

The Norwegian model - Sustainable Coordination of Guidance and Validation

Swedish presidency of the Nordic Council of Ministers

Andreas Gravdahl, advisor HK-dir

11-12th of April 2024, Skellefteå





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

Technological development

Creates and automates jobs and changes skill requirements

The green transition

Regional consequences

- 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

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 be 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 career paths

Internet is the main source for information on education possibilities

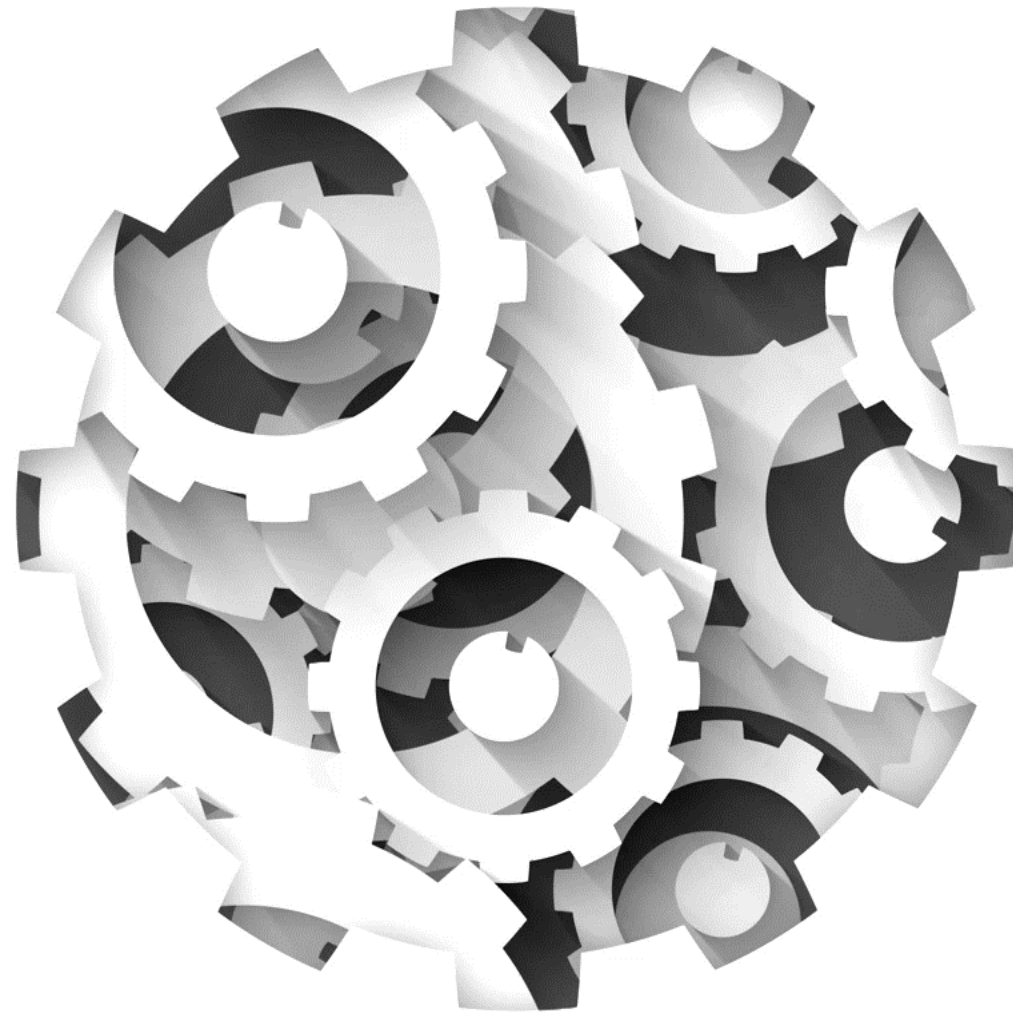
What do they need?

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

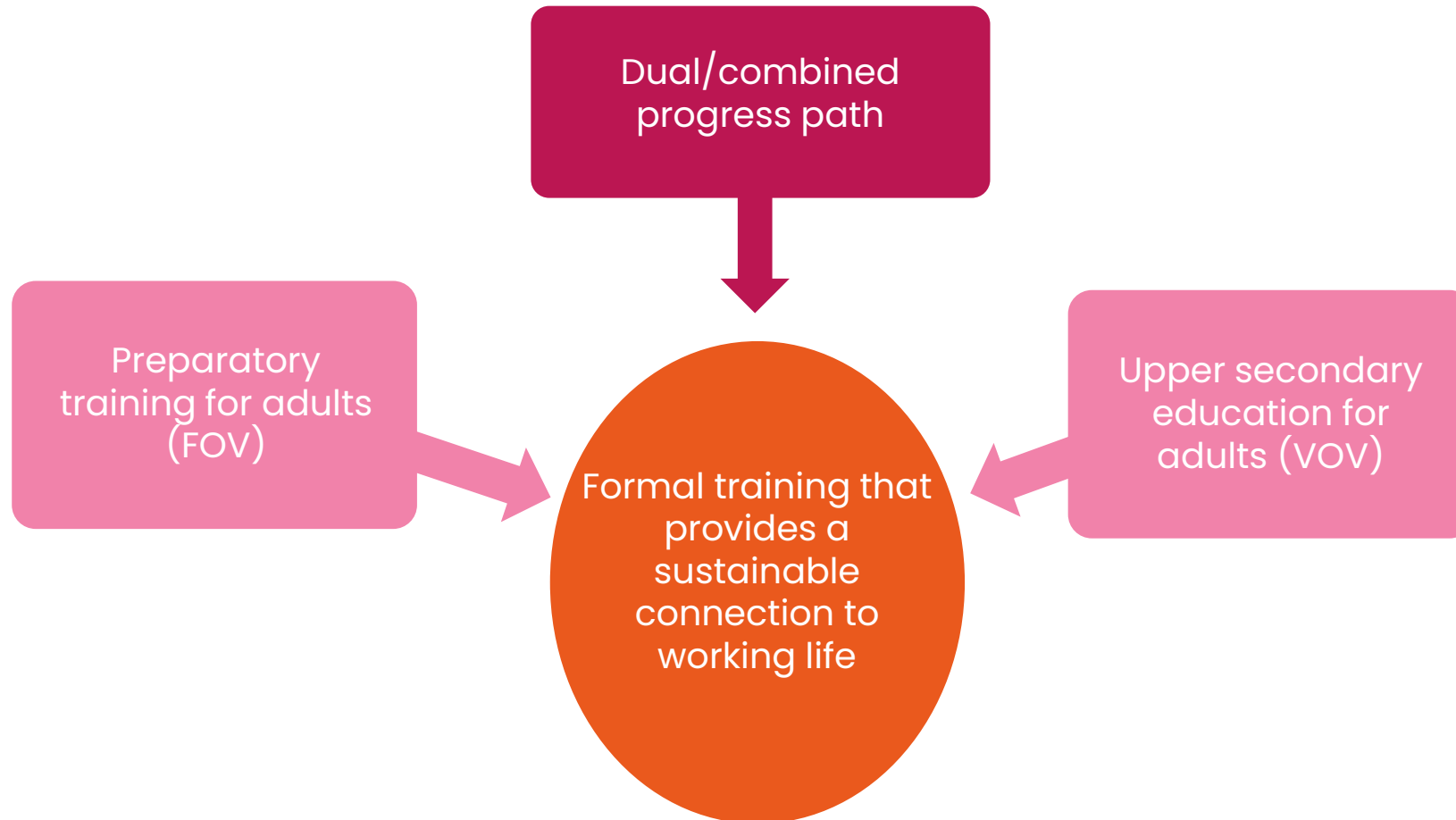
Addresses Concerns: Traditional programs criticized for being lengthy and *inflexible*

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



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»,

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

	System below upper secondary	Upper secondary	Higher VET	Higher education
Responsible	Municipalities	County municipalities	Each institution, Local curricula	Each institution Local curricula
VPL system	New Education Act make VPL a statutory right at this level, from 2024	By law, all adults entitled to education are entitled to VPL	Admission, in legislation, criteria: 23 years and relevant experience	Admission, in legislation, criteria: 25 years and relevant experience
Challenges		Different practice and understanding of VPL, lack of coordination and access to tools		System is not well known and numbers are low, huge potential for improvements
Initiatives to improve current systems		Priority to look into how current system can be improved in order to build capacity and develop tools and framework for system	17% of students offered a place based on VPL	HK-dir propose a pilot to create a central system for VPL to see if this can increase the use of the system

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

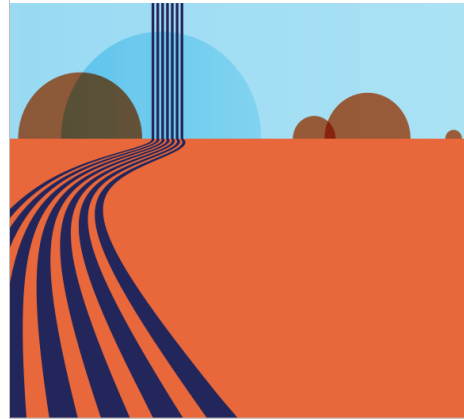


VPL in an education and competence policy perspective



Meld. St. 14
(2022–2023)
Melding til Stortinget

Utsyn over kompetansebehovet i Norge



NOU Norges offentlige utredninger 2022: 17

Veier inn – ny modell for opptak til universiteter og høyskoler



Meld. St. 21
(2020–2021)
Melding til Stortinget

Fullføringsreformen
– med åpne dører til verden og fremtiden

NOU Norges offentlige utredninger 2022: 18

Mellom mobilitet og migrasjon

Arbeidsinnvandreres integrering i norsk arbeids- og samfunnsliv



Øystein Stette (red.)

**Ny opplæringslov
2024**

Med forarbeider og lovspill

FAGBOKFORLAGET

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



Phone

Digital events

**Self help
tools**

KARRIEREVEILEDNING.NO

OFFENTLIG OG GRATIS

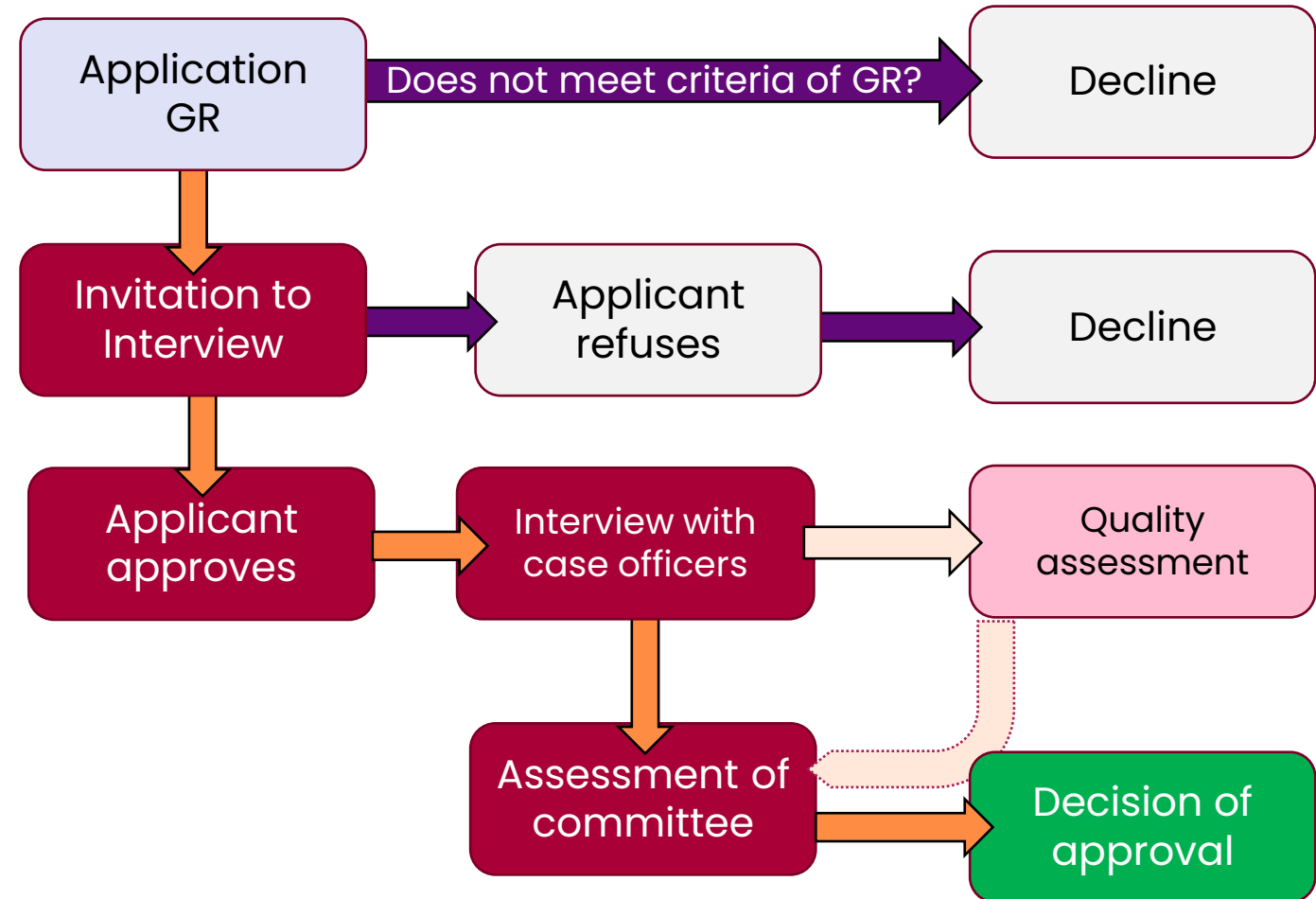
Chat

Target group:
The
Norwegian
population

**For
everyone**

UVD-scheme Application and process

- Recognition procedure for persons without verifiable Documentation



**Thank you for the
attention!**

andreas.gravdahl@hkdir.no

