


Upper secondary education review (NOU 2019: 25)

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 NORWAY

Timeline

2020 Design 2021 Completed

ID number 29084

Background

There have been no fundamental changes in upper secondary education since a reform in 1994 and students still have the same offer and organisation of education as they did 20 years ago. The county council's responsibility for upper secondary education and the principles of tripartite cooperation in vocational training between national authorities, school owners and working life have also been largely the same since 1994.

There are major challenges with the current model, including:

- (a) the dropout rate at upper secondary level, after five years, has been around 25% every year since 1994, despite a number of efforts and pilots over the years;
- (b) the dropout rate is particularly high in the vocational programmes, and there is a lack of apprenticeship places. In recent years, about 22 % of the pupils could not sign an apprenticeship contract;
- (c) upper secondary education has over the years been subjected to major and minor adjustments to address various challenges. The result is that the requirements for general study competence vary.

A committee was appointed to look into the challenges in September 2017.

Objectives

The objectives are specific proposals from the committee for changes in structure, organisation and subject composition in upper secondary education.

Description

The committee has assessed:

- (a) whether upper secondary education has a structure and content that enables as many students as possible to complete upper secondary education;
- (b) whether the current model for upper secondary education complies with the needs of working life and society for competence;
- (c) whether the current model adequately promotes a desire to learn and motivation;
- (d) the need for changes in the division of responsibilities between national authorities,

- school owners and working life;
- (e) the need to expand schemes for those with lower-level competence;
- (f) how to make the best possible arrangements for adults to obtain formal qualifications.

The committee has arranged a number of input rounds and relevant partners have contributed to the process. The committee has conducted a number of school visits, company visits and interviews.

A reference group, consisting of the social partners, the School Student Union of Norway, representatives from higher education and the teacher organisations, has also contributed to the work.

The committee delivered a partial recommendation in the autumn of 2018 (NOU2018:15 kvalifisert, forberedt og motivert), and a main recommendation in December 2019 (NOU2019:25 Med rett til å mestre). The main recommendation is at public consultation, with a deadline of 1 July 2020.

2020 Design

2021 Completed

The Ministry of Education and Research announced that it would present a white paper on upper secondary education to the Storting (the Norwegian Parliament) during the spring of 2021. The White paper was published on 26 March 2021.

Bodies responsible

- Ministry of Education and Research (KD)

Target group

Learners

Learners in upper secondary, including apprentices

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Supporting lifelong learning culture and increasing participation

Permeability between IVET and CVET and general and vocational pathways, academic and professional higher education

Providing for individuals' re- and upskilling needs

Subsystem

IVET

Further reading

[More information about the main report NOU 2019:25](#)

[More information about the public consultation](#)

“ … ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/29084>