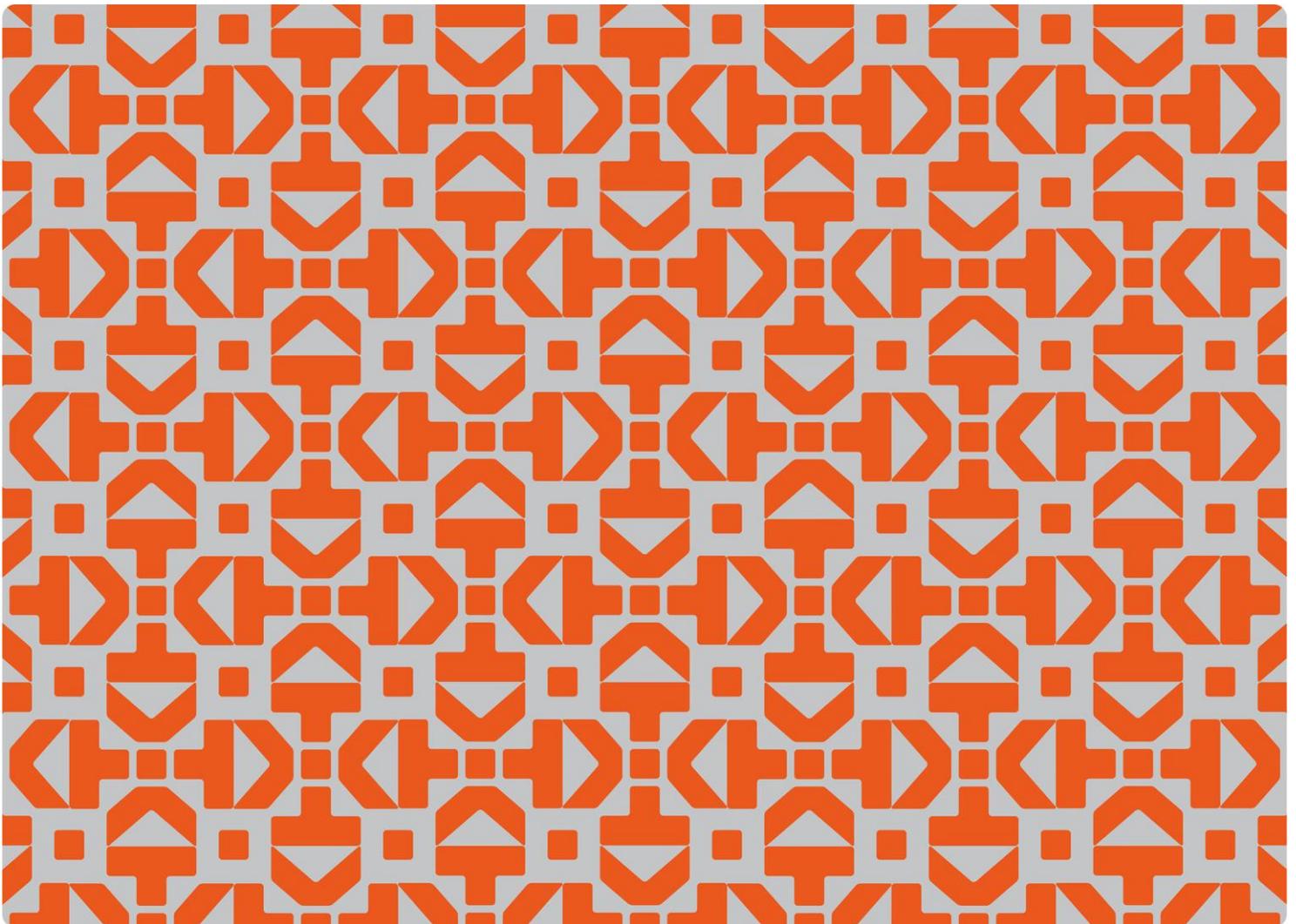


Curriculum for social studies for adult immigrants

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1. About the subject

Relevance and central values

The curriculum for social studies for adult immigrants forms part of a regulation to the Act relating to Integration through Training, Education and Work (the Integration Act) and will be used for training of participants with a right and/or obligation to social studies training pursuant to this Act. The purpose of the Integration Act is for immigrants to be integrated into Norwegian society at an early stage and to become financially independent. The Act is intended to help immigrants acquire good Norwegian language skills, knowledge of Norwegian society, formal qualifications, and a permanent attachment to working life. The right and obligation to social studies training is regulated in the Integration Act and in the Regulations to the Integration Act (the Integration Regulations).

Social studies for adult immigrants, together with Norwegian language training, is intended to prepare adult immigrants for everyday life, education and working life to the greatest extent possible. For participants arriving in a new country, the purpose of social studies is to provide them with the necessary knowledge about the new society they will become a part of, and thus help create a shared frame of reference.

Social studies will support attitudes and values like tolerance, equality and respect, and increase the participants' competence in critical thinking related to society and digital judgement. Social studies will thus help increase their understanding of how to be an active participant and a critically-thinking citizen in Norwegian society, and of how they can influence their own lives and futures. Social studies for adult immigrants must be provided in the participant's mother tongue or a language they understand. The participants' skills and experiences, different cultural backgrounds and multilingual resources must be recognised and provide a foundation for the training.

Training framework

Social studies must be offered in a language that is understood by the participant, and within one year of the right and/or the obligation entering into effect.

2. Core elements

Understanding and participating in democracy

Participants will learn how certain key geographical, social and historical factors have helped shape modern Norwegian society. They will gain an understanding of forms of governance, public institutions and collaboration between different parties in working life and in society. A key aspect here is the concept of trust and why and in what ways this is an important element of Norwegian society. Participants must be aware of the options available for participation in society and how they can be active citizens, based on respect for and the legitimacy of democratic decisions.

Individuals and community

This subject will contribute to an understanding of the links between individuals, families and the wider society in Norway. It will examine central topics associated with sustainability, the welfare state, working life, education, the voluntary sector and relevant communities. Participants must learn how people interact across different arenas in Norwegian society and what expectations and opportunities are associated with this. The subject will improve the participants' opportunities to

participate in working life and different forms of training and education, so that they can achieve a permanent attachment to the labour market.

Diversity of perspectives and critical thinking

Critical thinking and ethical awareness are both a prerequisite for and a part of learning in many different contexts. Participants must be able to compare Norwegian society with other societies they know, and thus view aspects of society from different perspectives. They must also learn how to evaluate different sources in terms of their purpose, reliability and relevance. Participants must be able to use different sources to find and use the information they need.

3. Interdisciplinary topics

Health and life skills

In social studies, health and life skills is an interdisciplinary topic that is intended to give the participants knowledge about Norwegian society which allows them to manage family life and their own mental and physical health, as well as that of any children they may have, and to make good decisions about their health and to take care of their own needs and finances. The topic will also prepare participants to create good relations and participate in different social communities, including in the voluntary sector, and create understanding, respect and tolerance of diversity and the values and life choices of others.

This topic also covers training, education and working life. It will help participants gain an understanding of the importance of formal and informal competence, and thus facilitate lifelong learning and participation in working life and society.

Democracy and citizenship

In social studies, democracy and citizenship is an interdisciplinary topic that is intended to help participants participate in and continue to develop democracy. The topic will help participants develop an understanding of democratic values and principles, and of knowledge about threats to democracy. Participants must be able to handle different perspectives and disagreements, think critically and be active citizens. Participants will also reflect on how actions at both the individual and societal level impact on the individual and society as a whole.

This topic also covers training, education and working life. Participants must understand the relationship between the social and financial aspects of participation in working life. It will help give participants a good foundation for understanding the opportunities, rights and obligations that exist in the educational system and working life.

4. Basic skills

Oral skills

In social studies, oral communication skills involve being able to listen to, interpret, formulate, present and explain opinions, respond and discuss with others. This includes understanding other people's opinions and asking questions in order to clarify them. It also means having the skills to express disagreement objectively, and with respect for the views of other people, and to be aware of how different forms of expression influence the message and the recipient.

Digital skills

In social studies, digital skills entail having knowledge of digital technology in order to acquire information and knowledge. The development of digital skills ranges from acquiring knowledge about Norway as a digital society to developing digital judgement and awareness of internet use by reflecting on some of the opportunities and challenges associated with digital interaction. This also entails demonstrating a capacity for ethical reflection and assessing one's own role online and in social media. Digital skills are an important prerequisite for further learning and active participation in a working life and society in constant change.

5. Competence aims and assessment

Module: Education, competence and working life

The objective of the training is for participants to be able to:

- give examples of the rights, duties and opportunities of children, adolescents and adults in the Norwegian educational system, and how education can be funded;
- give examples of a person's rights and obligations as an employee in terms of trade union organisation, co-determination and the working environment;
- give examples of what tax-funded welfare involves;
- apply knowledge of data protection and copyright and of their own right and that of others to privacy;
- apply knowledge about working life in order to make sensible choices related to training, education and work;
- discuss the core values of the Norwegian school and educational system, and what is expected from parents in the collaboration between school and home;
- discuss the importance of using different arenas to learn Norwegian;
- discuss the importance of critical thinking and ethical awareness, including in relation to digital judgement.

Module: Family, health and everyday life

The objective of the training is for participants to be able to:

- give examples of important laws, rules and values regarding the rights of children and adolescents and their legal protection;
- give examples of how public agencies like day-care centres, schools and the child welfare service can support families;
- give examples of how physical and mental health can be affected by lifestyle and different events, such as migration;
- apply knowledge about the Norwegian health services to gain access to different health services;
- apply knowledge about key rights, obligations and opportunities as a recently arrived immigrant to Norway;
- apply knowledge about how people socialise in Norwegian society and how to participate actively in social, voluntary and political arenas;
- discuss how work, income and consumption can affect personal finances, standard of living and quality of life;
- discuss negative social control, violence in close relationships, forced marriage and female genital mutilation, the legal and personal consequences of this and relevant support services;

- discuss family planning, contraception and abortion, understanding and respect associated with sexual identity and gender expression, and setting boundaries and associated legislation.

Module: Norway before and now

The objective of the training is for participants to be able to:

- give examples of some of the most important historical events and processes that have led to the development of democracy in Norway;
- give examples of important public holidays, and how they are celebrated;
- give examples of how democracy works in Norway in relation to the three branches of government and the principle of the separation of powers, political parties and the electoral system;
- give examples of diversity in Norway, with an emphasis on different family structures, ways of living, living arrangements and population groups, including the indigenous Sami;
- apply knowledge about the consequences of use and misuse of resources on a sustainable environment and society;
- discuss gender equality and women's participation in working life, education and politics and its significance for the development of society;
- discuss human rights such as freedom of expression and protection against discrimination;
- discuss different traditions and views of religion in Norwegian society and changes in these areas over time.

Formative assessment

The formative assessment will promote learning and expand competence in the subject. The teacher will facilitate participation, so that participants understand what they need to learn and what is expected of them, and will guide them in further knowledge searches.

In addition, the formative assessment will help participants reflect on their own learning and gain an understanding of the principles and values of the Norwegian school system. Participants will show competence when they reflect on themselves and others as part of society and how they can influence their own lives and those of others.

6. Type of assessment

Social studies will conclude with a test in social studies in a language understood by the participant.

7. Scope

The competence goals are divided into three modules, each of which have a scope of 25 hours. Local authorities are free to choose the order in which the modules are taught to each participant. This also applies to asylum seekers who live in reception centres.

Participants who receive a residence permit as mentioned in sections 27 and 28 of the Integration Act after 31 December 2021, must complete 75 hours of social studies.

Asylum seekers who are covered by [section 5 of the Integration Act](#) are from 1 January 2022 under an obligation to participate in 25 hours of social studies for adult immigrants.

The following transitional rules apply:

Participants who receive a residence permit as mentioned in sections 27 and 28 of the Integration Act before 1 January 2022 must complete 50 hours of training in social studies. Participants who follow the Introduction Act in accordance with the transitional rules in the Integration Act section 51 and the Integration Regulations section 72 must also complete 50 hours of training in social studies.

Asylum seekers covered by section 5 in the Integration Act shall, until 1 January 2022, complete 50 hours of training in Norwegian culture and Norwegian values.

See section 73 of the Integration Regulations for more detailed transitional rules.

8. Validity and implementation

The curriculum for social studies for adult immigrants forms part of a regulation to the Integration Act and is valid from 1 August 2021. The curriculum for Norwegian and Social Studies for adult immigrants will be annulled on 1 January 2022. Between 1 August 2021 and 31 December 2021, it is optional which curriculum is used for the training in social studies.

