



The Norwegian National Commission for UNESCO

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“Education for All in the Arctic?”

**A Pilot Study initiated by the Norwegian
National Commission for UNESCO**

**Presentation for the WRHC in Kautokeino 31 March 2009
Ellen Lange, Senior Adviser, UNESCO Norway**

Starting point 1:

The global initiative *Education for All by 2015*

Goal 1 Expand early childhood care and education

Goal 2 Provide free and compulsory primary education for all

Goal 3 Promote learning and life skills for young people and adults



Starting point 1, cont:

The global initiative *Education for All by 2015*

Goal 4 Increase adult literacy by 50 per cent

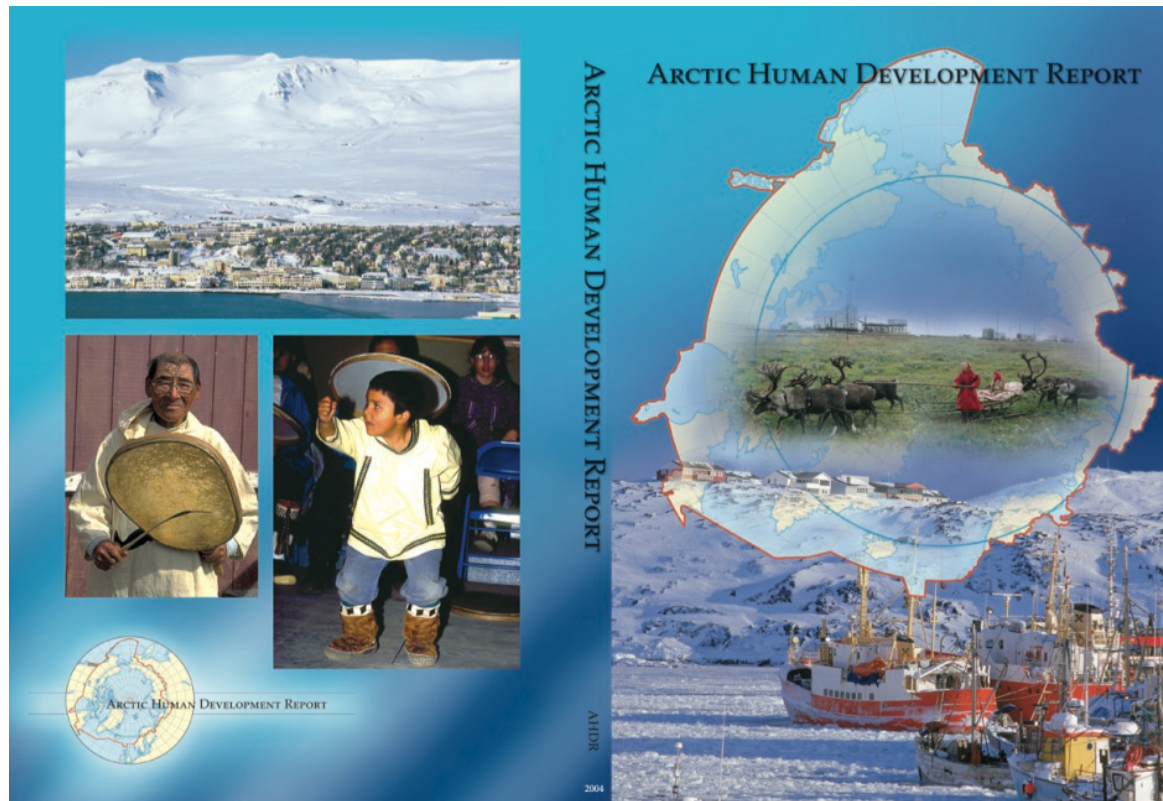
Goal 5 Achieve gender parity by 2005,
gender equality by 2015

Goal 6 Improve the quality of education



Starting point 2:

Arctic Human Development Report 2004



Statements in the AHDR

- Access to education can be seen as a key indicator of human development in the Arctic
- Not much circumpolar research in the field of education
- The most critical concerns are for access to, relevance of, and control of education



Aims of UNESCO Norway

- To stimulate the discussion on access, quality and relevance of education in the Arctic region
- To gather, analyse and disseminate data on the status of education and national policies for education related to indigenous peoples and marginalised groups in the Arctic countries



This Working Paper may also be ordered by e-mail from rf@nfrsk.no

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Education For All in the Arctic?

A survey of available information and research

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Initiator of the Study:

The Norwegian National Commission for UNESCO

Funding:

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Main questions asked

1. To what extent are children and young people in the Arctic provided with an equitable and satisfactory education?



Main questions asked, cont.

2. Are children and young people in the Arctic achieving as well educationally as are those from further south?
 - Are there any differences in this respect between various groups within the Arctic (ethnic groups, geographical groups, occupational groups)?
 - What about differences between countries?



Main questions asked, cont.

3. How can possible differences be explained with respect to the above-mentioned issues?
 - a. Between the Arctic and *the rest of each country*
 - b. Between *groups within* the Arctic of *each country*
 - c. Within the Arctic *across countries*



Some tentative findings

- Big differences between rural and urban areas, challenges are most pronounced for rural areas
- Out migration of young people, young women tend to move away and take (higher) education
- Young boys/men tend to stay and *not* take (higher) education, drop-out from upper secondary is high
- The provision of trained and experienced teachers is a concern, high turnover



Some tentative findings, cont.

- The degree of adaption of curriculum to the local context varies considerably
- Different, and sometimes conflicting, motives for education (personal, participation, economic dev't.)
- The context and organisation of education is not always seen as relevant by students – and/or parents
- Significant differences between local and regional/national labour market



Some tentative findings, cont.

- Arctic regions are challenged by increased national and international interests in these areas, in particular related to climate changes and management of natural resources.
- Schools and education systems need support and interest from the local community in order to become important actors in local development processes.



Main recommendations – topics for further research on Education For All (EFA) in the Arctic region

- The availability of statistical data with relevance to issues in the Arctic varies greatly from country to country.
 - What are the reasons for this variation?
 - To what extent is comparable data desirable and possible, and if it is desirable:
 - What kind of data should be made available?



Main recommendations – topics for further research, cont.

15 longer term recommendations, related to

- teachers
- curriculum and relevance, local vs. national control over education
- Relations between local society and working opportunities – vocational training?
- etc.



Main recommendations – topics for further research cont.

Three shorter term recommendations:

1. The situation and challenges with regard to equitable education provision for indigenous people,



Main recommendations for further research cont.

2. The relationship between the local and regional labour market and the education system, in particular regarding current ongoing development processes in the Arctic regions,



Main recommendations – topics for further research, cont.

3. The availability and provision of qualified teachers, relevant teaching resources and other support systems important for the schools' development and growth.



The Pilot Study is available at...

- Nordland Research Institute: nf@nforsk.no
- UNESCO Norway's website:
<http://unesco.no/images/pdf/efarapport.pdf>

Thank you!

