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**Abstract**

In the 1990s, universities received more diversified demands for continuing education. Market demands may contribute to create innovative courses and introducing new perspectives. A critical question is, however, if universities should respond to all market demands, or base continuing education on research-oriented teaching and learning. Case studies of Norwegian universities show the second understanding to be universal there. Strategic plans are quite general, so different strategies for continuing education are inferred from course offers and interviews. Six strategies are presented and discussed: Research news for professionals; Same content with flexible delivery; Adapted specialisation; Interdisciplinary Master's degrees; Interdisciplinary courses for new markets; Tailor-made on commission. (HRK / Abstract übernommen) Brandt, Ellen, E-Mail: ellen.brandt@nifu.no