

VET-related priorities in the political platform of the government

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 NORWAY

Timeline



ID number 28827

Description

Following the elections of autumn 2017, the government announced its priorities on 14 January 2018. For upper secondary VET, they included:

- (a) flexible pathways;
- (b) continuing the process of increasing the number of apprenticeships through improved financial arrangements and closer cooperation with the county municipalities and the world of work;
- (c) public agencies and underlying establishments to have apprentices;
- (d) implementing the renewal of vocational programmes;
- (e) introducing new work-based and craft-oriented elective subjects in lower secondary schools;
- (f) giving the world of work greater influence on the content of vocational education;
- (g) ensuring up-to-date and quality-assured equipment in vocational education and increasing the grants for expensive equipment;
- (h) pursuing the focus on continuing and further education of vocational teachers through the VET teacher promotion initiative;
- (i) strengthening job shadowing for vocational teachers and continuing the measure aiming to strengthen natural sciences and mathematics in upper secondary education.

2018 Approved/Agreed

2019 Approved/Agreed

Some additional priorities were introduced in 2019 (Gravavolden plattformen):

- (a) YSK (four-year VET programmes with general education) to be implemented in all counties and more vocations added to YSK;
- (b) longer apprenticeships for some vocations, in cooperation with the social partners;
- (c) more flexible pathways with an expanded possibility to combine work-based learning and school;
- (d) a closer link between upper secondary school and training establishments.

Objectives for vocational colleges were to:

- (a) carry out a quality boost and ensure equality between vocational college students and other students;
- (b) stimulate closer cooperation between schools and the world of work, to increase quality and ensure work-based learning;
- (c) improve transition possibilities between vocational colleges and universities and other colleges;
- (d) increase knowledge of vocational education in education guidance;
- (e) ensure a diversity of private and public vocational colleges.

2020 Implementation

No new developments.

2021 Implementation

Following the elections of autumn 2021, the government announced its priorities for upper secondary VET and higher vocational education and training on 14 October 2021. They included to:

- (a) increase recognition of vocational education;
- (b) increase work-based learning in lower secondary education;
- (c) renew the equipment used in vocational education and training;
- (d) intensify the use of production school (teaching linked to production) and the use of certificate of practice (VET at EQF3);
- (e) establish a national centre for vocational education and training;
- (f) increase the number of students in higher vocational education;
- (g) strengthen the funding of vocational colleges;
- (h) improve matching students with the needs in the world of work in higher vocational education
- (i) increase the number of modular industry programmes;
- (j) develop the pedagogic competence of teachers in higher vocational education;
- (k) establish a national student agency for students in higher vocational education.

2022 Implementation

The following measures started:

- (a) establishing a national centre for vocational education and training;
- (b) increasing the number of students in higher vocational education;
- (c) increasing the number of modular industry programmes.

2023 Implementation

An expert group presented a report on a possible national centre for vocational education and training. The report was being processed by the Ministry of Education and Research.

The number of students in higher VET increased from 27 972 in 2022 to 31 380 in 2023.

2024 Implementation

Two new modular industry programmes, for information security and ICT, and the financial industry, were introduced in 2023 to be available from January 2024.

The Government has earmarked NOK 10 million (EUR 857 345.80) to establish a national centre for vocational education and training. The centre is intended to be a driving force for innovative thinking and long-term strategic work to increase the relevance and quality of vocational education and training. Five million are to establish

operations in the year of establishment, and five million for the first research acquisitions.

The government intends to establish a national student representative (published 10 October 2024). A public consultation with amendments to the Act for higher vocational colleges has been published to facilitate a national student representative scheme from 1 August 2025. The aim of a national student representative is to ensure that vocational college students receive a better offer of advice and help in student affairs.

State budget 2025 (published October 2024): The government proposed strengthening vocational colleges with 1 000 new study places. The county municipalities are responsible for meeting local, regional, and national competence needs by offering accredited higher vocational education. HK-dir will have to distribute 900 two-year study places between the county municipalities.

The remaining 100 study places are earmarked for a specific industry programme scheme. Vocational colleges can apply for short and flexible further education programmes with a three-year frame, for the industry and construction sectors. Close collaboration between vocational colleges and enterprises is required. Both the employees and the employer of the company must be involved in the work to identify skills needs and create a plan for the implementation of the education programme.

Additionally, the Government proposed NOK 25 million (EUR 2 143 364.50) annually for research on higher vocational education.

Bodies responsible

- Ministry of Education and Research (KD)

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)
Adult learners

Entities providing VET

VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Modernising VET infrastructure

Modernising infrastructure for vocational training
Improving digital infrastructure of VET provision

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses
Reinforcing work-based learning, including apprenticeships

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting lifelong learning culture and increasing participation

Financial and non-financial incentives to learners, providers and companies

European priorities in VET

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET CVET

Further reading

[Link to Jeløya platform \(2018\)](#)

[Link to Hurdal platform \(2021\)](#)

[News item - national centre for vocational education and training](#)

[Public consultation for amendment to the Act for higher vocational colleges](#)

[State budget 2025](#)

Related policy developments

2024 Design

White Paper - Higher Vocational Education

The work on this paper started in 2023 and the Ministry of Education and Research planned to present a white paper on higher vocational education to the Storting by spring 2025.

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Type of development

Strategy/Action
plan

Subsystem

CVET

2024 Implementation

White Paper 17 - The integration policy - Making demands and

offering opportunities

The government wanted to examine possible changes to the Integration Act in 2024 to enable more people to complete upper secondary education (EQF 4), especially vocational education and training (an alternative not a full EQF qualification but a certificate of competence for a vocation (EQF3)), w

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Type of development

Practical
measure/Initiative

Subsystem

IVET CVET



2024 Design

The skills reform committee

The purpose of the Skills reform committee is to make structured proposals so that skills reform contributes to the development of skills for the green transition, increased innovation and competitiveness and good public welfare services.

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Type of development

Strategy/Action
plan

Subsystem

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2023 Completed

White Paper Overview of skills needs in Norway (Meld. St. 14 (2022-2023))

The White Paper details the government's policy in the following areas:

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Strategy/Action
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2024 Approved/Agreed

National centre for vocational education and training

In autumn 2022, an expert working group was appointed by the Ministry to look at the mandate and possible funding for the centre. The working group consisted of representatives of the Ministry of Education and Research, the social partners and the Directorate for Education and Training.

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Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2023 Completed

Reduced opportunities to start private profile schools and private vocational schools

The 2022 law removes the possibility of creating and open new private schools and private vocational schools and also extending their existing study programmes.

 NORWAY

Type of development

Regulation/Legislation

Subsystem

IVET

2024 Completed

Strategy for digital competence and infrastructure

The strategy for digital competence and infrastructure, from kindergarten to upper secondary education, contributes to the government's overall digitalisation and education policy goals as they emerge from the government's political platform.

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Strategy/Action
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Subsystem

IVET

2022 Completed

National admission service for vocational colleges

The Norwegian Directorate for ICT and Joint Services in Higher Education and Research (UNIT) has coordinated the work to develop and implement a joint website, where the

education programmes of all vocational colleges (EQF level 5) can be presented, and application opportunities be more visible.

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Type of development

Practical
measure/Initiative

Subsystem

CVET

2021 Completed

Regulations on higher vocational education (EQF level 5)

The Ministry of Education and Research prepared a proposal for new provisions in the new higher vocational education regulation, aiming to gather all possible rules for vocational colleges into one regulation.

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Type of development

Regulation/Legislation

Subsystem

CVET

2022 Completed

Modular industry programmes for continuing training in post-secondary VET

Design work for shorter and flexible industry programmes for continuing training in post-secondary vocational education was initiated in December 2018. The programmes address the building and construction and the healthcare sectors.

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Type of development

Practical
measure/Initiative

Subsystem

CVET

2021 Completed

Motivating learners for VET

A 2015 amendment to the Education Act clarified and underlined the importance of continuous assessment as the basis for final assessment in apprenticeship programmes. The measure is expected to increase motivation and commitment of apprentices

throughout the programme.

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Practical
measure/Initiative

Subsystem

IVET

2024 Legislative process

Strategy for higher vocational education

The strategy was proposed by the Ministry of Education and Research for further improving and strengthening higher vocational education. It is aimed at higher vocational education and all actors in the field.

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Strategy/Action
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CVET

“ ... ” **Cite as**

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