Adult learning, competence development and planning in Norway

Anne Solvik and Andreas Gravdahl, HK-dir

The Nordics/EU meeting 23rd of November 2023
Responsibility changing between Ministries

- **Local Government and Labour / regional**
  - Education and Research: 2016–2018
  - Labour and Social Inclusion: 2018–2021

... and perhaps showing changes in emphasis: ‘Integration’ and/or ‘inclusion’
Source: Skills and Labour Market Integration of Immigrants and their Children, OECD 2020
The Directorate of Integration and Diversity (IMDi): area of responsibility

- Settlement of refugees
- Facilitate the participation of immigrants in work and community life
- Provide professional input regarding integration policy
- Ensure good coordination
- Produce and disseminate research/data, reports, statistics and good practices
- Administer grant programs (municipalities and voluntary organizations)
- Contribute to a professional and service oriented public sector
- Professional authority for interpretation in the public sector

Relevant for HK-dir

www.imdi.no
HK-dir’s area of competence

- Lift and mobilize the competence of the population
- Provide high-quality education, learning and career guidance to everyone throughout their lives
- Ensure the worklife’s access to competent labour
- Administrative tasks and national responsibility within:
  - HE and CVET
  - competence policy
  - development of the quality of education and training
  - international cooperation
  - contribute to the digital transformation of universities and colleges

[www.hkdir.no](http://www.hkdir.no)
Challenges
Education, worklife, and exclusion

• The education system: High demand, too few study places, drop out rate and lack of adult education offers

• 21% with only primary school as their highest education level
• 20% have not completed upper secondary education (SSB: numbers from 2021)

• Shortage of labour and many unemployed – at the same time
• 659 000 individuals in working age are outside of employment and education
Shortage of personnel in some professions

- Nurses and care workers
- Carpenters
- Chefs
- ICT development
- Shop assistants and sales personnel
Education, worklife and exclusion – immigrants (numbers from NAV)

- 1 in 3 among people «outside education and the workforce» are **immigrants**
- 777 408 (ca six percent) are foreign-born in working age in Norway (numbers from December 2022)
  - 220 000 among these were outside education and the workforce
    - 46% of these receive social security benefits
    - 54% of these receive nothing
Why are many immigrants ‘excluded’?

- Immigrants and refugees have a **lower educational** level than the general population – people with primary education as their highest level of education.

- Immigrants are overrepresented among:
  - People with **temporary** employment
  - People working **part-time**

- Many struggle with **health problems** due to persecution, suffering and trauma.

- Some are **overqualified** for the type of jobs they can get.

- **Cultural challenges**, for example, women’s participation in the workforce, result in a single ‘provider’ in several families.

- Lower education leads to **lower** income.
Measures supporting inclusion
The Integration Act and the Introduction Program – for refugees

**Purpose** – Integration and economic independence by contributing to:

- Improved Norwegian language skills
- Knowledge of Norwegian society and culture
- Formal qualifications
- Sustainable connection to education and the workforce
Preparation for secondary and upper secondary education for adults

Completion reform (2020–2021)

- **Modul-structured training** will be the main model for all adult training
- **Better adjustment** for adult needs
- **The final competence** must govern the way in which the training is organised
- **Training in various arenas** such as within the introduction program, in labor market initiatives, in companies and business and in schools

Dual/combined progress path

- Preparatory training for adults (FOV)
- Secondary education for adults (VOV)

Formal training that provides a sustainable connection to working life
Vocational training – adults

- Praksiskandidatordningen

- Trade Certification – at work (Fagbrev på jobb)

- Ordinary Secondary Vocational Training
Several examples of measures administrated by HK-dir

- Flexible and decentralised education
- Competence Plus
- Threepartite Industry programmes
- Career guidance for newly arrived refugees and immigrants
Recognition Procedure for Persons without Verifiable Documentation (UVD)

- The UVD scheme is an approval scheme for individuals without verifiable documentation
- Applicants lack some or all educational papers
- HK-dir does not achieve reliable verification and lacks confidence in the notoriety of the documents
- Applicants do not consent to contact with educational institutions/authorities in their home country
- Especially aimed at refugees and individuals in a refugee-like situation, and is intended to fulfill Norway’s obligations under Article VII of the Lisbon Convention
- Not only for refugees: status on documentation, not the person
- UVD countries: Libya, Afghanistan, DR Congo, Iraq, Liberia, Somalia, Sierra Leone, Yemen
Worklife participation: How to reduce barriers for immigrants

Need for more knowledge:
- Data on how we can improve the Introduction program (Introduksjonsprogrammet)
- Data on why people does not get jobs (statistics on economic decline)
- Data on exclusion from the worklife (effects)
- Data on effective measures
Ukrainian refugees

Need for more knowledge

- Pilot for module structured CVET for refugees
- Coordinating group in HK-dir
Thank you!
Attachments – relevant numbers and statistics
# Norwegian for adult immigrants

## Main figures for Norwegian language training

<table>
<thead>
<tr>
<th></th>
<th>Number of participants</th>
<th>Change in percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
<td>2021</td>
</tr>
<tr>
<td>Norwegian language training and social studies(^\text{1})</td>
<td>26 123</td>
<td>22 199</td>
</tr>
<tr>
<td>Males</td>
<td>9 177</td>
<td>7 425</td>
</tr>
<tr>
<td>Females</td>
<td>16 946</td>
<td>14 774</td>
</tr>
<tr>
<td>Norwegian language training for asylum seekers(^\text{1})</td>
<td>446</td>
<td>360</td>
</tr>
</tbody>
</table>

\(^{1}\) Respectively 155 persons in 2021 and 222 persons in 2020 participated in both schemes during the year.

---

Participants in Norwegian language training and social studies

2021

22 199
Figur 2.20  Utenlandsk arbeidskraft etter region 4. kvartal 2021. Antall og i prosent av sysselsatte 20–66 år med arbeidsstøt i fylket
Omfatter innvandrere og utenlandske pendlere (ikke-bosatte lønnstakere) 4. kvartal.
Kilde: SSB 11610
## Participants in Norwegian language training and social studies for adult immigrants by age and sex

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2021 Total Participants</th>
<th>Males Participants</th>
<th>Females Participants</th>
<th>Males (per cent)</th>
<th>Females (per cent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>22,199</td>
<td>7,425</td>
<td>14,774</td>
<td>33.4</td>
<td>66.6</td>
</tr>
<tr>
<td>16-25 years</td>
<td>2,721</td>
<td>1,305</td>
<td>1,416</td>
<td>48.0</td>
<td>52.0</td>
</tr>
<tr>
<td>26-35 years</td>
<td>9,219</td>
<td>2,640</td>
<td>6,579</td>
<td>28.6</td>
<td>71.4</td>
</tr>
<tr>
<td>36-45 years</td>
<td>6,851</td>
<td>2,204</td>
<td>4,647</td>
<td>32.2</td>
<td>67.8</td>
</tr>
<tr>
<td>46-55 years</td>
<td>2,666</td>
<td>974</td>
<td>1,692</td>
<td>36.5</td>
<td>63.5</td>
</tr>
<tr>
<td>56 years or older</td>
<td>742</td>
<td>302</td>
<td>440</td>
<td>40.7</td>
<td>59.3</td>
</tr>
</tbody>
</table>
High immigrant participation in occupations requiring higher education:

- Nurses
- Technological professions (IT, engineering, civil engineering)
- University and College teachers