


Validation of skills for refugees and migrants

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 NORWAY

Timeline

2016 Implementation 2017 Implementation 2018 Implementation
2019 Implementation 2020 Completed

ID number 28782

Background

There is no single all-encompassing strategy for validation of prior learning (VPL, realkompetansevurdering) nationally. However, there are laws and regulations on validation of prior learning for each level of education and training. The counties at regional level are responsible for validation of prior learning at primary and secondary level, and the Norwegian Directorate for Education and Training has developed guidelines for the validation process. Skills Norway has developed guidelines for validation in higher vocational education and higher education. There are also validation mechanisms in enterprises, such as the documenting workers' competences tool mentioned in the Basic Agreement between the Confederation of Norwegian Business and Industry (NHO) and the Norwegian Confederation of Trade Unions (LO).

Objectives

To develop a single all-encompassing strategy for validation of prior learning nationally.

Description

The main initiative relates to validation of skills for refugees and migrants. Measures have been taken to speed up the mapping and validation of skills and competences of refugees and other recent immigrants. The Ministry of Education and Research has allocated extra funding support from the 2016 budget. Skills Norway coordinates the Erasmus+ project VISKA (2017-20) on validation of prior learning for asylum seekers, immigrants and low-qualified adults. In the Norwegian trials, refugees have been validated in their own language or in English, making it possible to recognise their skills and competences at an early stage in their integration process. NOKUT (the Agency for Quality Assurance in Education) is working on possible ways of fast track assessment of higher education qualifications. It participates in a pilot project with similar methodology, *The European qualifications passport for refugees*. This passport provides an assessment of higher education qualifications, upper secondary VET qualifications and post-secondary vocational qualifications based on available documentation and a structured interview.

2016 Implementation

2017 Implementation

2018 Implementation

2019 Implementation

No new developments took place in 2019.

2020 Completed

To integrate refugees and immigrants into working life more quickly, the government proposed having their prior learning assessed in languages other than Norwegian and Sami. According to previous regulations, this assessment had to take place in one of these two languages. The proposed solution would give the county municipalities an important tool to speed up the process and get immigrants quickly into work. A public consultation on amendments to regulations to the Education Act were conducted and the regulation was changed and put into effect in 2020.

Bodies responsible

- Ministry of Education and Research (KD)
- Norwegian Agency for Quality Assurance in Education (NOKUT)

Target group

Other

Higher vocational education students

Thematic categories

Transparency and portability of VET skills and qualifications

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

European and international dimensions of VET

International qualifications

Subsystem

IVET CVET

Further reading

[Link to public consultation](#)

[Link to government news](#)

[Link to regulation](#)

[Link to the Viska project](#)

“ ... ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28782>