The Norwegian model
- Sustainable Coordination of Guidance and Validation

Swedish presidency of the Nordic Council of Ministers
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Agenda

• Introduction
  – Who are we?

• Current state and situation
  – Statistics and challenges

• Support framework
  – Tools, services and systems
Roles

- Adviser
- Initiator
- Coordinator
Operating targets for 2024

The Norwegian Directorate for Higher Education and Skills (HK-dir) aims to contribute to enhancing the skills and competences of the population and fostering a sustainable and adaptable society through the following objectives:

1. Educational institutions and training providers offer high-quality programs/education and training provision

2. Individuals are well-informed about access to education, career guidance, and lifelong learning

3. Recognition and documentation of their education, qualifications and skills, provides individuals access to education and employment.

4. Skills policies are well-coordinated and encourage skill and competency development, and collaboration between the labour market and education and training institutions.

5. Government authorities and stakeholders have a strong knowledge base for making decisions regarding education, research, and competence development.
Current situation
Worklife situation

- Job losses: Routine, low/medium skill
- Job creation: High skill
- Temporary unemployment (specific industries/regions)
- Long-term shortage of labor (more than high unemployment)
- **Immense competence demands, in need of:**
  - Health care workers (all education levels)
  - Trade certificate (Health and craft)
  - ICT

Technological development

Creates and automates jobs and changes skill requirements

The green transition

Regional consequences
Workforce reserve’s need of competence

485,000 are outside working life and education (15-61 y.o)

Low skilled, immigrants, persons over 30 years, and persons with health-related challenges was overrepresented

Extra 100,000 reserve with people over 61 years

- High amount of them have obtained secondary education

1 in 5 does not complete secondary education
Which education- and career paths do adult choose?

- More than 2 of 5 want more education and at a higher level
- Wants to able to combine work with education
- Feel ‘pressure’ to gain more education
- 4 out of 10 would choose another education if the opportunity was there
- Need for more information of the guidance services for carrier paths
- Internet is the main source for information on education possibilities
What do they need?

- Deeper user understanding
- Life situations and needs
- Factors for vulnerable group inclusion (youth, immigrants etc.)
Support framework
Modular education and training for adults

Completion reform (2020–2021)

- **Modularization** 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 organized
- **Training in various arenas** such as within the introduction programme, in labor market initiatives, in companies and business and in schools
- **Statutory right** to complete upper secondary education, without time limits and requalify for VET (trade certification)

**Targets**: Adults with secondary education (or similar) who are not currently working

**Addresses Concerns**: Traditional programs criticized for being lengthy and *inflexible*

**Solution**: Modular structure offers a more adaptable approach

**Benefits**:
- **Flexibility**: Learners can progress at their own pace, taking only necessary modules
- **Focus**: Programs can cater to specific needs of immigrants, refugees, or those with partially completed secondary education
- **Validation**: Prior learning is recognized, and participants are placed at the appropriate level
- **Credentials**: Certificates awarded for each completed module, demonstrating acquired skills
Modular education and training for adults

- Preparatory training for adults (FOV)
- Upper secondary education for adults (VOV)
- Formal training that provides a sustainable connection to working life
Results

FVO and MFY offer promising approaches for adult learners

Need for improvement in individual tailoring, language learning, work-oriented goals, and collaboration

Addressing these areas can help programs better meet learner needs and goals
## Grants for skilled workers

- **Pilot project from 2022**

- **Providing information about education possibilities – and offering extra grants for adult skilled workers**

- **Results:** Increase of participation in continuous education

- **Motivation:** Increased salary, better suited for the job / «doing the job better»

- **Barriers:** Lack of interest, «why do I need to gain more education?», economical situation (not enough grant), some does not see the value (employee/employer)

- **Other examples of refusal:** «Isn’t my competence/education already enough?», «stop with the information overload»,

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Norwegian Directorate for Higher Education and Skills
Vocational training – adults

Experience-based trade certification

Trade Certification – at work (Fagbrev på jobb)
Tripartite industry programmes

- Close the skills gap
- Upskilling: targets employees with a low level of formal education
- Increase participation in skills development
- Increase the amount of available and relevant courses
Validation of prior learning

HK-dir promotes the use of validation of prior learning (VPL) at different levels of training, education and worklife.

The target group is country municipalities, municipalities, education institutions and other administrative levels that are interested in learning more about VPL.

HK-dir and the Norwegian Directorate of Education and Training (Udir) have a shared national responsibility for VPL in basic education. HK-dir is responsible for guidance, competence development and networking related to VPL in basic education for adults. Udir is responsible for regulations, work on curricula, statistics and national examinations in basic education for adults.
## Validation of prior learning in the formal education system

<table>
<thead>
<tr>
<th></th>
<th>System below upper secondary</th>
<th>Upper secondary</th>
<th>Higher VET</th>
<th>Higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsible</strong></td>
<td>municipalities</td>
<td>county municipalities</td>
<td>each institution, local curricula</td>
<td>each institution local curricula</td>
</tr>
<tr>
<td><strong>VPL system</strong></td>
<td>new education act make VPL a statutory right at this level, from 2024</td>
<td>by law, all adults entitled to education are entitled to VPL</td>
<td>admission, in legislation, criteria: 23 years and relevant experience</td>
<td>admission, in legislation, criteria: 25 years and relevant experience</td>
</tr>
<tr>
<td><strong>Challenges</strong></td>
<td>different practice and understanding of VPL, lack of coordination and access to tools</td>
<td></td>
<td></td>
<td>system is not well known and numbers are low, huge potential for improvements</td>
</tr>
<tr>
<td><strong>Initiatives to improve current systems</strong></td>
<td>priority to look into how current system can be improved in order to build capacity and develop tools and framework for system</td>
<td></td>
<td>17% of students offered a place based on VPL</td>
<td>HK-dir propose a pilot to create a central system for VPL to see if this can increase the use of the system</td>
</tr>
</tbody>
</table>
Why do we need VPL?

Societal benefits:

• Effective use of resources, less need for inclusion measures
• Access to skilled labor
• Increased skill level

Individual benefits:

• Adapted training, reduces unnecessary time consumption
• Increased opportunities in the labor market and qualification for further education
• Motivation and recognition
VPL in an education and competence policy perspective
What happens in 2024?

• Introduction of the Completion Reform, New Education Act from August 2024

• The new Education Act maintains the right to VPL assessment for adults at upper secondary level and introduces the right to real competence assessment at the lower level

• Modular curricula are being introduced in upper secondary education for adults (VOV)

• Module-structured training should build on the knowledge and experience that the adult participant brings with them

Modular curricula requires a well-functioning system for VPL assessment

Meld. St. 21, Completion reform
Selected findings

• There are big variations in interpretation, understanding and administration of the scheme among the county municipalities.

• Professional staff (specialist consultants) carry out work with VPL assessment as an additional job with different conditions and frameworks.

• Different understanding of the assessment situation.

• Large variations in training and access to competence development.

• Respondents want, among other things, a national community of interpretation, framework, idea bank, more accessible and targeted competence offers with more...
VPL Assignment 2024

**Goal:** Create a more accessible and efficient VPL system for adults

**Actions**
- Digitize and simplify national VPL guidelines for upper secondary (VOV) and preparatory education (FOV)
- Develop digital training materials and tools, including an interactive digital guideline
- Compile information on VPL with links to resources for individuals and professionals (NAV, refugee services)
- Establish a national VPL interpretation community (FOV & VOV)

**Investigations**
- Improve existing VPL further education programs
- Enhance framework conditions for VPL professionals in municipalities and counties
- Collaborate with Udir and AVdir on VPL development

**Project Lead:** Norwegian Directorate for Higher Education and Skills

**Partners:** Udir, Norwegian Labor and Welfare Administration (AVdir)
Selected findings tripartite industry programs

VET
• Relatively large proportion – 21%
• Active approach: conversations with applicants, close follow-up
• Collaboration with employers, encourage participation
• Measures such as quotas and preparatory courses to ensure completion

Higher education
• Little use of VPL, lack of information about the possibility as a basis for admission, only document check as a method.
• But variation, some good routines and examples
Career Guidance in Norway

- Regional career centers owned by the counties
- Digital service
- Advising, developing and supporting the work in the counties and at education levels
- Governance instruments and tools
  - Legislation, economic instruments and pedagogic instruments
Comprehensive lifelong guidance system

- Includes both access and quality/professionalism
- Blended services digital AND face-to-face
- Aiming at cross sectoral co-operation and co-operation on all levels
Target group: The Norwegian population for everyone.

Phone

Chat

Self help tools

Digital events

Karriereveiledning.no

Offentlig og gratis

Norwegian Directorate for Higher Education and Skills
UVD-scheme
Application and process

- Recognition procedure for persons without verifiable Documentation
Thank you for the attention!

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