



Centre for Learning Environment
Norwegian Centre for Learning Environment
and Behavioural Research in Education

University of Stavanger

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Life skills education and career learning in schools

Aim, research gap, method

■ Aim

- enhance our knowledge of the practices and implementation of life skills education and career learning in schools

■ Research gap

- There is a need to explore practical implementation strategies that bridge the gap between life skills education and career learning

■ Method: Case studies (focus groups and observations)

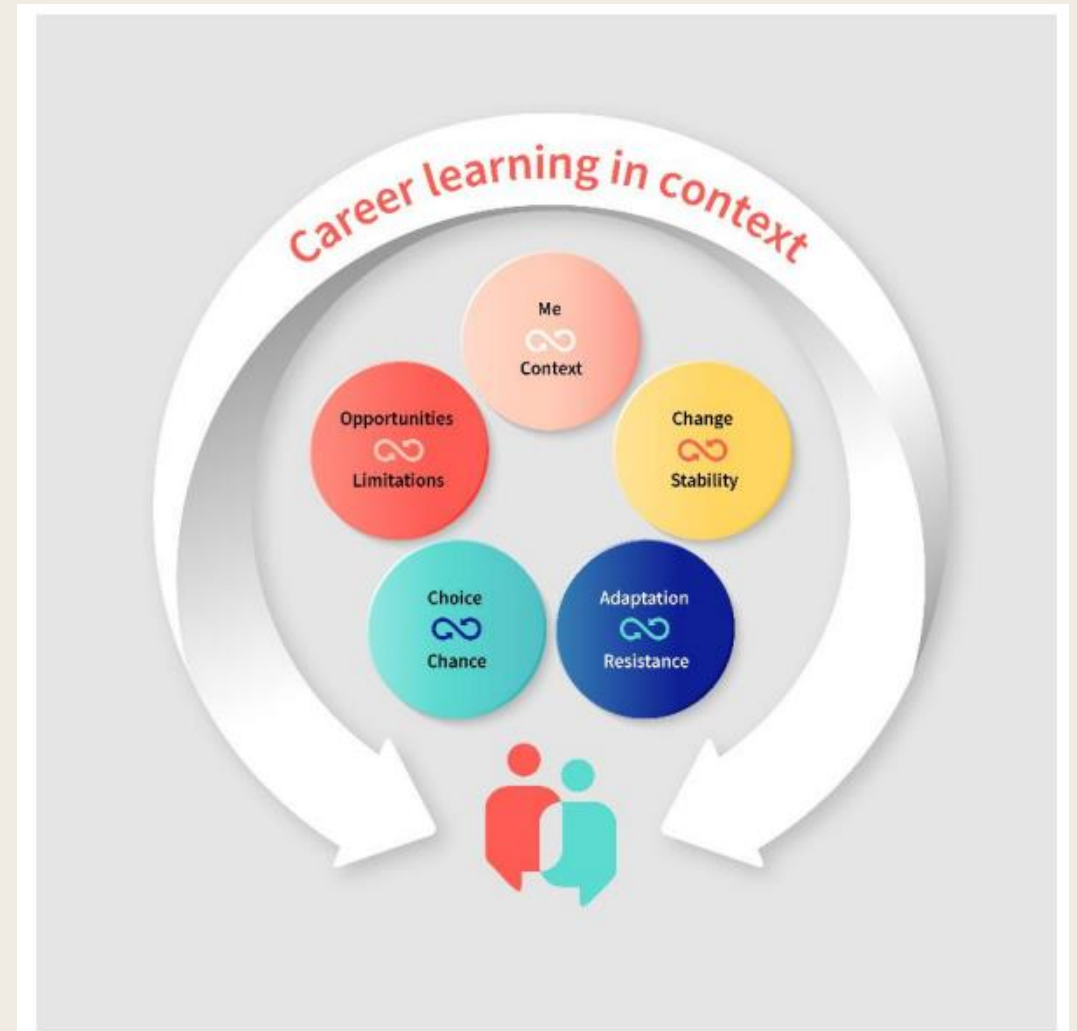
- 12 lower and upper secondary schools in Norway
- Approx. 60 focus group interviews (Morgan, 2019)
 - pupils, teachers, counsellors, leaders, and school owners

Public health and life skills

- Shall provide pupils with competence that promotes good mental and physical health, and that provides opportunities to *make responsible life choices*.
- Life skills are about being able to understand and be able to influence factors that are important for mastering one's own life.
- The topic will help the pupils learn to deal with success and adversity, and personal and practical challenges in the best possible way.

Findings and main take-away

- Utilising a career reflection framework can enhance life skills education and improve career learning, creating a stronger sense of coherence for students.
- This paper demonstrates a strong connection between career learning and life skills education, indicating that specific implementation strategies can effectively support both objectives.
- When implemented alongside life skills education, the "career buttons" can help students reflect more effectively on their life and career choices.
- Career learning and life skills education can complement and empower each other.



Bakke, G. E., Engh, L., Gaarder, I., Gravås, T. F., Haug, E. H., Holm-Nordhagen, A., Schulstok, T., & Thomsen, R. (2021). *National Quality Framework for Career Guidance Presentation of the areas of Competence standards, Career competence and Ethics. T. D. f. H. E. a. Skills. P.66*



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