

# White Paper 17 - The integration policy - Making demands and offering opportunities

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 NORWAY

## Timeline

2024 Implementation

ID number 47254

## Background

Immigration creates both opportunities and challenges. To seize the opportunities and respond to the challenges, the integration policy must be developed continuously. In this White Paper (from 22 March 2024), the government sets the course for an effective, comprehensive and targeted integration policy for Norway.

## Objectives

The government's main goal for the integration work is to get more people into work, build strong communities and good community arenas, promote equality, and combat negative social control. The government aims for a policy where society both makes demands and offers opportunities. Adults granted residence in Norway must, as quickly as possible, become part of and contribute to society on an equal basis with everyone else. Immigrants must experience that they meet the same expectations, and get the same opportunities, as everyone else.

## Description

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)), within the framework of the introductory programme. This includes making greater use of the recognition of prior learning and considering a longer duration of the programme for a larger number of immigrants. Other measures being considered by the government are:

- (a) including a quick introduction to VET in the introductory programme (the introductory programme aims to give immigrants basic skills in Norwegian, basic insight into Norwegian society and prepare immigrants for work or education);
- (b) improving implementation of VET in the introductory programme;
- (c) supporting individuals in completing VET more effectively after the introductory programme;
- (d) continuing to develop the approval schemes for foreign VET, foreign higher vocational

- education and foreign higher education;
- (e) ensuring better user guidance and information on approval of foreign education and professional approval and better interaction between approval authorities;
  - (f) developing short vocational programmes within the framework of the introductory programme to assist individuals in entering and practising their professions more quickly.

The related activities are part of the National implementation plan.

### **2024 Implementation**

Four new subjects were included in the approval scheme for foreign vocational education and training (EQF4): agricultural machine mechanic, sheet metal worker, tourism, and sales. Several countries already had the opportunity to apply for approval in 2024, and two additional countries were added.

HK-dir started to develop a national framework for the recognition of prior learning for adults. HK-dir's objectives include making national guidelines more accessible to everyone, creating digital competence packages, providing information on recognition processes and establishing a national network for interpreting prior learning practices. Also on the agenda is the further development of a study programme on the recognition of prior learning.

The significant influx of arrivals from Ukraine highlighted the need for more specialised information regarding the recognition of foreign qualifications. This information is crucial for refugees, support services, and other professionals involved in integration efforts. HK-dir provided information and guidance and conducted special webinars in Ukrainian for Ukrainian applicants.

Targeted webinars and digital guidance sessions were conducted for other large applicant groups, such as Polish applicants, delivered in Polish. There were also targeted sessions for support services and employers.

The Directorate aims to provide clearer and more targeted information to support services, employers, the education sector and applicants. Updates on the recognition scheme for foreign vocational education and training are swiftly shared through newsletters, networks, HK-dir's pages, and social media.

## **Bodies responsible**

- Ministry of Labour and Social Inclusion
- Norwegian Directorate for Higher Education and Skills

## **Target group**

### **Learners**

Learners with migrant background, including refugees  
Adult learners

## **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

### **Supporting lifelong learning culture and increasing participation**

Ensuring equal opportunities and inclusiveness in education and training

## European and international dimensions of VET

International qualifications

## European priorities in VET

### Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

## Subsystem

IVET CVET

## Further reading

[Link to White Paper](#)

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[Link to approval scheme for foreign education](#)

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[Link to information page about recognition of foreign education](#)

## Related policy developments

### 2024 Implementation

### VET-related priorities in the political platform of the government

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

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#### Type of development

Strategy/Action plan

#### Subsystem

IVET CVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/47254>

