

Expected outputs/outcomes in lifelong guidance

I Citizen Perspectives: 1.1. Learning/study

Learning / Study skills

Lifelong learning

Further education

Continuing education

Teaching shall provide a foundation for further education and for lifelong learning and provide support for a common foundation of knowledge, culture and basic values, and a high general level of education in the population. **NO1**

Adults entitled to upper secondary education have a right to assessment of prior learning and to a certificate of competence. Persons not entitled to upper secondary education shall receive an assessment of prior learning if so referred by the municipality, Public Employment Service or National Insurance Service. The Ministry may issue further regulations **NO1**

It is the position of the Norwegian government that adults with poor basic skills should have the opportunity to get the basic education they need, and thus be able to take an active part in the workplace and society. As part of the Competence Reform, a number of measures have been initiated to build up the skills of the adult population. Amongst other things, the national funding scheme called the Competence Development Programme (KUP) was started to give partial funding to development projects run with the cooperation of education and training providers and enterprises. KUP was also meant to help make education at primary and secondary levels more easily available to adults. **NO3**

Motivation

In White Paper no. 16 (2006-2007) on Early Intervention, a number of measures are proposed with a view to improving the basic competence of adults. It has been proposed to strengthen the Programme for Basic Competence in Working Life (BKA) and to consider if this programme is to be made a permanent scheme. More efforts concerning motivation and information for the target groups are suggested. The White Paper also suggests a review of which national framework conditions could provide increased learning incentives for employees with limited education. **NO3**

Utdrag fra St meld 16 (2006-2007) ”...og ingen sto igjen”Kap 6.6

Utdannings- og yrkesveiledning er en tjeneste som søker å bidra til informasjon om, refleksjon rundt og motivasjon for de valg den enkelte stilles overfor når det gjelder

utdanning og yrke. NO6
Communication
Placement The Labour and Welfare Organisation (NAV) have an obligation to provide guidance services to the unemployed and to job seekers who is assessed to have a need for such guidance. It is still not entirely clear how this new organisation is to safeguard this responsibility, but White Paper no. 9 (2006-2007) “Work, Welfare and Inclusion” refers to a future collaboration in this field with the Ministry of Education and Research. The majority of job seekers have to go to the private market for career guidance and coaching. There has been a private market for a long time which offer counselling services and outplacement to enterprises undergoing major changes (the counselling has in those cases been especially offered to laid-off workers), but increasingly we now witness the emergence of companies servicing individuals. NO7
Work-based learning
Workplace learning
Workplace counselling
<i>Quality assurance</i> 3.1.7. Learning partnerships with stakeholders. Transparency and involvement in decision-making processes are important parts of the quality assurance system. This includes keeping a close relationship to all relevant stakeholders, such as: Social Partners including the Teachers’ Associations, the Pupils’ Association, the School Owners, the Parents and the Pupils, Research Institutions, the NGO sector, and the Adult Education Associations. NO3
<i>Lifelong guidance</i> Prosjektet ”yrkes- og utdanningsveiledning skulle legge til rette for at det ble etablert et helhetlig system for yrkes- og utdanningsveiledning som er tilgjengelig for hele Telemarks befolkning. Kompetanseforum Telemark dannet grunnlaget for partnerskap for karriereveiledning i Telemark. Prosjektet har resultert i 3 ulike tiltak som til sammen bidrar til at det nå er etablert et helhetlig system for yrkes- og utdanningsveiledning i Telemark: NO5 1. Det er ansatt en koordinator for karriereveiledningen i grunn- og videregående opplæring. 2. Det er startet opp et høyskolestudie i karriereveiledning ved HiT. 3. Karrieresenter Telemark er etablert. NO5 Hovedmål for senterets virksomhet: NO5 1. Bidra til å gi den enkelte kunde tilpasset informasjon om yrkes- og utdanningsmuligheter. 2. Bidra til refleksjon over egen karriereutvikling og styrke evnen til gode karrierevalg.

3. Være et ressurs- og kompetansesenter for karriereveiledning i Telemark og koordinere kompetanseutviklingen og videreutvikle kompetansen til veiledere i Telemark.
4. Være en støttespiller for bedrifter som ønsker å:
 - beholde og videreutvikle riktig kompetanse
 - øke omstillingsevnen ved å fokusere på karriereutvikling
 - redusere sykefravær og utstøtning
 - fokusere på mestring, motivasjon og arbeidsglede

Målgrupper: NO5

1. Voksne med behov for veiledning om yrkes- og utdanningsvalg.
2. Veiledere med behov for å utvikle sin kompetanse.
3. Bedrifter i endring/omstilling/utvikling

Senterets rolle som ressurs- og kompetansesenter: NO5

Vi har hatt og har ulike aktiviteter som hver for seg bidrar til å gjøre senteret synlig som ressurs og kompetansesenter, eksempelvis:

- Vi har gjennomført og tilbyr innføringskurs i veiledningsfaget for veiledere i NAV
- Vi gjennomfører ”trekantsamtaler” med ansatte i NAV
- Vi er bidragsytere i Telemarks Fylkeskommune sin satsing på kompetanseutvikling i karriereveiledning for rådgivere i grunnsopplæringa.
 - Innføringskurs i veiledningsfaget ” Å gripe og begripe veiledning”
 - Forelesning om personlig kompetanse sin betydning og plass i rekruttering
 - Forelesning om ”Etikk og veiledning”.
- Vi har gjennomført og tilbyr kurs i jobbsøk.
- Vi har gjennomført kurs i arbeidsmarkedskunnskap på Attføringscenteret i Rauland
- Vi har forelest ved studie i Karriereveiledning i regi av Høgskolen i Telemark
- Vi har arrangert og gjennomført faglig konferanse om karriereveiledning
- Vi er faste spaltister i Telemarks Avis (TA), hvor vi formidler forskjellig type stoff om karriere og karrierevalg til voksne i Telemark. **NO5**

Career guidance

In the Government’s Report to the Parliament of December 2006, also referred to as White Paper no. 16 (2006-2007) *Early Intervention for Lifelong Learning*, the dominant perspective is—as the title indicates—lifelong learning, in the sense of learning “from cradle to grave”. In this White Paper, the Government places special emphasis on the importance of including all children in good learning communities in kindergartens and primary and lower secondary schools, as a foundation for developing basic skills and learning one’s whole life through. The White Paper presents the Government’s proposals for future work concerning basic skills, career guidance and adult learning, etc. **NO3**

The overarching challenges addressed by the strategy are:

- 1) The need for focus on basic competences in all levels of education
- 2) Recognition of non-formal and informal learning
- 3) Demand for more flexible learning methods and arenas
- 4) Improved quality of and access to career guidance

5) More emphasis on working life as a learning arena **NO3**

Norway shares the challenges related to improving the performance, quality and attractiveness of VET, and seeks to create conditions that engage both young people and those in working life to partake in learning. Some of the challenges are considered a question of lack of knowledge, career guidance and counselling. *White Paper no 16* expresses the need for better competence among counsellors both in lower and upper secondary education and training. Consequently, new guiding criteria for education standards for counsellors have been proposed in this White Paper. **NO3**

The provision of career guidance: a service aimed to strengthen the individuals' information, reflection and motivation with respect to his/her options so that the individual is able to make informed and reflected decisions. This will facilitate a balance between educational and working systems and markets . . . The center element will be individual guidance conversation . . . The majority of job seekers have to go to the private market for career guidance and coaching; Also a private market has offered advisory services to enterprises undergoing major changes, but increasingly one now sees the emerge of companies servicing individuals **NO4**

In White Paper no. 16 (2006-2007): 1) aim is to coordinate and professionalise the existing services, partly to develop services for groups that currently are missing easy access to guidance .. 2) a need for a shared body to ensure coherence and equivalence in the services provided... 3) aim to divide school counseling service to a) social-educational counseling; b) educational and career guidance.. 4) developing internet services for career guidance for both educational and job applicants .. 5) HE institutions have the responsibility to provide applicants and students with guidance concerning the studies they offer and the subsequent career opportunities (this will be followed by the Ministry) **NO4**

Career counselling /counseling

Guidance

Counselling/ counselling

Better completion rate in the upper secondary school. *Strengthen the school counselling service.* The high dropout rate in the upper secondary school can be related to factors at an early stage of education. Research shows that the majority of pupils who do not complete their upper secondary education have left lower secondary school without acquiring sufficient knowledge and skills. Measures to reduce the dropout rate in the upper secondary school must therefore target the primary and lower secondary school. The school counselling service in the lower secondary school is an important priority area. Measures:

- Split the school counselling service into social-pedagogical counselling and educational and career guidance.
- Draw up competence criteria for counsellors **NO2**

Guidance and counselling/counselling

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I Citizen Perspectives: 1.2. Career Management

Career development

In White Paper no. 16 (2006-2007) on Early Intervention, a number of measures are proposed with a view to improving the basic competence of adults. It has been proposed to strengthen the Programme for Basic Competence in Working Life (BKA) and to consider if this programme is to be made a permanent scheme. More efforts concerning motivation and information for the target groups are suggested. The White Paper also suggests a review of which national framework conditions could provide increased learning incentives for employees with limited education. **NO3**

Vår faglige tilnærming til individuell karriereveiledning: NO5

Vårt generelle mål for KST sin karriereveiledning er at kunden styrker sin *beslutningskompetanse* i spørsmål knyttet til egen karriere. Når KST har valgt veiledning som metode for å hjelpe mennesker med yrkes- og utdanningsvalg innebærer det en tro på at veiledning er et effektivt verktøy for å bevisstgjøre kunden om egne styrker og utviklingspotensialer, ta ansvar for egen utvikling, samt å aktivere til handling ut fra kundens egne premisser. Vi legger også vekt på at veiledning er et profesjonelt fag med sin egen didaktikk og ikke bare et spørsmål om ”å være god å snakke med. De grunnleggende verktøy i karriereveiledning – som i alle former for veiledning – er de kommunikative ferdigheter . Grunnleggende holdninger og etisk bevissthet som er med på å etablere trygghet og tillit nok for å kunne utfordrere ferdigtenkte tanker og se nye perspektiver. Vårt hovedfokus dreier seg derfor om å tilrettelegge for at:

- kunden identifiserer og formulerer sine behov, interesser, forutsetninger og kompetanse
- kunden selv blir motivert og kompetent til søke informasjon om yrker, utdanningsmuligheter og arbeidsmarked
- kunden reflekterer over sine valgmuligheter og dermed tar gode karrierevalg for seg selv og tar ansvaret for egen karriereutvikling

Dette gir oss noen føringer i forhold til hvordan vi griper an og gjennomfører samtaler på KST. Vi forholder oss tydelig til det menneskesyn, de kommunikative ferdigheter, normer og rammer som skisseres i litteratur om faget veiledning. **NO5**

<p>Career management (Including the ability to make effective transitions and plan progression)</p>
<p>Occupational thinking (Organize and differentiate occupational information)</p>
<p>Employment</p> <p>When the apprenticeship or traineeship period defined by the contract is at an end, the contract of employment also ceases to apply. If the apprentice or trainee is to continue employment in the enterprise concerned, a new contract of employment must be entered into. NO1</p>
<p>Employability</p>
<p>Job satisfaction Hovedmål for senterets virksomhet: NO5</p> <ol style="list-style-type: none"> 5. Bidra til å gi den enkelte kunde tilpasset informasjon om yrkes- og utdanningsmuligheter. 6. Bidra til refleksjon over egen karriereutvikling og styrke evnen til gode karrierevalg. 7. Være et ressurs- og kompetansesenter for karriereveiledning i Telemark og koordinere kompetanseutviklingen og videreutvikle kompetansen til veiledere i Telemark. 8. Være en støttespiller for bedrifter som ønsker å: <ul style="list-style-type: none"> • beholde og videreutvikle riktig kompetanse • øke omstillingsevnen ved å fokusere på karriereutvikling • redusere sykefravær og utstøtning • fokusere på mestring, motivasjon og arbeidsglede
<p>Entrepreneurship</p>
<p>Skills match (User Skills and Task Match) (USTM)</p>
<p>Correspondence between VET and labour market competences Adults. Adults with no basic education and no basic skills deserve another chance. The Government wants an adult population that takes an active part in the workplace and in society. As part of the Competence Reform, a number of measures were initiated to build up the skills of the adult population. However, this has not lead to an increase in participation among those who are in greatest need of such education and training. The low participation in education and training among persons with a low education is due both to a lack of interest and to a shortage of good training programmes adapted to adult needs and life situations. Today, there is an increasingly large group of young adults who do not have the right to upper secondary education. This also applies to a growing number of immigrants who have arrived in Norway too late to exercise the right of adults to education. Measures:</p> <ul style="list-style-type: none"> • Extend the right to upper secondary education for all adults (abolish the 1978 regulation) • Increase grants for the Programme to promote basic skills in the workplace • Strengthen educational and career guidance for adults NO2

3.4.2. Reinforce link between VET and labour market needs. The number of Vocational Training Councils was reduced from 20 to 9 in order to improve the transparency of vocational education and training system and to ensure a more effective development of vocational education and training in line with the competence needs of the labour market, the individual and society. The vocational training councils keep track of new trends and developments, provide advice in the development of the new structure for vocational education programmes and make competence profiles/platforms for the crafts and trades within its domain. The Competence profiles/platforms form the basis of the development of the new curricula. The councils also provide advice on how to improve the quality of the vocational education and training. **NO3**

Competence

The current labour market demands competence in the form of basic skills. This is reflected in the organisation of and requirements regarding technical and vocational education in Reform 94 and in the Knowledge Promotion programme. **NO2**

Adults. As part of the Competence Reform, a number of measures were initiated to build up competence in the adult population. However, this has not increased participation among those who have most need for such training. Low participation in training among persons with a low level of education is due both to the lack of demand and the shortage of good training opportunities adapted to the needs and life situations of adults. **NO2**

Strengthen the school counselling service. The high dropout rate in the upper secondary school can be related to factors at an early stage of education. Research shows that the majority of pupils who do not complete their upper secondary education have left lower secondary school without acquiring sufficient knowledge and skills. Measures to reduce the dropout rate in the upper secondary school must therefore target the primary and lower secondary school. The school counselling service in the lower secondary school is an important priority area. Measures:

- Split the school counselling service into social-pedagogical counselling and educational and career guidance.
- Draw up competence criteria for counsellors **NO2**

The objective of the Competence Reform was to satisfy the demand for competence in working life, by society and by the individual. Among the most important features of the reform were: an individual right to educational leave, a system for documentation and validation of non-formal and informal learning, and the right to upper secondary education and training for adults who have not had such an opportunity earlier. Some years later, adults without primary and/or lower secondary education were given a right to such education, on certain conditions. **NO3**

□ “The Knowledge Promotion for Adults”- a set of actions concerning adults in White Paper no. 16, including a financing programme for providers of courses in basic competences for adults, and an information campaign designed to change attitudes to learning **NO3**

1 For definitions of the use of the terms "basic competence" and "basic skills" in this report, please refer to the enclosed document "Strategy for Lifelong Learning in Norway". **NO3**

□ A strengthening of the school counselling service, including competence development for career counsellors. **NO3**

Major policy measures:

□ New programmes for basic competence courses in working life. **NO3**

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To counteract drop-out from working life because of poor basic skills the Government has initiated the Programme for Basic Competence in Working Life (BKA). The awarded funds are to be spent on giving employees instruction in reading, writing, arithmetic and basic use of ICT. As far as possible this teaching should be given in the workplace and be related to the job. Courses meant for job seekers will also be started through the Labour and Welfare Organisation. The programme is to help both job seekers and employees have the opportunity to acquire the competence they need to master the requirements of working life. The pilot projects have been very successful. **NO3**

In White Paper no. 16 (2006-2007) on Early Intervention, a number of measures are proposed with a view to improving the basic competence of adults. It has been proposed to strengthen the Programme for Basic Competence in Working Life (BKA) and to consider if this programme is to be made a permanent scheme. More efforts concerning motivation and information for the target groups are suggested. The White Paper also suggests a review of which national framework conditions could provide increased learning incentives for employees with limited education. **NO3**

Action plan

Norway is fully integrated in education and research cooperation with the EU through the EEA-Agreement, various bilateral agreements and national action plans. Norway participates in the new Lifelong Learning Programme through the EEA-Agreement, and fully partakes in the four sectoral sub-programmes – Comenius, Leonardo da Vinci, Erasmus and Grundtvig. The Norwegian Centre for International Cooperation in Higher Education (SIU) is the Norwegian National Agency (NA) for the programme. **NO3**

In addition to what is stipulated by law, all higher education institutions must have a special action plan for the functionally challenged. They must also have a special advisory and counselling service for persons with reduced functional abilities. **NO3**

White Paper no. 16 (2006-2007) “...and none were left outside”, which was presented to the Parliament in march 2007, launched an action plan for career guidance services, including the following measures: **NO7**

1. *An evaluation of the county partnerships for career guidance with a view to nationwide implementation*

A cross-ministerial task force is currently analyzing the experiences from the three pilot counties and will recommend suitable organisation models and national guidelines. The purpose of the partnerships is partly to coordinate and professionalise the existing services, partly to develop services for groups that currently do not have a natural place to go to for guidance, and also to open up the possibilities for a more integrated service through shared organisation and funding. The national forum/body for educational and career guidance (see below) is intended to have a coordinating role with regards to the county partnerships.

2. *The establishment of a national forum/body for educational and career guidance is to be considered*

Since developing county partnerships entails a certain degree of local adaptation, there may be a need for a cross-sectoral forum/body to ensure coherence and equivalence in the services provided. Such a body or forum may constitute a competence and resource base which will help the various partners and sectors adapt their guidance work. In addition the body/forum can draw up national qualification and quality benchmarks for the guidance service, initiate measures for enhancing competence and act as a motivator and driving force for the whole practical area. As the field of action is cross-sectoral, the ownership of such a forum/body will also most likely be cross-ministerial.

3. *Strengthening of the school counselling service*

The Norwegian Parliament has decided to divide the school counselling service into two functions: one for social-educational counselling, and one for educational and career guidance. Each of these functions will be strengthened and professionalised by introducing specific criteria for qualifications, by defining their tasks and also by surveying the financing. In addition the introduction of an individual development plan for guidance is to be considered. One is also to consider how guidance can be linked to programme subjects and in-depth study projects.

4. *Further development of Internet services for career guidance*

Both educational and job applicants are completely dependent on receiving good, objective and up-to-date facts about education and working life. Utdanning.no and Vilbli.no are to be further developed so as to meet this demand.

5. *Systematic follow-up of work done by higher education institutions with respect to career guidance*

The higher education institutions have a separate responsibility for providing applicants and students with guidance concerning the studies they offer and the subsequent career opportunities. The Ministry will follow up the institutions' efforts in this area. **NO7**

Decision making skills

3.1.7. Learning partnerships with stakeholders. Transparency and involvement in decision-making processes are important parts of the quality assurance system. This includes keeping a close relationship to all relevant stakeholders, such as: Social Partners including the Teachers' Associations, the Pupils' Association, the School Owners, the Parents and the Pupils, Research Institutions, the NGO sector, and the

Adult Education Associations. NO3
Decision learning
<i>Competence profile</i>
3.4.2. Reinforce link between VET and labour market needs. The number of Vocational Training Councils was reduced from 20 to 9 in order to improve the transparency of vocational education and training system and to ensure a more effective development of vocational education and training in line with the competence needs of the labour market, the individual and society. The vocational training councils keep track of new trends and developments, provide advice in the development of the new structure for vocational education programmes and make competence profiles/platforms for the crafts and trades within its domain. The Competence profiles/platforms form the basis of the development of the new curricula. The councils also provide advice on how to improve the quality of the vocational education and training. NO3
Knowledge
<i>Transition</i>
Chapter 16. Entry into force and transitional provisions. Amendments to other Acts NO1
Section 16-2. Transitional provisions Personnel working in the primary and lower secondary school who are employed in non-terminable posts when the Act enters into force may not be dismissed. For this personnel, section 24, subsection 1, second paragraph and subsection 2 of the Act concerning primary and lower secondary education continue to apply. NO1
Work-based learning
<i>Workplace learning</i>
Also a private market has offered advisory services to enterprises undergoing major changes, but increasingly one now sees the emerge of companies servicing individuals NO4

I Citizen Perspectives: 1.3. Personal Support
<i>Life planning skills</i>
Vi er inspirert av CIP (Cognitive Information Processing) som et teoretisk rammeverk for vår praksis. CIP er et teoretisk perspektiv som tilbyr et rammeverk for veiledning av mennesker i karrierespørsmål. CIP bygger på kognitiv psykologi hvor grunntanken er at mennesker i utgangspunktet er rasjonelle og kan løse problemer ved å mobilisere egne logiske evner. CIP-teorien vektlegger at veiledning bør være hjelp til selvhjelp. Modellen har som formål å <i>lære mennesker å bli effektive problemløsere og</i>

beslutningstakere i forhold til sin egen karriere. Antagelsen er at mennesker først og fremst treffer valg på bakgrunn av *informasjon*. Informasjon tolkes her ganske bredt og innebærer også informasjon om egne følelser, tanker, verdier og interesser. Ifølge CIP foreligger det et karriereproblem i situasjoner der det oppstår et *gap mellom nå-situasjonen og den ønskede situasjonen*. Karriereveiledningen handler om å fjerne dette gapet. **NO5**

Samtalene på KST har en varighet på ca 1 til 1,5 timer. Vi fokuserer på struktur og systematikk og jobber ut fra at veiledningssamtaler skal gjennomgå de ulike faser som karakteriserer en veiledningssamtale (eks. introduksjons-, kartleggings-, ide- og avslutningsfase. **NO5**

Mennesker er ulike med ulike behov og det som blant annet kjennetegner en god veileder er å kunne møte veisøker der veisøker er og følge flyten i samtalen samtidig som fokus er rettet mot å bringe han eller henne et skritt videre.

Å ta utgangspunkt i de ulike behov hos den enkelte og som opplevd av den enkelte er som nevnt tidligere, et av de viktigste grunnelementene i veiledning. Det innholdsmessige fokuset blir derfor svært forskjellig. Det er imidlertid noen felles elementer vi ser som viktige.

- **Forventningsavklaring** for å definere hva kunden **vil** ha ut av karriereveiledningen og hva vi har muligheter for å bistå med.
- Lete frem **ressursgrunnlag**; avdekke **verdier**, hvem de **er**, hva de **kan**, og hvilke **drivkrefter** de har? Vi ville "kartlegge" deres nåværende situasjon, ønsker for fremtiden og se på nødvendige tiltak for at de skal oppnå det de **ønsker**. Vi bruker bl.a tegning og skrijving på flipover mens vi veileder.
- **Individuelle handlingsplaner** som er relevant for den enkelte kunde mellom samtale 1 og evt. 2. **NO5**

Self-esteem

Self-knowledge, Self-awareness, Self-reliance,

Education, knowledge and skills contribute to inclusion in the workplace, to better economy and better health, to greater participation in society and to a lower crime level. Furthermore, participation in training and education has great significance for self-realisation. Including each individual in a learning environment that stimulates life-long learning is an important contribution to creating a good life.**NO2**

Self-

Development of self motivation

In White Paper no. 16 (2006-2007) on Early Intervention, a number of measures are proposed with a view to improving the basic competence of adults. It has been proposed to strengthen the Programme for Basic Competence in Working Life (BKA) and to consider if this programme is to be made a permanent scheme. More efforts concerning motivation and information for the target groups are suggested. The White Paper also suggests a review of which national framework conditions could provide

increased learning incentives for employees with limited education. **NO3**

Life management

II Social Inclusion Policy

Equal opportunities

In order to ensure gender parity in **Primary and Secondary Education**, continuous work is being performed aiming at boys and girls to achieve equal opportunities in education and in working life. This includes that they shall know their lawful rights, privileges and obligations, and the encouragement of mutual respect between the sexes. The aim is also to encourage boys and girls to make conscious educational choices. A *Strategic Plan for Equity in Primary and Secondary Education* is planned for 2007-1011, and measures include the importance of emphasising non-traditional choices of education and career for pupils in and after upper secondary education and training. Various measures have already been implemented to help the young make reflected choices about secondary education, professional and higher education – beyond the traditional gender barriers and according to their own interests and talents. **NO3**

Gender

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Norwegian education system and the labour market are characterised by strong gender differences. Women dominate in social, health and medical studies, in teaching, in the humanities and in social sciences, while men still dominate in natural sciences, mathematics and information technology. **NO3**

In 2004, a committee for Women in Science was nominated for a 3-year period to coordinate measures relating to gender issues among higher education academic staff. The committee presented its final report in February 2007, which includes proposals for a number of measures to promote gender equality at higher education institutions – in terms of budgetary measures, more targeted research, as well as integration of

gender equality measures both in higher education governance and in quality assurance and accreditation criteria. To follow up on the work and ensure continued focus on gender equality in academia, the Ministry will shortly nominate a new "Women in Science" committee for the period up to 2010. **NO3**

Immigrant

Social equity

The different parts of the education system and their contribution to social equalisation must be seen as a whole. It is the totality of the measures from early childhood and up through the whole education and training system that determines whether we will be more successful in creating social equity than we are today. This is the basis for the priority areas and measures that are presented in this chapter. Chapter 6 discusses the Ministry's collective efforts to promote social equalisation, including ongoing measures, measures that will be further developed and new measures. **NO2**

Inclusion

There will also be pupils at school who are in danger of falling behind in learning and mastering. There are a number of effective measures that help to get vulnerable children into a good learning process. The earlier these measures are initiated, the more effective and less resource-intensive they are. The best way to prevent marginalisation is to help at any early stage when there are still many possibilities and the child's motivation has not been weakened by failure. **NO2**

2007 National Report on the Implementation of the Education and Training 2010 Work Programme Norway . The Quality Framework states the responsibility for school and training establishments to organize and adapt the teaching and learning processes for the purpose of developing broad competences for pupils and apprentices. Key Competences are integrated into the Quality Framework, such as learning strategies (leaning to learn), social competences, cultural competences, motivation to learn, and pupil participation. **NO3**

The Strategy Plan for Joint Promotion of Mathematics, Science and Technology (MST) has been implemented because Norway is facing a situation where the needs for expertise in mathematics and a number of natural sciences and technological fields are not being met. This means that the educational system is not providing sufficient MST competence. The present government has included a goal of strengthening the MST competence throughout the whole educational pathway and increasing the efforts to recruit students to these subjects, in its inaugural declaration. The Strategy Plan was launched in 2002 and the present version is running from 2006-2009. The following key target areas are given particular emphasis:

- National Forum for MST in working life and education
- Development of local interaction between education and trade and industry
- Establishment of student projects for inclusion and recruitment to MST
- Increased number of instruction hours in mathematics and natural sciences in primary, lower and upper secondary education

□ Development of MST competence for teachers and kindergarten staff **NO3**

Vår faglige tilnærming til individuell karriereveiledning: NO5

Vårt generelle mål for KST sin karriereveiledning er at kunden styrker sin *beslutningskompetanse* i spørsmål knyttet til egen karriere. Når KST har valgt veiledning som metode for å hjelpe mennesker med yrkes- og utdanningsvalg innebærer det en tro på at veiledning er et effektivt verktøy for å bevisstgjøre kunden om egne styrker og utviklingspotensialer, ta ansvar for egen utvikling, samt å aktivere til handling ut fra kundens egne premisser. Vi legger også vekt på at veiledning er et profesjonelt fag med sin egen didaktikk og ikke bare et spørsmål om ”å være god å snakke med. De grunnleggende verktøy i karriereveiledning – som i alle former for veiledning – er de kommunikative ferdigheter . Grunnleggende holdninger og etisk bevissthet som er med på å etablere trygghet og tillit nok for å kunne utfordrere ferdigtenkte tanker og se nye perspektiver. Vårt hovedfokus dreier seg derfor om å tilrettelegge for at:

- kunden identifiserer og formulerer sine behov, interesser, forutsetninger og kompetanse
- kunden selv blir motivert og kompetent til søke informasjon om yrker, utdanningsmuligheter og arbeidsmarked
- kunden reflekterer over sine valgmuligheter og dermed tar gode karrierevalg for seg selv og tar ansvaret for egen karriereutvikling

Dette gir oss noen føringer i forhold til hvordan vi griper an og gjennomfører samtalene på KST. Vi forholder oss tydelig til det menneskesyn, de kommunikative ferdigheter, normer og rammer som skisseres i litteratur om faget veiledning. **NO5**

Active citizenship
(Good c.)

III Economic Impact

Workforce/Labourforce development

Employment, employability, ‘marketability’

When the apprenticeship or traineeship period defined by the contract is at an end, the contract of employment also ceases to apply. If the apprentice or trainee is to continue employment in the enterprise concerned, a new contract of employment must be entered into. **NO1**

2.3. Lifelong guidance policies and systems. Today, guidance services in Norway are for the most part organized within each sector. The counselling services in lower and upper secondary schools provide counselling for pupils, to which they have statutory rights. Academic counselling services and career services in HEIs cater for applicants, students and graduates. The public employment offices are responsible for providing guidance to job seekers. In White Paper no. 16 (2006-2007), the government proposes a series of actions to strengthen each of these services, and to tie them closer together by way of national and regional coordination measures. For

<p>more information on these actions, see chapter 1. NO3</p> <p>3.1.2. Stimulating private investments. The main measures to stimulate private investment in higher education were made in the period covered by the previous report. These were on the one hand a change to net budgeting of the higher education institutions, and on the other legal changes relating to innovation and knowledge transfer. In 2002, the legislation on higher education was amended, and in 2003, the employees' invention law was amended. The former involves a set of changes that effectively expands the societal responsibilities of higher education institutions as regards the promotion of practical applications of research methods and results, especially in industry. The latter was an amendment of the employment law⁵ governing control of employee inventions, from which academic researchers had so far explicitly been exempted. The measure removes the 'professor's privilege' from the legal corpus, thus placing responsibility NO3</p>
Competitiveness
Economic development
Community development
Community-capacity building
Regional development
Human capital
Cost effectiveness
cost efficiency
Cost – Benefit
<p><i>Efficiency</i></p> <p><i>Efficient investment in education and training</i></p> <p><i>Labour market efficiency</i></p> <p>Karriereveiledning i bedrift:NO5</p> <p>KST har som mål å være en støttespiller for bedrifter som ønsker å:</p> <ul style="list-style-type: none"> • beholde og videreutvikle riktig kompetanse • øke omstillingsevnen ved å fokusere på karriereutvikling • redusere sykefravær og utstøtning • fokusere på mestring, motivasjon og arbeidsglede <p>Målgrupper:</p> <ul style="list-style-type: none"> • Bedrifter i privat og offentlig sektor som er i endring/omstilling/utvikling • Primært SMB markedet (små og mellomstore bedrifter). De har i mindre grad kompetanse eller ressurser til å fokusere på karriereutvikling av ansatte • Bedrifter som er mer arbeidsintensive enn kompetanseintensive. De har i mindre grad fokus på karriereutvikling i det daglige NO5 <p>Kort status så langt: NO5</p> <p>For å si noe om hvem som bruker oss, hvilke tjenester som benyttes og for å måle brukerfornøydheten, bruker vi et verktøy som heter refleks. Det er et web-basert program som gir oss muligheten til å måle effekten på kort og lang sikt. Vi ønsker hele tiden å forberede oss, og verktøyet gir oss god kunnskap både kvantitativt og</p>

kvalitativt og bidrar til profesjonalitet. Vi bruker verktøyet både internt til registrering av alle våre kunder og som en brukerundersøkelse. Alle som har vært til samtale hos oss svarer på en brukerundersøkelse. Brukerundersøkelsen måler bl.a. tilfredsheten og hvilke forventninger kunden har til oss. **NO5**

- Det har fra 01.11.06 til 01.06.08 vært gjennomført 1457 individuelle samtaler. 50 % har hatt mer enn 1 samtale.
- 76% prosent av de som oppsøker senteret er kvinner.
- Aldersgruppene er jevnt fordelt. Andelen er høyest i aldersgruppen 41-45 (19%)
- Flesteparten kommer fra Norge (95%) og 67% er bosatt i en av Grenlandskommunene.
- 39% har fullført videregående skole som høyeste fullførte utdanning. Av disse utgjør fagbrev/yrkeskompetanse 63%.
- Nesten alle som har oppsøkt senteret har en eller annen form for arbeidserfaring. 68% har mer enn 10 års arbeidserfaring.
- 38 % er i hel- eller deltidsjobb. 25 % er sykmeldte, 28% under yrkesrettet attføring, rehabilitering, arbeidsledig eller uføretrygdet.
- De fleste er svært fornøyd med karriereveiledningssamtalen – På en skala fra 1-6 har vi et snitt på 5.4 **NO5**

Prolongation of studies

The length of studies

Student retention

Drop-out

Upper secondary schooling. The main challenge in upper secondary education is getting as many pupils as possible to complete their schooling with a certificate of upper secondary education, a craft certificate or a journeyman's certificate. Without a certificate from the upper secondary school, the probability of poverty or marginalisation later in life increases dramatically. Weak learning in the primary and lower secondary school appears to have great significance for the probability of dropping out of upper secondary school. Choices, learning and drop-out rates in the upper secondary school are linked with lower level grades, which vary according to the pupils' family background. Pupils with poor basic skills from primary and lower secondary school find it very difficult to acquire knowledge that is presented in writing or in a theoretical form. The introduction of Reform 94 brought to light the problems young people face in later education and in the labour market if they have not acquired adequate skills in primary and lower secondary school. The current labour market demands competence in the form of basic skills. This is reflected in the organisation of and requirements regarding technical and vocational education in Reform 94 and in the Knowledge Promotion programme. **NO2**

High drop-out rate in technical and vocational education. The completion rate is particularly low in vocational training programmes. This is linked, for example, with the fact that there are a larger number of pupils with poorer grades and a great deal of absence from lower secondary school on these courses. This must in turn be

seen in the light of the pupils' family background. Moreover, it appears that the quality of technical and vocational education varies. **NO2**

A comparison of minority and majority language pupils with the same lower secondary school grades and parents with the same level of education shows that non-Western minority language pupils – both descendents of immigrants and immigrants – have less of a tendency to drop out than the majority language pupils. **NO2**

3.4.6. Enhancing access for disadvantaged groups. The Follow-Up Service works to create alternative jobs or education and training offers to those who drop out of education and training, including in VET. Preventative measures have been implemented in order to reduce the number of early school leavers regarding improved counselling and guidance in lower and upper secondary education and training. Pupils finishing 10 years of primary education have the opportunity to enter directly into an apprenticeship through the “Lærekandidatordning” (“learning apprenticeship arrangement”). A formalised model for such practise-based two year training leading to basic competencies is currently being tried out. This is the so called *Praksisbrev* (“*Certificate of Practice*”) – where the certificate is attained after 2 years in VET. (The ordinary VET pathway is 4 years). With this initiative, pupils with weak qualifications and/or poor motivation to complete upper secondary education and training would get the possibility to gain formal competence at a lower level than Craft or Journeyman’s certificate. The *Praksisbrev* should be presented as a possibility to build on further in the system of upper secondary education and training. Presently, pilot projects in three County Municipalities are being conducted. **NO3**

To counteract drop-out from working life because of poor basic skills the Government has initiated the Programme for Basic Competence in Working Life (BKA). The awarded funds are to be spent on giving employees instruction in reading, writing, arithmetic and basic use of ICT. As far as possible this teaching should be given in the workplace and be related to the job. Courses meant for job seekers will also be started through the Labour and Welfare Organisation. The programme is to help both job seekers and employees have the opportunity to acquire the competence they need to master the requirements of working life. The pilot projects have been very successful. **NO3**

Early intervention

Summary of Report No. 16 (2006-2007) to the Storting, the Norwegian Government’s white paper on early intervention for lifelong learning (NO2)

The possibilities lie in early intervention. Everyone has a potential for learning. When a large number of people are prevented by poor learning development in childhood and adolescence from participating in the knowledge society, the system is to blame. This particularly affects children and young people who do not have parents who are able to compensate for weaknesses in the education system. **NO2**

Surveys show that there has been a tendency in Norwegian schools to ‘wait and see’

instead of intervening at an early stage of the pupils' development and learning. According to the Progress in International Reading Literacy Study (PIRLS) in 2001, one of the teaching strategies of every second 4th grade teacher in Norway is 'to wait for the pupil to mature' if the pupil is lagging behind in reading skills. Statistics showing the scope of special education support the assumption that measures are initiated too late. The use of special education increases with the pupils' age, which conflicts with the principle of early intervention. In Finland, a great deal of extra help is given at an early stage of the learning process. Finland has very high scores in international reading surveys and has few pupils with weak basic skills. **NO2**

Higher education. Higher education has a high capacity and a good regional distribution, and the costs of taking a higher education are low. There are a number of gateways to higher education, and the possibilities for adults to participate are good. Higher education is however not distributed equally in the population. The probability of embarking on a college or university education increases with the level of the parents' education. There are strong indications that this social reproduction is mainly caused by differences that have arisen earlier in the education process. The central message of this White Paper on early intervention will therefore also lead to broader access to higher education in the long term. The Government's goal is to give everyone an equal right to education regardless of financial means and social background. Every student must be given the possibility of studying full-time. **NO2**

Transition

Karriereveiledning i overgangen fra studium til arbeidsliv er spesielt viktig for kandidater med lavt utdannede foreldre og kandidater med minoritetsbakgrunn, som ikke har nettverk i like stor grad som andre kandidater. Forskning viser også at foreldrenes utdanningsbakgrunn har sammenheng med fullføring, og at frafallet er størst for studenter med lavt utdannede foreldre. God veiledning i høyere utdanning er dermed også viktig i arbeidet for sosial utjevning. **NO6**

Third age
Older workers
Retirement

Third age

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