprises partnerships between educational institutions, relevant organisations and employers to strengthen and further develop the European cooperation in education and learning. The action can also comprise collaboration with educational institutions outside Europe. It also encompasses collaboration between organisations or institutions working in the field of youth.

- *Small-scale Partnerships* are projects of a shorter duration for exchanging good practice and building networks. The projects last 6–24 months, require only two partners and have simplified administrative guidelines. These projects are therefore particularly suitable for new applicants who wish to test European cooperation. This action targets all sectors with the exception of higher education, and must be flexible and easy to implement based on the premise of the organisation.
- *Cooperation Partnerships* are more extensive than small-scale partnerships and have a greater focus on goal attainment and results, quality assurance of project activities and making the results of projects known.
- *Alliances for Innovation* are organised into two categories: 1) Alliances for innovation (by sector) and 2) Alliances for Sectoral Cooperation on Skills.
- *Forward-Looking Cooperation Projects* will be annual and regular processes.
- *Partnerships for Excellence* comprise *Erasmus Mundus Joint Masters*, *the European Universities Initiative*, which aim to enhance cooperation between European higher educational institutions, *Centres of Vocational Excellence (CoVEs)*, which aim to enhance cooperation in vocational education and training (VET) institutions and industry to further develop the quality and relevance of VET, and *Erasmus+ Teacher Academies*, which aim to develop and strengthen teachers, and education and learning practices.

Key Action 3, support to policy development and cooperation, encompasses projects and activities targeting the implementation of EU policy and EU instruments to further develop the quality, relevance and transparency of education, the open coordination method and peer learning, and support for activities to achieve the objectives of the Bologna Process. During the programme period 2021–2027, synergies with other instruments, such as European Structural and Investment Funds, will be gradually emphasised over the seven-year period. The National Agencies' own courses and training activities, which are the programme's main competence-raising instrument for youth workers and staff in the education sector, also fall under this key action. The training activities are based on national and/or European needs, and can be used as strategic tools to achieve the objectives of this strategy.

The budget for Erasmus+ 2021–2027 is EUR 28.8 billion and the programme is therefore 85 per cent larger than the previous programme at EUR 14.7 billion.¹⁵ Participation will cost Norway around NOK 7.6 billion. The largest share of the funds (83 per cent) will be distributed between the programme countries for further national competitions. In Norway, HK-dir and Bufdir are the National Agencies for Erasmus+ and ensure mobilisation for the whole programme and allocation of the national funds. A smaller percentage (17 per cent) will be announced at the central level by the European Commission. The budget distribution between the different fields shows that 83 per cent of the budget will go to education and training, 10.3 per cent to youth, 1.9 per cent to sport, 3.3 per cent to the National Agencies and 1.5 per cent to administration.

The status of Norway's participation in Erasmus+ (2014–2020)

When Erasmus+ celebrated its first 30 years in 2017, nine million pupils, trainees, students, youth workers and teachers in Europe had received a grant from Erasmus+ or one of its precursors. Of these, 83,000 were Norwegian. During the period 2014–2020, Diku allocated NOK 1.48 billion to Norwegian education and training institutions through the programme. Norwegian institutions also receive funding directly from the European Commission through projects administered

at the central level, and funding through partnerships with institutions in other countries. Through Erasmus+, close to 4,500 projects with Norwegian participation have been granted and 45,000 individuals have had a mobility period abroad. In 2019 and 2020, five Norwegian institutions were also included in the alliance programme *European Universities Initiative*. Two Norwegian actors are also participating in the pilot scheme *Centres of Vocational Excellence*. These are prestigious European projects that also boost our own quality development.

The National Agency for the youth part of the programme Bufdir has allocated NOK 225 million to 635 projects and 30,000 individuals that took part in mobility projects during the previous programme period (2014–2020). The evaluation shows that the programme has had a positive impact when it comes to increasing young people's engagement in the wider society, and their ability to promote their ideas and opinions. Participation in the programme motivates young people to take an education and makes them more attractive in the labour market. The programme has also succeeded in including youths with fewer opportunities, with over 30 per cent of participants falling under this category. Research on the effect of participation in Erasmus+ also shows that the positive effects are particularly strong when it comes to youths with fewer opportunities.¹⁶

The European Education Area

In autumn 2020, the European Commission presented the Communication on Achieving the European Education Area containing specific actions to realise the initiative by 2025.¹⁷ The work is particularly linked to the green and digital transition and to rebuilding Europe after the COVID-19 pandemic.

Norway participates in the European education cooperation through our participation in Erasmus+ and wishes to play an active role in further developing the European Education Area. Erasmus+ and the European Education Area are also key arenas for cooperation between authorities in Norway and the EU.

¹⁶ See summary of research on the youth aspects of the programme at www.researchyouth.net/facts/

¹⁷ The European Commission presented a white paper on 30 September 2020 relating to the European Education Area to which Norway has stated its position: [Norwegian comment to the European Education Area - regjeringen.no](https://www.regjeringen.no/en/dep/utd/press/2020/whitepaper-eeaa).

¹⁵ Key figures | Erasmus+ (europa.eu)

The Communication emphasises that education forms the basis for personal development, provides job opportunities and active and responsible citizenship. It also underscores that education is the core of the European way of life and contributes to strengthening the economy and democracy with liberty, diversity, human rights and social justice. The European Education Area will contribute to raising quality in all parts of education. Education also contributes to creating new jobs in the digital era. It must become easier to approve upper secondary and higher education qualifications attained in other countries, and EU citizens should be proficient in two foreign languages. EU citizens should also develop a stronger European identity. A mobility stay abroad to study and learn should therefore become the norm.

The European Commission emphasises the relationship between the European Education Area, the new skills policy agenda and revised strategies to modernise vocational education and training. The European Education Area also has close links with the European Research Area. The Communication refers to the European cooperation on education already proving fruitful, such as in strengthening the teacher role, improving general education at all levels from early childhood education and care to adult learning, the digital transition and new principles for improving vocational education and training.

The six dimensions of the European Education Area:

1. Quality
 - a. High quality education is fundamental to providing children and young people with the knowledge, skills and attitudes they need to succeed in life. Mastery of basic and generic skills, including digital skills, and developing language skills, are key aspects of education. Mobility and cross-border cooperation contribute to raising the quality of education.
2. Inclusion and gender balance
 - a. Succeeding in education must not be linked to socio-economic and cultural status, and the education system must enhance individuals' social mobility opportunities. Vocational education and training must be more flexible and forward-looking. Lifelong learning must become a reality for everyone. Efforts must be made to achieve a gender balance in management positions and to work against gender stereotypes, discrimination and harassment.
3. Green and digital transformation
 - a. The transition to a sustainable, climate neutral economy is dependent on a shift in people's behaviour and skills, and the education system could be a catalyst in this respect. The green transition requires investment in education to increase the number of professionals working for a climate neutral and resource efficient economy. Education at all levels must equip people with digital skills and expertise.
4. Teachers and educators
 - a. Measures must be developed to counter the teacher shortages experienced in many countries and the teaching profession must be valued. Teachers must be able to take further education. Mobility for student teachers, teachers and teacher educators must become part of teacher education and the teaching role.
5. Higher education
 - a. There is a need for closer cooperation between higher education institutions, the development of common syllabus and courses, and seamless mobility for students between educational institutions in different countries. Automated approval of qualifications and periods of study abroad, quality assurance of transnational activities and approval of short courses that confer micro-credentials.
 - b. The reorganisation of higher education is a top priority in the EU and is at the core of both the European Education Area and the European Research Area. Universities and university colleges will be a driving force in developing knowledge relating to a sustainable Europe, particularly the Green Deal and digitalisation. The EU has initiated a dedicated process (transformation agenda) for the reorganisation of higher education in Europe.
6. Geopolitical dimensions
 - a. European interests and values must be promoted, and educational cooperation contributes to this end. International cooperation is necessary to achieve the UN SDGs. An integrated part of this work is to expand the association of Non-member States, particularly in the Western Balkans, with the European Education Area.

In 2021, the Council of the European Union¹⁸ adopted five priorities for education and training that have synergies with the Bologna process for higher education and the Copenhagen process on enhanced European cooperation in vocational education and training (VET), in which Norway participates. The Council Resolution sets out five priorities for cooperation towards 2030:

- Improving quality, equity, inclusion and success for all in education and training
- Making lifelong learning and mobility a reality for all
- Enhancing competences and motivation in the education profession
- Reinforcing European higher education
- Supporting the green and digital transitions in and through education and training

European youth policy

Common European strategies and visions frame the field of youth and youth work, and facilitate European cooperation on developing youth policy. The EU has a dedicated youth strategy (*EU Youth Strategy 2019–2027*)¹⁹, and, together with the Council of Europe, has endorsed a strategic framework to enhance and further develop youth work in Europe (*the European Youth Work Agenda and the Bonn Process*)²⁰. Erasmus+ is an important tool for achieving common European objectives relating to youth.

The youth strategy aims to ensure that all young people are able to participate in democracy and civil society, regardless of their situation and abilities. It is based on the 11 Youth Goals developed in dialogue with young people from all over Europe. The Youth Goals target particularly relevant challenges and areas at the core of young people's lives. The Youth Strategy aims to both support and complement Member States' own youth policy, and contribute to realising the Youth Goals.

The European Youth Work Agenda helps to put the quality of youth work on the agenda by means of a declaration containing recommendations and proposals for specific actions. The declaration is the result of a cooperation between experts, professionals and grass root workers in youth work, youth policy and youth research in 50 countries.

Parts of Erasmus+ are described as important tools for the European Youth Strategy in general, and the European Youth Work Agenda in particular. Participation in the programme aims to ensure innovation and fresh thinking in the field of youth; further development and quality assurance of youth work at the local, regional, national and international level; and, not least, greater recognition of the value of youth work and informal learning beyond the field.

The three topics of the EU Youth Strategy 2019–2027: Engage, Connect, Empower

The EU Youth Strategy comprises three focus areas:

1. *Engage* – promoting meaningful civic, economic, social, cultural and political participation of young people
2. *Connect* – bringing young people together across and outside the EU to promote volunteering, learning, solidarity and intercultural understanding
3. *Empower* – encouraging young people to take charge of their own lives. Youth work can promote this type of empowerment and should therefore be supported, developed and recognised.

The strategy also has particular focus on reaching out to youths, regardless of their background and social status. Inclusion therefore forms a key part of this strategy.

¹⁸ <https://www.consilium.europa.eu/media/48584/st06289-re01-en21.pdf>

¹⁹ https://europa.eu/youth/strategy_en

²⁰ <https://www.eywc2020.eu/en/agenda/elements/>



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