

# The skills reform committee

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 NORWAY

## Timeline

2023 Design 2024 Design 2025 Design

ID number 47243

## Background

Increasing demands for competences in the world of work and society have contributed to a development in policy that focuses more on skills to meet societal challenges. A comprehensive and targeted skills policy is central to achieving the goals of the most relevant skills in working life and good productivity. It is also connected with the goal of having as few as possible outside the working life. It is crucial that the skills policy is developed and anchored together with the social partners. Cooperation with social partners is important for adaptability and skills, and it must be safeguarded and strengthened. With increasing labour shortages, demographic changes and generally high and increasing demands for adaptability, it is becoming more important to have good framework conditions for lifelong learning.

## Objectives

The committee aims to investigate how the social partners can better facilitate adjustment and learning in working life, given the overarching goal of high stable employment, to counteract increasing inequality and ensure the skills needed in the world of work. The backdrop for the committee is the skills needed for working life, considering trends such as an aging population, green transition and digitalisation.

## Description

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. The reform will help to reduce recruitment challenges and prevent dropouts from working life as a result of a lack of skills. The work of the committee must embrace all groups in working life, and the committee must come up with proposals for measures that hit all levels of education. There is a skewed distribution of who participates in competence-enhancing measures, and different groups have different needs and barriers to participation. The committee must look in particular at measures to increase participation among the employees with the greatest need for skills development. The committee must look at these issues, bearing in mind that there is great variation in challenges in working life and between the public and private sectors. The committee report is due in December 2024.

## 2023 Design

The committee was established in June 2023. It was appointed by the eight main associations of the social partners and the Ministry of Local Government and Regional Development (KDD). The committee consists of one head, one representative from each association, and one representative from the Ministry of Digitalisation and Public Governance.

## 2024 Design

The committee held eight meetings in 2024 and collected input from the labour market sector for the report, expected in December.

## 2025 Design

On 14 January, the committee published the Norwegian Official Report (NOU) 2025:1 - Shared responsibility, shared Gains: Tripartite cooperation for skills development in working life. The report examined how Norway can strengthen lifelong learning through tripartite cooperation between government, employers, and employee organisations. Its main purpose was to propose measures that make skills development a joint responsibility, ensuring company competitiveness and better career opportunities for workers.

The main measures suggested by the report were as follows:

- (a) strengthened tripartite cooperation on competence policy;
- (b) more evidence-based policy development and better shaping of measures for competence development;
- (c) better information and link between study offers and demand in the world of work;
- (d) financial support schemes to promote competence development;
- (e) increased structured cooperation on the development of flexible competence study offers;
- (f) increased work-related study programmes in higher education and higher vocational education;
- (g) improved documentation and validation of prior learning.

The report's measures were sent for public consultation until 1 July. The Ministry of Education and Research encouraged active engagement and submission of input to the consultation.

## Bodies responsible

- Ministry of Education and Research (KD)

## Target group

### Learners

Learners in upper secondary, including apprentices  
Young people (15-29 years old)  
Young people not in employment, education or training (NEETs)  
Learners with migrant background, including refugees  
Learners at risk of early leaving or/and early leavers  
Learners with disabilities  
Adult learners  
Older workers and employees (55 - 64 years old)  
Unemployed and jobseekers  
Persons in employment, including those at risk of unemployment  
Low-skilled/qualified persons

Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

### Entities providing VET

Companies  
VET providers (all kinds)

## Thematic categories

### Governance of VET and lifelong learning

Coordinating VET and other policies  
Engaging VET stakeholders and strengthening partnerships in VET

## European priorities in VET

### Osnabrück Declaration

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

## Subsystem

IVET CVET

## Further reading

[More information about the committee](#)

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[Mandate](#)

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[Link to official report](#)

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[Link to public consultation](#)

## Related policy developments

**2025 Completed**

### 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:

 NORWAY

#### Type of development

Strategy/Action  
plan

#### Subsystem

IVET CVET

“ … ” **Cite as**

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