

Norway

Overview of the Vocational Education and Training System

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Title: Norway: overview of the Vocational Education and Training System in 2006

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Abstract:

This is an overview of the VET system in Norway. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society;
2. Policy development - objectives, frameworks, mechanisms, priorities;
3. Institutional framework - provision of learning opportunities;
4. Initial education and training - pathways and transition;
5. Continuing vocational education and training for adults;
6. Training VET teachers and trainers;
7. Skills and competence development and innovative pedagogy;
8. Validation of learning - recognition and mobility;
9. Guidance and counselling for learning, career and employment;
10. Financing: investment in human resources;
11. European and international dimensions: towards an open area of lifelong learning.

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: this one is valid for 2006. Later editions can be viewed from August 2007 at:

http://www.trainingvillage.gr/etv/Information_resources/NationalVet/ where more detailed thematic information on the VET systems of the EU can be found.

Keywords:

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

Geographic term:

Norway



01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

Norway is a unitary state, monarchy and parliamentary democracy. It is a member of NATO and EFTA. In a referendum in 1994, 52% of the population decided against full EU membership. However, through the EEA Agreement, Norway is a member of the Single Market and participates in several EU programmes and institutional arrangements, such as Cedefop and the Socrates, Leonardo da Vinci and Youth programmes.

The national assembly (*Stortinget*) decides major political principles and goals, as well as budgets and legal frameworks for activities under each ministry. Education and training are considered a public responsibility. Equality in access to and quality of education regardless of social or geographical factors is a fundamental political principle. There are no school fees at any level, including higher education, in the public education system. Only a small fraction of pupils and students attend private schools.

Norway has three administrative levels: it is divided into 19 counties and 431 municipalities. Each of these units has a locally elected decision-making body and an executive body appointed by the relevant assembly. Local autonomy is a strong principle.

The Ministry of Education and Research (*Kunnskapsdepartementet*) has overall responsibility for national policy development and administration of mainstream education and vocational training at all levels. Operational responsibilities for the development of curricula, delivery of training, examinations and quality control are mandated to other public bodies.

Individual municipalities own and run the public primary and lower secondary schools, while county authorities are responsible for all aspects of public upper secondary education and training. To this end, local units receive financial support from central government.

Norway has a well developed and regulated system of cooperation between social partners and government. They negotiate through a process of collective bargaining to control wage levels and influence prices. The main principles for both initial and continuing vocational training are also settled through collective bargaining.

0102 - POPULATION AND DEMOGRAPHICS

Norway has a population of 4.6 million and a total area of 387,000 sq. km. (including islands of Svalbard and Jan Mayen). Population density is low at 15 per sq.km, the annual population increase is 0.5-0.6%. 36% of the population is located in the five counties surrounding the Oslo fjord.

Demographic projections indicate that the age group 60+ will see a slightly stronger increase than other age groups in the years to come.

TABLE 1: AGE-SPECIFIC DEMOGRAPHIC PROJECTION 2002 – 2025(*). ABSOLUTE FIGURES AND (%)					
	2002	2005	2010	2020	2025
TOTAL	4 524 066 (100.0)	4 605 294 (100.0)	4 723 213 (100.0)	4 973 909 (100.0)	5 112 097 (100.0)
0-24	1 447 506 (32.0)	1 468 622 (31.9)	1 492 768 (31.6)	1 479 154 (29.7)	1 476 883 (28.9)
25-59	2 209 107 (48.8)	2 236 478 (48.6)	2 228 699 (47.2)	2 289 034 (46.0)	2 315 899 (45.3)
60 +	867 453 (19.2)	900 194 (19.5)	1 001 746 (21.2)	1 205 721 (24.2)	1 319 315 (25.8)

(*) Based on 2002 population data. Scenario: Medium National Growth, High Mobility. Source: Statistics Norway, 2002 (<http://www.ssb.no>)

In 2004 the immigrant population comprised 365 000 persons (8% of the total population). 266 000 (73%) originated from non-western countries. Immigrants reside in all 431 municipalities. 48% of non-western immigrants live in the Oslo area and they constitute some 22% of the total population in the capital.

The level of education in the immigrant population varies according to country background. Whereas the portion of highly educated is larger than the Norwegian average among immigrants from e.g. the Philippines and India, it is much lower among immigrants from e.g. Pakistan and Somalia. Many women from non-western countries have little or no schooling at all. This represents a challenge to the CVET system. Among persons born in Norway of two foreign-born parents, enrolment to higher education is higher than the country average for the age group 25–29. Unemployment is higher than the country average in all immigrant groups

(http://www.ssb.no/english/subjects/00/00/10/innvandring_en/).

0103 - ECONOMY AND LABOUR MARKET INDICATORS

Geographic, topographic and climatic conditions and the availability of major natural resources - oil and gas, fish, forests and waterfalls - have significant effects on the Norwegian population and production structure. In 2005, Norway was the world's 3rd largest exporter of crude oil and gas. At the same time the oil sector's demand for goods and services from the mainland economy is substantial. Power-intensive manufacturing sectors such as metals production, industrial chemicals and paper industries are large export-oriented industries together with shipbuilding and offshore platform construction. Fish farming has boomed over the last 20 years. The economy is open with an extensive foreign trade. For these reasons, the economy is vulnerable to fluctuations in international markets. Due to the topography and climate, the significance of agriculture to GDP and employment is limited.

Despite the dependency on natural resources, Norway must be considered a modern industrial nation. A high level of investment ensures a continuing modernisation of machinery and production equipment. The use of ICT is part of everyday family life and work for the majority of the population.

Small and medium sized enterprises (SMEs) constitute more than 99% of all enterprises. 80% of them have less than 5 employees. SME employees constitute approximately 70% of the total labour force. Only about 1 000 enterprises have 100 or more employees.

RECENT ECONOMIC AND LABOUR MARKET DATA FOR NORWAY:

Table 1: Employment by production sector 4th Quarter 2004. Real figures and per cent.		
SECTOR	TOTAL EMPLOYMENT	TOTAL EMPLOYMENT (%)
Agriculture, forestry and fishing	79 950	3.52
Manufacturing, mining, energy and water supply, construction	463 632	20.39
Public and private services	1 717 244	75.52
Unspecified	13 174	0.58
TOTAL	2 274 000	100.01

Source: Statistics Norway

(http://www.ssb.no/english/subjects/06/01/regsys_en/arkiv/tab-2005-06-16-10-en.html)

GDP 2000 & 2004. MNOK AND M€ (AND % CHANGE FROM PREVIOUS YEAR). 1 € = 8.0 NOK			
2000		2004	
MNOK	M€	MNOK	M€
1 026 924	128 366	1 710 402	213 800
(15.9)		(8.5)	

Source: Statistics Norway

(<http://www.ssb.no/english/subjects/00/00/10/economic-indicators/>).

Preliminary data show that the Consumer price index increased by 1,8 % from November 2004 to November 2005

(<http://www.ssb.no/english/subjects/00/00/10/economic-indicators/>).

EMPLOYMENT, 16 - 74 YEARS, 2004 AVERAGE. % OF POPULATION.	
Men	72.6
Women	66.0
Total employment rate	69.3

Source: Statistics Norway

(http://www.ssb.no/english/subjects/06/01/aku_en/arkiv/tab-2005-11-02-02-en.html).

UNEMPLOYMENT RATES, 2004 AVERAGE. % OF LABOUR FORCE	
Total	4.5
Men	4.9
Women	4.0
16–24 years	11.6

Source: Statistics Norway

http://www.ssb.no/english/subjects/06/01/aku_en/arkiv/tab-2005-11-02-02-en.html

http://www.ssb.no/english/subjects/06/01/aku_en/arkiv/tab-2005-11-02-13-en.html

PUBLIC EXPENDITURE ON EDUCATION AND TRAINING 2004. MNOK AND M€		
	Public sector, all levels	Regional and local levels
Total, MNOK	102 929	67 601
Total, M€	12 866	8 450
Per cent of GDP	6.0	4.0
Per cent of total public expenditure	13.9	32.1

Source: Statistics Norway

(<http://www.ssb.no>)

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

Eurostat statistics indicate that the educational level of the Norwegian population aged 25-64 is above the European average. Only 12% of the population have left the education system completing only compulsory education. Despite population sparsity with people having to travel a long way to attend education and training, 88% of the population attended upper secondary and tertiary education. Recent statistics show that around 95% of those who complete compulsory school enter upper secondary education

(Statistics Norway, <http://www.ssb.no/>). Major reasons for high participation in non-compulsory education are found in objectives and measures under national education policies (see 0201), and because employment opportunities are few for those with low education.

Statistics also indicate that existing second-chance arrangements for those who drop out of the education system are good compared to other European countries. Measures comprise labour market training, training for immigrants and other CVET courses for various target groups. Some young people are simply not motivated to continue education after completing compulsory school and instead look for work. This does not necessarily mean, however, that they have completed their education once and for all. Second chance alternatives are many and experience shows that many of those who drop out early develop new motivation and go back to school after some years of work.

02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

0201 - OBJECTIVES AND PRIORITIES

Equality and freedom of choice are general political principles which lie at the heart of Norwegian education and vocational training policy. All residents are to be ensured equal rights of access to quality education, irrespective of gender and social, geographical and cultural background. Accordingly, in Norway:

- education is a public responsibility;
- all education and training in the public domain is supplied free of charge, costs are covered by public budgets;
- every young person completing compulsory education is entitled by law to three years of upper secondary education;
- the supply of education and training should be of high quality and broad enough to allow for a range of choices irrespective of geographical location and social factors;
- state grants and soft loans are provided for students from poorer families.

Education and vocational training (VET) are viewed as central means to achieve national social, economic, employment and regional policy goals. Hence, the education and training policy is shaped in the interface between cultural, economic and social distribution policies.

VET, including apprenticeship, is an integral part of the education system and is regulated by the same acts as general education. The employers' organisations and trade unions play an active role in both the framing and implementation of VET policy.

Recent developments have been characterised by coherent, major reforms in all parts of the education system in order to meet the new challenges of the international knowledge-based society, characterised by frequent changes and rapid development in technologies and markets. The aim has been to strengthen access to, and the quality and relevance of, the system, as well as to increase its effectiveness and cost-efficiency. At the same time, aims have included to establish a framework to allow for flexibility and rapid

responses to future challenges and demands. Other objectives and principles of the reform process comprise:

- decentralisation of educational administration;
- meeting long-term and short-term qualification requirements of the labour market;
- emphasis on a broad and general initial education, leaving specialisation to later stages and further training at work;
- development of a lifelong learning system, based on a “cradle to grave” definition;
- development of a comprehensive education system with easy transition between levels and courses.

By the end of 2004, the system is still changing, but the framework is clear:

- various parts of the education system have been adapted to create a more streamlined structure;
- it has become easier for students to move horizontally between academic and vocational training paths;
- a legal framework has been established to ensure national control of all parts of the education system, but at the same time to allow flexible delivery according to needs;
- the administrative system, as well as the financial arrangements for students and public and private providers of education and training, have been adjusted to fit the strategic intentions of outreach, control and flexibility;
- the international orientation of provision has been strengthened.

In general, quality, ICT literacy and adult education have been given increasing attention over the last decade. Other important issues are the vocational guidance and training of immigrants to support their integration in working life and society in general.

In June 2001, the Storting approved the “Quality Reform in Higher Education”, implemented from the autumn 2003. Main elements comprised increasing institutional autonomy, closer follow up of individual students, introduction of a uniform degree and grading structure and a strengthening of international cooperation. A similar quality reform for basic education, i.e. primary, lower secondary and upper secondary education and training, was approved by Storting in 2004 and will be implemented from 2006. The objective is further quality improvements in fundamental skills and competencies of Norwegian learners (cfr. <http://odin.dep.no/>).

Since the mid 1990s, tripartite co-operation between the social partners and government has operated to improve access for adults to basic and continuous education and training. The primary objective of adult education policy is to raise the level of knowledge and skills according to labour market needs. Planning, financing and management of the

so-called "Competence Reform" is a tripartite venture and as of 2004, these are the most important achievements (cfr. <http://odin.dep.no/>):

- 400 million NOK (€50 million) were allocated for 2000-2003 to support various projects involving training providers and employers to develop the market for continuing education and training;
- adults have been granted a statutory right to primary, lower secondary and upper secondary education and training;
- adults (above 23 years old) may attend higher education on the basis of non-formal competencies, including work experience;
- from 2001, adult employees on certain conditions have a legal right to study leave;
- public study financing arrangements have been strengthened to better meet adults' needs during periods of further training.

Municipalities are responsible for primary and lower secondary education provision for adults and for training in the Norwegian language and civic life for adult immigrants. County authorities are responsible for upper secondary education for adults. Over 50 000 persons participate annually in adult education provided by municipal and county authorities. Various types of education and training for adults are also provided by adult education associations (*studieforbund*), folk high schools (*folkehøgskoler*) and various distant education institutions. Of a population of 4.6 million, close to one million participate annually in adult education and CVET courses.

Efforts have been made to improve opportunities for disadvantaged groups through adult education. This particularly applies to adults with weak schooling, various groups of physically disabled persons, adults with reading and writing difficulties and adult immigrants.

Institutional changes in support of the many reforms include:

- Reorganisation of the Ministry of Education and Research in 1999, including a merger of two former departments into a new Training Department (*Opplæringsavdelingen*) with responsibility for both general education and VET at primary, lower and upper secondary levels, including adult education;
- Establishment of the Norwegian Directorate of Education and Training (*Utdanningsdirektoratet*) in June 2004, with responsibility for both general education and VET at pre-tertiary levels. Preparing and implementing the new Quality Reform in basic (i.e. pre-tertiary) education, including the preparation of new curricula and establishment of improved quality assurance systems, are major tasks of the new body;
- Establishment of NOKUT, the Norwegian Agency for Quality Assurance in Education (*Nasjonalt organ for*

kvalitet i utdanningen), in operation from January 2003, with responsibilities to evaluate and accredit post-secondary education institutions, study programmes and quality assurance systems.

- Establishment of Norway Opening Universities (*Norgesuniversitetet* - NOU) in 2004. NOU is a national political initiative for the Ministry of Education and Research in the field of lifelong and flexible ICT-supported learning in higher education. Its main responsibilities are related to information, counselling, evaluation and coordination of distance education within higher education.
- Establishment of VOX – Norwegian Institute for Adult Education in 2001.

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - ADMINISTRATIVE FRAMEWORK

Whereas legislative power lies with the Norwegian Parliament (*Stortinget*), the Ministry of Education and Research (*Kunnskapsdepartementet* - KD) has overall responsibility for national policy development and administration of mainstream education and vocational training at all levels, including adult education. Operational responsibilities for the development of curricula, examinations and quality control are mandated to other public bodies at national and county levels.

HIGHER EDUCATION

Public universities and other tertiary institutions are organised directly under the Ministry and financed by its budget, but they have a high degree of professional and budgetary autonomy. Institutions develop study programmes according to national guidelines issued by KD. The national agency for quality assurance in education (*Nasjonalt organ for kvalitet i utdanningen* – NOKUT) is responsible for approval and quality control of higher education institutions and programmes.

BASIC EDUCATION

The Directorate of Education and Training (*Utdanningsdirektoratet* – Udir) is a national agency with responsibilities in development, supervision and quality control of primary, lower secondary and upper secondary general and vocational education and training.

Primary and lower secondary education is delivered by the 431 municipalities (*Kommuner*). Upper secondary education and vocational education and training (VET), including apprenticeship, is the responsibility of the 19 counties (*Fylker*). Schools are owned and run by municipalities and counties, but most costs are covered by central government.

The government is represented in each county by a County Governor (*Fylkesmann*). The Governor's education office co-operates with municipalities and supervises, coordinates and controls delivery and results of compulsory and upper secondary education and VET, including adult education.

UPPER SECONDARY IVET

VET, including apprenticeship, is a fully integrated part of upper secondary education. The tasks and responsibilities related to education and training and the development of skills in the workforce are shared between public authorities and the social partners. According to tradition and the legal framework, the employers' organisations and the trade unions play an active role in planning and implementing upper secondary VET at national and county levels.

As of December 2005, the most significant bodies at national level with a majority representation from social partners and giving inputs to the development of new recognised trades, as well as national standards and curricula, are:

- the National Council for Vocational Education and Training (*Samarbeidsrådet for yrkesopplæring –SRY*); and
- 9 vocational training councils (*Faglige råd*), which give advice on training in specific groups of trades and appoint candidates to the national exams appeals Boards (*Klagenemnder*).

The secretariats of these 10 bodies are hosted and financed by Udir.

Counties are responsible for providing upper secondary education and training to all persons with a statutory right. All counties have established a follow-up service for dropouts and young persons who have not applied for, or accepted, a school or training place, despite their statutory right. Upper secondary VET comprises 2 years at school, and 2 years as an apprentice in an enterprise. If there are not enough apprenticeship places, pupils are entitled to comparable school-based training. Those who complete their training at school sit for the same examination, obtain the same certificate (trade- or journeyman's certificate) and the same status.

The county vocational training committee (*Yrkesopplæringsnemnda – Ynemnda*) is a decision-making body appointed by the county parliament (*Fylkestinget, Bystyret i Oslo*) statutorily responsible for 4 years for directing the practical parts of upper secondary VET. The social partners in the county nominate four of the seven committee members (two from employers and two from unions). Three members are nominated by the county authorities, one being an apprentice. Vocational training committees have a secretariat (*Fagopplæringskontoret*) normally integrated with the County Education department.

Private and public enterprises and institutions cooperate closely with county authorities to provide apprenticeship places and tutors at the workplace. Training offices (*Opplæringskontorer – OK*) owned by local enterprises and institutions, assist in identifying and recruiting training enterprises (*Lærebedrifter*) for providing apprenticeship places.

The vocational training committee secretariat approves training companies and has a supervisory role towards each company throughout training. It has the right to revoke the status as a training organisation if the training is not provided in accordance with agreements. The OKs are important to ensuring that training meets curriculum requirements and provide quality to the working community.

The vocational training committee is responsible for ensuring that the trade and journeyman's examinations are held in accordance with requirements. To this end, the committee appoints examination boards (*Prøvenemnder*) to organise and evaluate

practical examinations. The committees also issue certificates. Candidates that fail can appeal to a national appeals board (*Klagenemnd*).

Table 1: Overview of significant bodies in national VET and their responsibilities			
LEVEL	NAME OF INSTITUTION	OWNER/TYPE OF BODY/ MEMBERS	ROLE, MANDATE
NATIONAL	Parliament (<i>Stortinget</i>)		Legislation, objectives, budgets
	Ministry of Knowledge (<i>Kunnskapsdepartementet</i>)	Government	Education and training policy development
	Directorate of Education and Training (<i>Utdanningsdirektoratet – Udir</i>)	Ministry of Education and Research (<i>Kunnskapsdepartementet – KD</i>)	Curricula development, national examinations, ICT, research, quality control of primary and secondary education and VET
	National Council for Vocational Education and Training (<i>Samarbeidsrådet for yrkesopplæring – SRY</i>)	Social partners and KD	Advise KD and Udir on most issues regarding national upper secondary VET
	9 Vocational Training Councils, trade-specific (<i>Faglige råd</i>)	Relevant social partners	Trade-specific advice to SRY and KD, input to curricula development, National Appeals Boards
	National Agency for Quality Assurance in Education - <i>NOKUT</i>	Ministry of Education and Research (KD)	Approval of higher education institutions and their programmes, quality assurance in tertiary education and training
	County Governor Education	Government	Coordinate and

	Department (<i>Fylkesmannens utdanningsavdeling</i>)		monitor primary and secondary education and VET in the county
	National Appeals Boards, trade-specific (<i>Nasjonale klagenemnder</i>)	Social partners, relevant industries	Assess county-based trade examinations and results of individual candidates, on request
COUNTY	County Education office (<i>Fylkets utdanningskontor</i>)	County authorities/ county parliament	Own, administer, monitor and supervise school-based upper secondary education and VET
	County Follow-up Service (<i>Fylkets oppfølgingstjeneste</i>)	County Education office	Follow up on dropouts and non-applicants to ensure they receive a relevant offer in accordance with statutory right to upper secondary education and VET
	Upper secondary schools (<i>Videregående skoler</i>)	County Education office	Delivery of school-based part of upper secondary VET
	Vocational Training Committee (<i>Yrkesopplæringsnemnda – Ynemnda</i>)	Social partners and County authorities	Decisions on county upper secondary VET provision, appointing Examination Boards, issuing of trade certificates
	Vocational training committee secretariat (<i>Fagopplæringskontoret</i>)	<i>Ynemnda</i> /County authorities	Administration of apprenticeship training in the

			county, incl. approval of Training companies and training content
	Training Offices, trade-specific (<i>Opplæringskontor – OK</i>)	Local industry	Establishment of apprenticeship places, mediator between training enterprises and public authorities
	Examination Boards, trade-specific (<i>Prøvenemnder</i>)	<i>Ynemnda</i> /Social partners	Practical implementation of final trade examinations and assessment of performance

0302 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

Vocational education and training (VET) is directly and indirectly affected by a variety of legal regulations. Some are general and regulate all types of public institutions and activities, division of responsibilities between the different administrative levels etc. and will not be considered here. The legal framework directly targeting VET comprises laws and administrative regulations affecting:

- public and private providers of VET;
- upper secondary, post-secondary non-academic and tertiary levels;
- initial (IVET) as well as continuous vocational training (CVET);
- young people and adults;
- professional and administrative and financial issues.

EDUCATION ACT RELATED TO PRIMARY AND SECONDARY EDUCATION (*OPPLÆRINGSLOVA 1998, LATEST AMENDMENTS 2004*)

This Act (cfr. <http://odin.dep.no/>) covers primary, lower and upper secondary general education and VET, including apprenticeship, for young people and adults, delivered by public and private institutions. Its objectives and scope, organisation and division of responsibilities, financing and content of education and training are regulated by the act.

The Act states that the Ministry of Education and Research is responsible for the development of national plans and financing arrangements, whereas counties and municipalities are responsible for developing comprehensive plans, organising delivery and financing in their respective geographical areas.

According to the Act; "Upper secondary education shall aim to develop the skills, understanding and responsibility that prepare pupils for life at work and in society, and assist the pupils, apprentices and trainees in their personal development." Teaching shall provide a foundation for further education and for lifelong learning and provide support for a common foundation of knowledge, culture and basic values, and a high general level of education in the population. It shall furthermore: "be adapted to the abilities and aptitudes of individual pupils, apprentices and trainees."

The Act also says that emphasis shall be placed on creating cooperation between apprentices, trainees and training establishments, as well as between the school, the home and the workplace.

ACT RELATING TO POST-SECONDARY, NON-TERTIARY PROFESSIONAL TRAINING (*LOV OM FAGSKOLER 2003*)

This regulates public and private vocational colleges offering vocational courses building on upper secondary education and training, with courses lasting 6 months to 2 years. The purpose is to establish a system of formal recognition and to promote the professional interests of students. The act covers also the 2-year technical school, which as part of the mainstream education system is provided by counties for CVET to students who have obtained their trade certificate.

ACT RELATING TO UNIVERSITIES AND UNIVERSITY COLLEGES (*LOV OM UNIVERSITETER OG HØGSKOLER – 1995, LAST AMENDMENT 2000*)

This applies to all tertiary institutions that deliver formally recognised study programmes. It regulates organisational as well as professional aspects, including recognition of study programmes, examination and certification, as well as quality assessment. There are terms for financing from government budgets. The act is relevant for both IVET and CVET, as universities and university colleges offer both through regular study programmes. The act states that institutions must cooperate with external private and public companies in developing and providing CVET in their professional areas. Furthermore, institutions are obliged to assess the total competencies, including work experience, of adult applicants who fail to meet regular entry requirements, and to allow students on this basis to enrol in the relevant studies.

ADULT EDUCATION ACT (*LOV OM VOKSENOPLÆRING - 1976, LATEST AMENDMENTS 2003*)

This act regulates different types of adult training not covered by the Education act. Education and training for adults is provided by a variety of public and private institutions. Among the most important are private study associations (*studieforbund*) that offer primary and secondary education, but also IVET and CVET. The Act extends to labour market training, in-service training and distant education. It places significant responsibilities on private study associations for the delivery of CVET courses for adults not regulated by national curricula and certification. Recognised IVET courses for adults with work experience are also to be developed. These may be organised by higher training institutions or accredited study associations and financed by the Ministry.

FOLK HIGH SCHOOL ACT (LOV OM FOLKEHØGSKOLER - 2002)

This Act regulates the organisation and activities at public and private institutions and defines the terms for receiving state financial support. The folk high schools provide education and training for (young) adults without centrally recognised curricula and examinations, the general purpose being to provide education based on clearly defined values and norms. Some schools offer vocational courses.

FINANCIAL SUPPORT TO STUDENTS AND PUPILS ACT (LOV OM UTDANNINGSSTØTTE TIL ELEVER OG STUDENTER -1985, LATEST AMENDMENT 2001)

The Act states that all registered students on formally recognised study programmes, at both public and private higher education institutions may receive grants and subsidised loans from the state educational loan fund (*Statens lånekasse for utdanning*) for subsistence costs. Support is also provided to Norwegian students abroad, who may receive additional support for travel, entrance and tuition fees. The same rights are given to students in upper secondary education and VET, including apprentices, who can document specific financial needs, as well as to apprentices who spend at least 3 months of their practical training abroad. The main purposes of the act are to:

- improve equality in access to education and training regardless of geography, gender, age and financial situation;
- improve working conditions and study efficiency of the students; and to
- ensure access to qualified labour for society.

0303 - ROLE OF SOCIAL PARTNERS

Norway has a long tradition of close cooperation, both formal and informal, between education and training authorities and the social partners at all levels. Because vocational training is of major importance to the working community as far as working conditions, productivity and profitability are concerned, employers' and employees' organisations have considerable influence on national vocational training at upper secondary level.

Formally, the role of the social partners in upper secondary VET is based on the ILO convention 142, ratified by Norway in 1976, which establishes that employers' organisations and trade unions shall influence and participate in the framing and development of vocational guidance and training. The institutionalised participation is further legitimised in the Education Act (*Opplæringslova*). Procedures for representation in central bodies are formalised.

According to the legal framework, social partners have representatives, most often the majority in all important advisory and decision-making bodies at national and county level (see also 0301):

- the National Council for Vocational Education and Training (*Samarbeidsrådet for yrkesopplæring –SRY*);
- Nine Vocational Training Councils (*Faglige råd*), which give advice on training in specific groups of trades;

- National Appeals Boards (*Klagenemnder*) for candidates who fail the trade and journeyman's final examination at county level;
- Vocational Training Committee (*Yrkesopplæringsnemnda*) for each county;
- Trade-specific Examination boards (*Prøvenemnder*) in each county.

Through this representation, the social partners are directly involved in framing the national structure of recognised trades, in developing national curricula, decisions on regional structure and volume of VET provision, and framing and implementation of the examinations for the trade- and journeyman's certificate.

Apart from the legal framework, the active involvement and cooperation on VET is institutionalised through the formal agreements between the social partners that set the "rules of the game" for working life. Both the quadrennial National wage agreements (*Hovedavtalene*) and the 2-year wage agreements (*tariffavtalene*) include sections on objectives, rights, obligations and procedures regarding cooperation on training of staff in member enterprises, including apprentices.

According to the regulative frameworks, the social partners are actively involved in decision-making, organisation and provision of both national IVET and CVET at all levels, including sector level and in individual enterprises. In addition to the bodies described above, employers/enterprises and trade unions are organised by sector which provide various services and support to their enterprises and employees including for CVET.

Table 1: Role of social partners in Norwegian VET		
ROLES OF THE SOCIAL PARTNERS IN NORWEGIAN VET		
LEVEL	RESPONSIBILITIES	TYPE OF ROLE
NATIONAL	Development of national framework for public IVET and frameworks for adult education and CVET, development of curricula and procedures for examination and certification, national appeals boards.	Direct involvement in processes of formal decision-making in all matters.
REGIONAL	Decisions on regional provision structure and volume of IVET. Organisation and implementation of apprenticeship training, examination and certification. Operation of Training Offices	Direct involvement in all decision-making processes.
SECTOR	Development of national curricula (IVET). Organise, support and / or facilitate CVET to member enterprises.	Direct involvement. Actual, but not formal decision-making power in IVET.
LOCAL/ENTERPRISE	Training of apprentices.	Direct involvement. Decision-making role.

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

Click on the link below to see the diagram of Education and Training system in Norway

[Diagram of Education and Training system in Norway](#)

Norwegian public mainstream education and training has several levels: primary (*Barneskole*), lower secondary (*Ungdomsskole*), upper secondary (*Videregående skole*), post-secondary (*Fagskole*), and tertiary (*Høgre utdanning*).

Compulsory education lasts for 10 years (7 years at primary from the age of 6, and 3 at lower secondary). Primary, lower and upper secondary general education and VET collectively forms basic education (*Grunnutdanning*).

The Ministry Of Education and Research (*Kunnskapsdepartementet*), has overall responsibility for national policy development and administration of mainstream education and vocational training at all levels. Operational responsibilities for the development of curricula, delivery of training, examinations and quality control are mandated to other public bodies.

The 431 municipalities (*Kommuner*) own and run the public primary and lower secondary schools, while the 19 counties (*Fylker*) are responsible for all aspects of public upper secondary general education and VET, including apprenticeship training and some post-secondary pre-tertiary VET. Municipalities and counties receive financial support from the central government. Tertiary education and training institutions are organised directly under and financed by the Ministry and operate with a high degree of professional and economic autonomy.

Adults have a statutory right to receive public primary and secondary education, and the responsibility for provision is similar to that for young people. Adults may also study at tertiary institutions on similar terms as those for young people. Many different education and training courses for adults are offered by adult education associations (*Studieforbund*), distant training organisations and public and private training centres, consultancy companies and sector organisations. Modes of delivery cover most approaches from traditional classes to open and distant learning and e-learning.

Labour market training for unemployed people and language and vocational training for immigrants also constitute important parts of the Norwegian education and training system.

At primary and lower secondary levels, less than 2% of pupils attend private schools, whereas private institutions cater for around 9% and 15% of students at upper secondary and tertiary levels, respectively (cfr. <http://www.ssb.no/>).

All education and training provided by public institutions is free of charge for all levels. Students in private institutions have to pay a tuition fee, but may receive financial support from the state that covers most of these expenses.

An important ambition of Norwegian education is: "Teaching shall be adapted to the abilities and aptitudes of individual pupils, apprentices and trainees" (Education act § 1-2, cfr. <http://odir.dep.no/>). Accordingly pupils and students with special needs are integrated in ordinary schools and classes. All public and private training institutions operating with public support are obliged to mobilise necessary resources and create satisfactory physical and learning conditions for each individual pupil. However, experience shows that the institutions often find it difficult to comply with this requirement.

VET is available at upper secondary level. The path to a specific vocational qualification might contain several levels, each of them being a complete, terminated, qualifying unit with a formal certificate. Initial vocational education and training (IVET) covers the first/lowest level of a specialising education and training path. IVET has two main access points:

- 1st year of upper secondary school (11th to 13th grade) which includes both general and vocational studies (most upper secondary schools provide both); and
- 1st year of post-secondary education, including tertiary education, i.e. following the finalisation of 13 years of general education.

All young people leaving compulsory school have a statutory right to receive 3 years of upper secondary education or VET. Each county has a follow-up service (*Oppfølgingstjeneste*), which is responsible for contacting pupils who do not enter, or drop out of, upper secondary education and training, and make an effort to get them "back on track".

Higher education is provided by universities and university colleges, most of which are state owned. Most university VET programmes last 5-6 years and lead to a Master degree. University colleges offer shorter IVET programmes of 2–4 years duration. Successful completion of programmes of 3 years duration or more is awarded with a Bachelor degree.

0402 - IVET AT LOWER SECONDARY LEVEL

No qualifying vocational education and training is being provided at lower secondary level.

0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

Upper secondary education covers 11th-13th grade and both academic and vocational studies are available. VET, including apprenticeship training, is a fully integrated part of upper secondary education and has a similar formal status as general studies at the same level. With a few exceptions, public upper secondary schools offer both general education and VET. The majority of upper secondary IVET students are in the age group 16–21. The only formal access requirement is that the applicant has completed lower secondary education. However, applicants compete for access to particular training paths and schools on the basis of prior education achievements.

Training provided by public institutions is free of charge. Students in private institutions have to pay a tuition fee, but may obtain financial support from the state to cover most of these expenses, provided that the provision and institution is approved by the authorities.

Upper secondary IVET normally includes 2 years at school with practical training in school workshops and short work placements in industry, followed by 2 years of formalised apprenticeship training and productive work in an enterprise or public institution. This is known as the 2+2 model but it can also be 3+0, 1+3 and other permutations. There is no formalised alternance training.

The work-based training part of apprenticeship is equivalent to 1 year of training at school. If too few apprenticeship places are available, pupils can spend a further year at school as a substitute arrangement. All IVET candidates, whether they spend the 3rd year as an apprentice or at school, are subject to identical assessments and examinations (see below).

Upper secondary IVET starts with one of the following foundation courses (*Grunnkurs – GK*):

- general and business studies;
- health and social care;
- arts, crafts and design;
- agriculture, fishing and forestry;
- hotel and food-processing trades;
- building and construction trades;
- technical building trades;
- electrical trades;
- engineering and mechanical trades;

- chemical and processing trades;
- woodworking trades;
- sales and service trades;
- media and communication.

Most categories lead to between 5-72 specialised qualifications (except general and business studies which leads to only one). Specialisation increases through the 2nd and 3rd year (Advanced course I and apprenticeship or Advanced course II). In December 2005, there were 105 different Advanced course I and more than 220 apprenticeship schemes leading to a formal VET qualification and certification.

National VET curricula vary in content regarding practical training and trade-specific theory. But during the school-based part of the training all curricula contain general subjects - Norwegian, foreign language training, maths, social science and natural science. Those who complete vocational training can add a 6 month theoretical bridging course and obtain formal qualifications for tertiary studies.

A broad concept of knowledge is applied in all VET curricula, including ethical values and attitudes, social competence, entrepreneurial and communicative skills. International responsibility, environmental concerns and the use of ICT are integrated.

The table shows the allocation of time to the various elements at the different levels of upper secondary IVET, including the apprenticeship period. Each training year is 190 days delivered over 38 weeks. A total of 1309 periods of instruction is delivered each year at school, whereas the apprentices follow normal working life routines.

Table 1: Distribution of subjects in curricula at the various levels of upper secondary IVET. Periods per week (and percent of total instruction time)			
SUBJECT	FOUNDATION COURSE	ADVANCED COURSE I	ADVANCED COURSE II / APPRENTICESHIP
GENERAL	14 (40)	8 (23)	
TRADE-SPECIFIC	17 (49)	25 (71)	35 (100)
OF THIS, PRACTICE (*)	8–12	15–20	(90–95)
ELECTIVES (**)	4 (11)	2 (6)	

Source: Directorate of Education (cfr. <http://www.udir.no/>)

(*) Estimate. The theory/practice ratio varies between the different trades due to their nature.

As far as possible, theory is delivered in the workshop, integrated with practical training.

(**) The scope of the electives has been increased to allow foreign language training.

The curricula are competency-based and modularised. Candidates may obtain a competence document for specific modules or even part of modules if they do not complete the full training programme.

Students' competencies are assessed continuously throughout the 4 (3) years of training. In addition, they have to sit for exams in individual subjects developed at local and county level. Students may also be randomly selected to sit for nationally arranged examinations in theoretical subjects.

Upper secondary IVET is completed by a practical-theoretical trade and journeyman's examination (*Fag- og svenneprøve*) lasting several days. Successful candidates are awarded a trade certificate (*Fagbrev*) for industrial and service trades or a Journeyman's certificate (*Svennebrev*) for traditional crafts. The two certificates have equal status and are based on similar sets of theoretical knowledge and practical skills and they are awarded by the county-based vocational training committees (*Yrkesopplæringsnemnda*).

The trade and journeyman certificate gives the right to access further studies at technical school (*Teknisk Fagskole*), which is post-secondary, pre-tertiary CVET. Candidates can also access higher education after a 6 months theoretical bridging course.

Politicians and social partners agree that at least 50% of upper secondary students should choose vocational programmes to meet labour market needs. School counsellors, the social partners and county authorities are regularly active in information campaigns to provide pupils in lower secondary schools and their parents with realistic and reliable information necessary to make a choice. Continuous efforts are made to recruit enterprises for apprenticeship training and training enterprises receive public funding for each apprentice. The Eurostat figure for Norway indicates that the distribution between upper secondary general (39%) and vocational education and training (61% previously 44% in 1996) is in line with policy objectives. The expanding participation in VET might be explained by the reforms of the past decade.

0404 - APPRENTICESHIP TRAINING

Apprenticeship is learning vocational knowledge and skills at a workplace through practical work under supervision of a qualified tutor. It is a regular part of upper secondary IVET and formalised in an apprenticeship contract (*Lærlingkontrakt*) between the student and training enterprise (*Lærebedrift*). This is *the only* existing apprenticeship arrangement that is formally recognised as such (while short-term work placements are part of other types of professional and vocational training, these arrangements are not recognised as apprenticeship).

Apprenticeship normally follows 2 years of school-based IVET that provides the student with basic theory and practice in the relevant vocational area. The 2 year work placement represents an additional training year and 1 working year. Students may be allowed to commence apprenticeship directly after compulsory school or after 1 year of school-based training, where they would benefit from a longer work placement.

Apprenticeship training takes place in a company or public institution following national curricula that contain both trade-related theory and practice, the latter constituting some 90–95% of total tuition time. If students are unable to find an appropriate training enterprise, they are entitled to one additional year of school-based training as a substitute arrangement.

In October 2004, a total of 28 985 apprentices were registered nationwide. Most (78.2%) were below the age of 22, but 12% were 25 years or older. 20 335 of them were men

(Source: Statistics Norway,
http://www.ssb.no/english/subjects/04/02/30/vqu_en/arkiv/tab-2005-06-15-02-en.html).

Implementing upper secondary IVET, including apprenticeship is the responsibility of the 19 counties. The vocational training committee (*Yrkesopplæringsnemnda*) approves each apprenticeship contract. To operate as a training enterprise, an organisation must be able to meet curriculum requirements. A qualified training manager must be appointed to instruct and several employees may function as tutors. Training is supervised by the employees' representative in the company and the training manager, who make sure that the facilities are adequate and that the curriculum requirements are met. Companies and public institutions that sign apprenticeship contracts receive a public grant.

Enterprises can share training responsibilities for apprentices where they are unable to meet the curriculum alone. In such cases, the apprenticeship contract is established between the apprentice and a local Training Office (*Opplæringskontor - OK*). The OKs are industry-led bodies which coordinate apprenticeship training.

The training enterprise is responsible for both the practical and theoretical training during the apprenticeship. Large companies often organise theory teaching internally, but smaller companies most often leave this task to the relevant Training Office or a local upper secondary school.

Apprenticeship training schemes are available in more than 220 trades provided within 13 different areas of training which correspond to those available through upper secondary school:

- general and business studies;
- health and social care;
- arts, crafts and design;
- agriculture, fishing and forestry;
- hotel and food-processing;
- building and construction;
- technical building;
- electrical;
- engineering and mechanical;
- chemical and processing;
- woodworking;
- sales and service trades;
- media and communication.

Training in each vocational area starts with a Foundation Course and is followed by a more specialised Advanced Course I. Both are delivered by an upper secondary school. Practical training is provided in school workshops and through short placements in local enterprises. The number of Advanced Course I options vary between training areas. Since December 2005, there are 105 Advanced Courses I available. Availability of various programmes depends on the local labour market situation and needs. For

instance, maritime education and training are only found in counties along the coast and training in aviation trades in areas with major airports. A majority of trades are offered in almost all 19 counties.

The objective of apprenticeship is to give students realistic experiences in the trade in working life. In enterprises, apprentices will achieve the training which best prepares them for the world of work.

The organisation and administration of apprenticeship training is the joint responsibility of the social partners, the Vocational Training Committee and the Training Offices, mandated to them by the County assembly (*Fylkestinget*). They recruit enterprises, assist in the establishment of apprenticeship contracts, perform quality control of the enterprises and training, administer the implementation of trade examinations and issue trade certificates.

Legally, apprentices are employees of the enterprise and have the rights and duties as such. They are entitled to a salary that corresponds to the productive work conducted. Since the productive work increases throughout the 2-year apprenticeship period, the salary increases accordingly. These conditions are specified in the apprenticeship contract, which is standardised and signed by the apprentice, the manager of the enterprise, the appointed training manager and a representative of the Vocational Training Committee.

The only access requirement is that the student has completed compulsory school and introductory upper secondary schooling. There are no age restrictions; applicants above the age of 21 may take the full IVET training as an apprentice. Younger candidates are prioritised in school intake, but the employers are free to choose older candidates for apprenticeship.

Apprentices are continuously assessed by company tutors during the 2 years. The Vocational Training Committee organises the final practical-theoretical trade and journeyman's examination (*Fag- og svenneprøve*) in accordance with national requirements, whereas the Examination Board (*Prøvenemnd*), appointed by the Vocational Training Committee, handles the implementation and assessment. In principle, each county has (at least) one Examination board for each trade. Successful candidates are awarded the trade certificate (*Fagbrev*) in industrial or service trades or journeyman certificate (*Svennebrev*) in traditional crafts. The two types of certificate have equal status and are based on similar sets of requirements as regards theoretical knowledge and practical skills. All candidates, whether they spend the 3rd year of training in apprenticeship or at school, are subjected to identical assessments and examinations and obtain the same certificate and formal status in working life.

A special training programme may be designed for those not able to attain a full trade or a journeyman's certificate. Such programmes comprise parts of the curriculum with individually adapted targets. The candidates take an adapted examination and receive documentation of the knowledge and skills attained.

The trade and journeyman's certificate gives the right of access to further studies at technical school (*Teknisk Fagskole*), which is a post-secondary, pre-tertiary CVET. The certificate does not meet general entry requirements of higher education institutions, but the candidates can obtain right of admission by taking a 6 months theoretical bridging course.

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Programmes of this type are not provided in Norway.

0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Post-secondary, pre-tertiary IVET is not being offered in Norway. Vocational training provided at this level is CVET for holders of trade and journeyman's certificate (see 0503).

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Higher education is provided by public and private universities and university colleges. As of January 2005, 38 public and 26 private institutions delivered formally approved study programmes. All public and most private institutions offer IVET programmes leading to professional qualifications. In general, university colleges are more occupied with professionally oriented training than the universities.

In October 2004, 210 000 students were registered at higher education institutions: 86% of them in public institutions. The female/male ratio was 60/40

(http://www.ssb.no/english/subjects/04/02/40/utuvh_en/arkiv/tab-2005-05-27-01-en.html).

There are no age restrictions. No entry or tuition fees are charged by public tertiary education institutions. Students in private institutions have to pay a fee, but this can be covered by state grants and loans.

ADMISSION REQUIREMENTS

The general entry requirement for tertiary education is successful completion of 3 years of general upper secondary education. For some training paths, e.g. engineering, medical studies and pharmaceuticals, there are additional requirements for attainments in mathematics and natural sciences.

Entry to higher education is competitive and determined by the capacity of the individual institution. Intake to undergraduate studies at public and some private institutions is coordinated by a central unit called the Universities' and Colleges' Admission Service (*Samordna opptak*).

Since academic year 2001/2002, adult applicants over 25 may obtain admission to some tertiary studies based on an assessment of formal and non-formal qualifications, including relevant work experience. This assessment is at the discretion of individual providers and does not give the right to access other study programmes or other institutions. Almost 7 000 students gained admission through this opportunity during its first 2 years of operation.

PROGRAMMES AND DEGREE STRUCTURE

The institutions develop study programmes in accordance with guidelines issued by the Ministry of Education and Research (*Kunnskapsdepartementet*). Programme content and delivery vary slightly between different institutions. Some 1 100 different courses and programmes are available in higher education.

Vocational training paths are integrated in higher education provision, and there are no major differences in terms of status and credits. Credits are awarded in accordance with

the ECTS (European Credit Transfer System) for passed examinations in courses that normally last 6 or 12 months. One full study year normally equals 60 credits.

All tertiary education institutions have adapted to an international degree structure, with the 3 levels Bachelor, Master and Ph.D. Most vocationally oriented university programmes, e.g. medicine and law last 5-6 years. University colleges offer shorter IVET programmes of lasting 2–4 years. Teacher education, health and social work, engineering and business administration are the major disciplines. Some university colleges provide training at Master level, and one is approved for providing PhD programmes.

For most higher education studies, students obtain a bachelor degree after 3 full years of study, a master degree after 2 further consecutive years, and a PhD after 3 more years. A few training programmes last for 2 years and the students obtain the qualification "College Candidate". Teacher training programmes last for 4 years and students obtain a Teacher Certificate.

In addition to the regular programmes most institutions provide tailor-made courses for local industry and public institutions. Open and distance learning options are becoming more common.

DELIVERY AND QUALITY CONTROL

Most higher education institutions offer only standardised studies for Bachelor degrees. At some institutions, however, students may combine credits from various programmes, whether academic or vocational, in a Bachelor's degree. Credits obtained at one institution will automatically be recognised if the student moves to another to continue the higher studies, no matter if the credits obtained are from vocational and he/she is switching to general academic studies, or vice versa.

Training within a specific programme normally follows a fixed path and progress. Individual students may, however, be granted a more tailored training path, e.g. a break of one year. Those wishing to complete in a shorter time may sit for a private examination. Evening courses, part-time studies and distant learning schemes are available at most institutions. Universities and university colleges are not obliged to have flexible arrangements, but the general trend is that they are becoming increasingly market-oriented and adjust according to local demands.

Student progress is continuously monitored by teachers, based on assessment of obligatory papers, projects and performance during periods of practice. Students are examined biannually in accordance with national guidelines. External experts are always involved in the final evaluation of candidates.

The National Agency for Quality Assurance in Education, NOKUT (*Nasjonalt organ for kvalitet i utdanningen*) holds the operational responsibility for the accreditation of institutions and quality assessment of programmes and performance (cfr. <http://www.nokut.no/>). No general subjects are taught as compulsory parts of tertiary IVET programmes.

OTHERS

Students in higher general and vocational education are entitled to financial support through the State Educational Loan Fund (*Statens Lånekasse for utdanning*). Students can apply for both grants and loans, depending on their financial situation and civil status.

Graduates from higher education programmes with a vocational orientation, in general have less difficulty in finding employment than those with academic education at the same level. Those with a vocational specialisation normally obtain higher salaries than those without. Vocational programmes in health-related trades give access to regulated occupations. There is no sign that the general esteem of graduates from vocationally oriented studies is less than for graduates from general academic studies.

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING

Since the 1980s, there has been an increasing awareness of the general importance of having a highly educated population and updating training in order to meet changing labour market needs. CVET provisions have been developed accordingly. More than 70% of the population aged 16-74 participates in some form of learning activity. 54% of the economically active population aged 22–66 participates in some form of education and training each year. Organised non-formal learning at the workplace and learning through daily work are considered the most important types of CVET by respondents.

There is a tendency that those with higher education levels seek and attend more continuing vocational education and training (CVET), resulting in an increasing educational gap. Thus, the government and social partners have given high priority to the improvement of framework conditions - educational leave, financing - and access to adapted training opportunities for adults with weaker educational backgrounds. All adults have been given a statutory right to primary (from 2002) and secondary (from 2000) education and VET similar to the one provided to regular pupils and students. Municipalities and counties, respectively, are obliged to organise appropriate schooling, free of charge.

All sorts of CVET and personally oriented courses are available through flexible modes of delivery, e.g. part-time and evening courses, and distance education including e-learning.

Training is frequently used by the various public authorities in national employment, regional development and gender equality policies. This also applies to the work with integration of migrants and other minority groups.

CVET FOR ALL WITHIN THE NATIONAL EDUCATION SYSTEM

Technical schools offer technician training to students who have completed the training for a trade or journeyman's certificate. Training as a Master Craftsman (*Håndverksmester*) is CVET for holders of a craft or journeyman's certificate and several years of relevant work experience that wish to set up their own business or qualify for a managerial position in a craft enterprise.

24 higher education institutions offer practical-pedagogical training (*Praktisk-pedagogisk utdanning*) as CVET for candidates who have completed their academic or vocational training and want to work as a teacher.

Since 1995, public universities and colleges are responsible for organising CVET for external clients in their own subject areas. The provision comprises both regular study programmes and tailor-made courses for individual clients.

TRAINING FOR EMPLOYMENT AND INTEGRATION

Training is embedded in several of public measures targeted at unemployed people and other vulnerable groups in the labour market. The measures vary according to fluctuations in the labour market and the number of people with specific needs of support. Vocational training and work practice are organised for people with various vocational disabilities by 100 labour market enterprises (*Arbeidsmarkedsbedrifter*). Ordinary labour market measures with training elements comprise rehabilitation training (*Rehabilitering*) and labour market training (*Arbeidsmarkedsopplæring – AMO*).

Rehabilitation training supports retraining within a regular education programme lasting 1–3 years. AMO courses last between 1 week and 10 months and are delivered by different local public and private suppliers.

Since 2004, refugees and other immigrants from 3rd world countries are entitled and obliged to follow a 2-year, full-time “introduction course” to Norwegian society, comprising language training, social studies and training for work. The participants receive a salary during the 2 years, paid by the government.

CVET AT THE INITIATIVE OF THE EMPLOYERS AND THE SOCIAL PARTNERS

A recent study (<http://www.fao.no/pub/rapp/435/435.pdf>) indicates that more than 210 000 employees in the private and public sectors annually attend in-service courses organised by the workplace or relevant social partners. The training is organised internally or delivered by public higher education institutions, upper secondary schools and various private providers. Large enterprises more often than small companies offer CVET to their staff.

CVET AT THE INITIATIVE OF THE INDIVIDUAL

The rationale and purpose for individuals participating in formally recognised CVET and other types of organised courses and training, is mainly work-related. Training is provided to individuals by 3 major provider structures:

Adult education associations (*Studieforbundene*) are non-government organisations (NGOs) that deliver a variety of courses at all levels throughout the country. 21 institutions in 2004 reported a total of 633 000 attendants in their courses. 53 000 sat for some kind of formal exam, almost 12 000 at tertiary level.

12 distance education institutions (*Fjernundervisningsinstitusjoner*) deliver courses to almost 22 000 participants (2004). Courses cover both training according to public, national curricula on secondary and tertiary levels, and personally oriented courses.

79 folk high schools (*Folkehøgskoler*) are boarding schools owned and run by NGOs and county authorities. They offer a variety of non-traditional and non-academic subjects, as well as some academic studies. Folk high schools offer 1-year courses and short courses. In 2004, more than 50% of the 20 700 participants in short courses were above 50 years of age. Among the 6 100 attending the long courses (2004), the vast majority were 19 or less.

In addition is the informal training taking place at work. Almost half of all new trade and journeyman’s certificates are awarded to adult practice candidates (*Praksiskandidater*), who sit for examinations on the basis of skills developed through work participation.

In general, CVET opportunities are available to all groups at all levels in all parts of the country. Existing CVET provisions are continuously assessed by the relevant public

authorities, social partners and providers themselves. Training is frequently adjusted to identified needs and changes.

Planning and forecasting CVET needs and delivery is a continuous exercise by all training providers. At national level, the Forum for Competence and Working life (*Forum for kompetanse og arbeidsliv*) with 9 ministers and representatives of major social partners and CVET training providers has been established. The Forum and its Contact Group (*Kontaktgruppe*) meet regularly to discuss CVET policy issues as well as more concrete strategies and plans, including quality assurance. A regular survey of CVET opportunities started in 2003 called the competence account (*Kompetanseberetningen*) is an important assessment instrument for further policy decisions on LLL.

Planning and forecasting training for employment and integration is based on regular needs assessments conducted by labour market authorities and municipalities. Private providers of CVET conduct continuous training needs assessment in the form of market research.

0502 - PUBLICLY PROMOTED CVET FOR ALL

TRAINING AS A TECHNICIAN

Training as a technician is part of national mainstream education, delivered by 42 technical schools around the country. Training lasts 2 years and is provided in 9 vocational areas according to curricula approved at national level by the Norwegian Agency for Quality Assurance in Education (*NOKUT – Nasjonalt organ for kvalitet i utdanningen*). Most schools are public and are owned and administered by the counties. In October 2004, a total of 3 315 students attended technical schools (3 112 were male students)

(http://www.ssb.no/english/subjects/04/02/30/vgu_en/arkiv/tab-2005-06-15-02-en.html).

Counties are responsible for the delivery of good quality training in their schools, whereas NOKUT has national responsibility for quality control.

Access is based on a passed craft or journeyman's final examination. No further work practice is required. There are no age restrictions on participation. Successful candidates obtain the professional title "Technician". They can find jobs as planners, foremen or managers in private industry, in municipal technical services or as upper secondary school teachers.

Completing technical school qualifies for admission to engineering training at university colleges. The business and administrative disciplines studied at technical school satisfy the specialisation requirements in courses leading to master of craft certificates.

TRAINING AS A MASTER CRAFTSMAN (HÅNDVERKSMESTER)

This is CVET for holders of a craft or journeyman's certificate and several years of relevant work experience that wish to set up their own business or hold a managerial position in a craft enterprise. The training, which combines general business management, marketing and vocational theory is a public certification arrangement under the Ministry of industry and trade (*Nærings- og handelsdepartementet*), administered by the publicly appointed Master Craftsman Certificate Committee (*Mesterbrevsnemnda - MCC*). The MCC Committee determines training standards and practice requirements and awards the certificate. Successful candidates obtain the title "Master craftsman".

The master craftsman certificate is awarded in 65 different crafts covering all traditional trades in which journeyman's examinations are held and journeyman's certificates issued, as well as some (newer) trades with craft examinations and certificates (for a complete list,

cfr. (<http://www.mesterbrev.no/omoss/engelsk.jsp?id=344>).

Curricula are based on input from professional master craftsmen and relevant social partners.

An adult education association, *Folkeuniversitetet -FU* has the exclusive right to deliver training and arrange examinations. There are 80 FU branches around the country. Training comprises common subjects, e.g. organisation and management, marketing and financial control, as well as craft theory. Common subjects are delivered over 2 terms (1 year), but the individual candidates may use more time. The use of ICT is integrated in the whole course. Both common subjects and craft theory are offered as evening and part-time classes. Distance education courses have been developed, making it possible to take the full course on the web, with a personal tutor and possibilities to communicate with other students.

Common subjects are completed with a written examination. In craft theory, a written examination is held for each master craftsman subject. 1 may also sit for the examination as a private candidate. In 2004 the number of candidates that sat for exams in individual subjects was 1005. 426 new Master craftsmen were approved during the year

(<http://www.mesterbrev.no/download/aarsrapport2004.pdf>).

PRACTICAL- PEDAGOGIC TRAINING

To be permanently employed in the public school system above primary education, individual candidates must have certified practical teacher training, which is offered as a 1-year course (or as a 2-year part-time course) that builds on university or college education or on vocational training combined with vocational theory and work experience. The intake requirement is a completed education in a formally recognised profession or an academic degree – Bachelor, Master or similar. The course includes pedagogy and periods of practical teaching under supervision.

Course participants are specialised in their respective subjects and are qualified to teach them in lower and upper secondary school, and in adult education. Successful candidates obtain the title *Adjunkt* (with a Bachelor degree) or *Lektor* (with a Master degree).

The university college of Akershus (*Høgskolen i Akershus – HiAk*) is the national centre for practical training of teachers in vocational training (see 06). Training is delivered by most universities and university colleges. Study programmes are developed according to general guidelines provided by the Ministry of Education and Research (*Kunnskapsdepartementet – KD*) and must be approved by NOKUT. This autonomous government agency is responsible for the accreditation of higher education institutions and quality assessment of programmes and institutions, public as well as private (cfr. <http://www.nokut.no/sw336.asp>).

OTHER CVET DELIVERED BY HIGHER EDUCATION INSTITUTIONS

Most universities and colleges deliver commercial CVET to private companies and public institutions in the local community. Some courses are available to the general public, whereas others are developed and organised in cooperation with enterprises and public

institutions, and delivered as tailor-made, closed courses. Pedagogical methods and modes of delivery vary and comprise traditional classroom teaching, internal courses, E-learning and blended courses, adapted to the expressed needs of the customers.

Many adults on an individual basis also follow regular study programmes at higher education institutions as CVET. An estimated 80 000-100 000 individuals attend some form of CVET provided by higher education institutions annually, including full-time, part-time and distance education students.

General intake requirements for tertiary institutions (see 0407) do not apply to courses designed for commercial clients which don't lead to a publicly recognised qualification. Course evaluation by the participants and feedback from the customer institutions represent the only quality control. In general, the commercial interest of the training establishment in further deliveries of training ensures a close follow-up and adjustments of content and approach in accordance with customer feedback.

0503 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET

TRAINING FOR UNEMPLOYED PEOPLE

Training for unemployed people is the national responsibility of the Ministry of Labour and Social Inclusion (*Arbeids- og inkluderingsdepartementet – AID*). Operational responsibility for labour market measures lies with the autonomous government agency *Aetat*, which has offices at national, regional and local levels. *Aetat* Directorate of Labor (*Aetat Arbeidsdirektoratet*) is the national coordinating unit, whereas the regional offices coordinate the activities at the local employment offices.

Training elements are embedded in several public labour market measures. The type and volume of available programmes vary according to fluctuations in the labour market, assessment of experiences and the number of people with specific needs of support. In 2004, the annual average number of participants (i.e. the average number of participants at any time during the year) in the various labour market measures fully financed by *Aetat*, was 73 958. Of these, 57 000 were people with various vocational disabilities. (http://www.aetat.no/data/f/0/36/00/5_702_0/aarsstatistikk2004.pdf)

Labour market courses (*Arbeidsmarkedsoppl ring – AMO*) last between 1 week and 10 months and long-term unemployed people with weak educational background are given priority. Regional and local *Aetat* offices recruit participants and determine the design, location, extent and type of course to be provided, taking into account both the requirements of the labour market and the individual jobseeker's qualifications and training needs. Some courses are broad and lead to a trade and journeyman's certificate or other formalised qualification; others provide specific skills and qualification updating. Labour market training courses are meant to be a supplement to the standard educational system. Several courses may be combined, and each of them may constitute modules in national IVET programmes, so that in the long term participants may complete a training leading to a trade and journeyman's certificate.

Aetat buys AMO courses from upper secondary schools, specialised training centres and private suppliers. Resource centres, AMO Centres and Training and Development Centres (*Oppl rings- og utviklingscentre - OPUS*) represent a link between public training institutions and the local labour market and are found in all parts of the country. Their role is to contribute to a better use of resources and to strengthen skills in schools and local society. Trainees receive financial support during training. In 2004, almost 41

600 people received training under the AMO scheme. The annual average number of participants was 7 020

(http://www.aetat.no/data/f/0/36/00/5_702_0/aarsstatistikk2004.pdf).

Some municipalities and counties have established separate adult training centres to deliver ordinary adult primary and secondary education, as well as introductory training for immigrants. These centres are often co-located with regular schools and courses are run by regular teachers.

TRAINING OF IMMIGRANTS

From 1st January 2006, all questions related to immigration and integration of immigrants are the responsibility of AID. Operational responsibilities are placed with the Directorate of Immigration (*Utlendingsdirektoratet – UDI*) and the Directorate of Integration (*Integrerings- og mangfoldsdirektoratet – IMDI*).

For many years, adult immigrants have been offered introductory language and social studies training free of charge. In 2003, 30 433 immigrants participated in courses locally. A small majority of the participants were women. From September 2004, refugees and other legal immigrants from developing countries are legally entitled and obliged to follow a 2-year, full-time “Introduction course” to Norwegian society: main elements include language, social and work training.

Courses are organised by local municipalities and delivered by public or private local training providers. The municipalities cooperate with Aetat regarding work placements and employment. The participants receive a taxable, annual salary during the 2 years covered by the government.

(http://www.udi.no/upload/Rundskriv/Rundskriv%202004/rs2004_53%20.doc)

Quality assurance arrangements are applied according to the relevant type of training and final examination. For those attending training under publicly recognised programmes, quality assurance of institutions and results follow regular procedures (see 04). The government agencies responsible for labour market and immigrant training in general conduct their own follow-up and assessment of delivery and results. For training not leading to formal examinations, evaluation and feedback from enterprises that receive candidates is used to assess the training. The relevance of training to participant and labour market needs are the prime criteria assessed by resulting employment, further education or/and actual integration of participants. Aetat and UDI use data on the career development of course participants as indicators in their internal quality control and decisions on course content, providers etc.

0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

With increasing competition, frequent upgrading and further training of staff is becoming a necessity for staying competitive. Whereas larger companies are in a position to organise staff training on an individual basis, smaller enterprises tend to purchase courses from external providers or encourage members of staff to educate further with some financial or other support.

The CVTS (II) statistics show that Norwegian enterprises in 1999 saw the importance of CVET in the new economic environment: only three other countries had a higher number of “training enterprises”. The figures also indicate that existing supportive arrangements provided by public authorities and social partners functioned as intended. Such

arrangements have been strengthened since 1999 and thus figures may be even higher in 2005.

A system for continuous assessment of the national CVET effort and the effects in terms of innovation, economic success and life quality was established through the recent competence account initiative (*Kompetanseberetningen*) introduced in 2003 by the Ministry for Education and Research (*Utdannings- og forskningsdepartementet – UFD*). A survey, the learning condition monitor (*Lærevilkårsmonitoren*) is a part of the system, which will represent a basis for further policy decisions on lifelong learning.

The survey from 2003 shows that more than 70% of the population aged 16-74 participates annually in some form of learning. Organised non-formal learning at the workplace and learning through daily work are considered the most important types of CVET. People with weaker educational backgrounds are least enthusiastic about organised training, whereas the highly educated are more receptive to organised formal and non-formal training. Employees in public administration, the health sector and in education have higher participation rates and are more positive to organised training than personnel in industrial production, construction, energy and mining (www.kompetanseberetningen.no; <http://www.fafo.no/pub/rapp/435/435.pdf>). 1.3 million economically active individuals take part in education and training each year (<http://www.fafo.no/pub/rapp/435/435.pdf>): 54% of the total labour force.

Enterprises purchase external courses from local upper secondary schools and training centres, universities and university colleges and private consultancy companies. In some cases large companies cooperate with smaller enterprises and sub-contractors to organise courses to ensure quality in the products or services provided by them. Some large enterprises require that their sub-contractors obtain certification according to an international standard such as ISO 9000. Often business chains, for example hotel chains, arrange courses for their member enterprises. Organised training is partly delivered by traditional means, but ICT-based and other types of flexible courses are available.

Social partner organisations are heavily involved in information campaigns on the importance of continuously developing skills and in motivating and encouraging enterprises to map their available competence and new skill requirements. Measures target both individuals and enterprises. Large trade associations carry out competence mapping in their member enterprises and organise continuing training for selected skilled workers.

Employer and employee organisations are continuously developing CVET provision as part of their regular work activities, partly through cooperation with training organisers and partly on their own account. Some social partner and sectoral organisations have established separate schools for this activity. One example is the PIL school, which is run by the employer organisation *Prosessindustriens Landsforening – PIL* (Federation of Norwegian Process Industries). Sectoral social partner collaboration in training has been established in several sectors, e.g. *ELBUS – Elektrobransjens Utviklingssenter* (the Norwegian Electro technical Research and Development Centre) and *Teknologibedriftenes Landsforening – TBL* (Federation of Norwegian Manufacturing Industries) and *Fellesforbundet*, the largest trade union in the private sector in Norway. A wide range of courses on technical and organisational themes is offered, as well as systems for assessment of relevant qualifications and training needs .

http://www.tbl.no/category.php/category/Kompetanse/Realkompetanse/?cat_ID=410).

Most social partner organisations are members of adult education associations and offer relevant courses to individual employees through these.

Several national arrangements have been established to motivate, facilitate and promote CVET for employees. They comprise legal and financial measures as well as political and administrative arrangements and target social partners as well as the enterprises and the individual employee. For many years, enterprises have been granted tax relief for their investment in staff training. There are no entrance or tuition fees at any public education institutions at any level for any participant, and there are no age limitations for attendance. Financial support is provided to adult education associations (*Studieforbund*) and distance education institutions (*Fjernundervisningsinstitusjoner*)(see 0505) for the provision of training to individuals. Adult students may receive financial support from the state education loan fund (Statens lånekasse for utdanning).

There are no particular measures to support training of SME staff in Norway. All fiscal and other types of incentives and arrangements promoting competence development in the working life are in principle available to all types of commercial institutions, regardless of size. Various sectoral ministries, Agriculture, Fisheries etc., have arrangements that target the relevant sectors of their respective authority.

0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL

Adults wanting CVET outside the workplace and public education have many opportunities. Publicly recognised adult education associations (*Studieforbund*), distance education and e-learning institutions (*Fjernundervisningsinstitusjoner*) and folk high schools (*Folkehøgskoler*) throughout the country offer all kinds of courses on a commercial basis: work-related as well as more personally oriented, formal as well as non-formal and untraditional. Full-time, part-time and evening classes are available for most courses, and delivery modes comprise traditional classroom, distance education and e-learning. Many people use distance education to prepare for craft examinations and upper secondary school examinations. Most distance education courses are open to all those who have the initiative and ability to work on their own, but courses that leads to formal university and college-level qualifications have the same entrance requirements as higher education. Courses delivered through the recognised institutions are subsidised by government, as the institutions receive financial support according to the number of courses and participants.

The 21 adult education associations are non-government umbrella organisations for a total of 410 voluntary organisations, including political parties, employers' and sector organisations and trade unions, humanist organisations and other interest groups. 79% of courses are delivered by a teacher, but the distance education/e-learning provision is increasing. In 2004, a total of 633 000 students attended courses delivered by adult education institutions. 55.3% were women and only 21% under the age of 30 (see attached table).

CVET AT THE INITIATIVE OF THE INDIVIDUAL

Table 1: Participation in courses delivered by Adult Education Associations, Distance Education Institutions and Folk High Schools (short courses), October 2004.

ADULT EDUCATION ASSOCIATIONS, PARTICIPANTS BY AGE, GENDER AND COURSE SUBJECT, 2004. N AND %						
	TOTAL	14-29	30-49	50 +	UNKNOWN	% OF TOTAL COURSE PARTICIPANTS
TOTAL (% WOMEN)	632 993 (55.30)	134 316 (54.80)	216 148 (57.90)	201 848 (53.50)	80 681 (53.20)	100.00
LANGUAGE COURSES (% WOMEN OF THESE)	20 113 (66.80)	3 668	6 410	6 748	3 287	3.20
AESTHETIC SUBJECTS & HANDICRAFT (% WOMEN OF THESE)	295 092 (60.30)	65 743	95 222	119 247	14 880	46.60
HUMANITIES, PHILOSOPHY, ETHICS (% WOMEN OF THESE)	41 756 (55.60)	17 244	9 013	12 679	2 820	6.60
SOCIAL SCIENCES (% WOMEN OF THESE)	30 274 (62.40)	5 235	7 841	6 327	10 871	4.80
ORGANISATION & MANAGEMENT (% WOMEN OF THESE)	99 835 (49.20)	20 180	32 597	19 460	27 598	15.80
BUSINESS AND ICT (% WOMEN OF THESE)	20 370 (52.20)	1 852	8.132	6 340	4 046	3.20
HEALTH, SOCIAL AND SPORTS (% WOMEN OF THESE)	65 470 (60.00)	6 631	33 405	16 056	9 378	10.30
TRANSPORT AND COMMUNICATION (% WOMEN OF THESE)	9 745 (33.80)	1 972	2 451	3 907	1 415	1.50
SCIENCE, INDUSTRY, TECHNICAL SUBJECTS (% WOMEN OF THESE)	12 222 (19.00)	1 805	3 640	1 511	5 266	1.90
NATURAL RESOURCE MANAGEMENT,	34 706 (27.10)	9 507	15 872	8 651	676	5.50

ECOLOGY, ENVIRONMENT PROTECTION AND OUTDOOR RECREATION (% WOMEN OF THESE)						
GOODS AND SERVICES (% WOMEN OF THESE)	3 410 (67.50)	479	1 565	922	444	0.50

Source: Statistics Norway, <http://www.ssb.no>

12 publicly recognised distance education institutions (*Fjernundervisningsinstitusjoner*) provide needs-based training by using specially adapted training material and distance communication with a teacher. This learning opportunity is of particular interest in Norway and other countries with a sparse population. In October 2004, 21 700 participants were registered under these courses: 50% women, and 25% under the age of 30 (see attached table).

Table 2: Distance Education Associations. Participants who completed a course, by age, gender and course subject, 2004. N and %						
	TOTAL	14-29	30-49	50 +	UNKNOWN	% OF TOTAL COURSE PARTICIPANTS
TOTAL (% WOMEN)	21 708 (49.40)	5 352 (57.40)	13 058 (48.60)	2 741 (38.50)	557 (46.30)	100.00
LANGUAGE COURSES (% WOMEN OF THESE)	491 (46.80)	167	262	59	3	2.30
AESTHETIC SUBJECTS & HANDICRAFT (% WOMEN OF THESE)	1 096 (93.00)	387	624	81	4	5.00
HUMANITIES, PHILOSOPHY, ETHICS (% WOMEN OF THESE)	263 (66.90)	49	119	94	1	1.20
SOCIAL SCIENCES (% WOMEN OF THESE)	4 348 (64.20)	1 021	2 604	574	149	20.00

ORGANISATION & MANAGEMENT (% WOMEN OF THESE)	2 769 (38.10)	623	1 733	290	123	12.80
BUSINESS AND ICT (% WOMEN OF THESE)	2 926 (69.80)	674	1 866	315	71	13.50
HEALTH, SOCIAL AND SPORTS (% WOMEN OF THESE)	2 387 (91.50)	858	1 295	141	93	11.00
TRANSPORT AND COMMUNICATION (% WOMEN OF THESE)	3 555 (7.10)	911	2 072	548	24	16.40
SCIENCE, INDUSTRY, TECHNICAL SUBJECTS (% WOMEN OF THESE)	1 874 (18.40)	446	1 124	221	83	8.60
NATURAL RESOURCE MANAGEMENT, ECOLOGY, ENVIRONMENT PROTECTION AND OUTDOOR RECREATION (% WOMEN OF THESE)	87 (24.10)	8	41	37	1	0.40
GOODS AND SERVICES (% WOMEN OF THESE)	1 912 (32.10)	208	1 318	381	5	8.80

Table 3: Folk High Schools, short courses, participants by age, gender and course subject, 2004. N and %

	TOTAL	- 19	20-29	30-39	40-49	50 +	% OF TOTAL COURSE PARTICIPANTS
TOTAL (% WOMEN)	20 717 (62.50)	1 617	2 294	2 626	3 213	10 967	100.00
LANGUAGE COURSES (% WOMEN OF THESE)	375 (67.20)	48	51	80	60	136	1.80
AESTHETIC SUBJECTS & HANDICRAFT (% WOMEN OF THESE)	7 554 (68.10)	701	533	1 120	1 486	3 714	36.50
HUMANITIES, PHILOSOPHY, ETHICS (% WOMEN OF THESE)	4 886(60.50)	183	457	634	835	2 777	23.60
SOCIAL SCIENCES (% WOMEN OF THESE)	3 224 (59.60)	69	89	88	212	2 766	15.60
ORGANISATION & MANAGEMENT (% WOMEN OF THESE)	653(59.00)	187	131	94	87	154	3.20
BUSINESS AND ICT (% WOMEN OF THESE)	214 (60.70)	0	6	17	30	161	1.00
HEALTH, SOCIAL AND SPORTS (% WOMEN OF THESE)	2 558 (57.30)	339	740	441	356	682	12.30
TRANSPORT AND COMMUNICATION (% WOMEN OF THESE)	20 (50.00)	11	0	0	0	9	0.10

SCIENCE, INDUSTRY, TECHNICAL SUBJECTS (% WOMEN OF THESE)	20 (65.00)	0	1	3	5	11	0.10
NATURAL RESOURCE MANAGEMENT, ECOLOGY, ENVIRONMENT PROTECTION AND OUTDOOR RECREATION (% WOMEN OF THESE)	641 (43.20)	73	272	124	70	102	3.10
GOODS AND SERVICES (% WOMEN OF THESE)	572 (68.50)	6	14	25	72	455	2.80

Source: Statistics Norway,

http://www.ssb.no/english/subjects/04/02/50/fjernund_en/arkiv/tab-2005-05-19-03-en.html

The 79 folk high school (*Folkehøgskoler*) spread around the country are boarding schools owned and run by religious organisations, independent foundations, NGOs and (10) county authorities. They offer a variety of non-traditional and non-academic subjects, as well as some academic studies. They do not grant degrees or conduct exams. The schools build on a “holistic view of the students and challenge them to grow individually, socially and academically”. Schools offer both 1-year courses and various short courses lasting 3 days to 16 weeks, many of them with a practical and aesthetic orientation. In October 2004, 53% of the 20 700 participants in short courses were above 50 years of age and 62.5% were women (see attached table). Among the 6 127 attending long courses (2004), 74% were 19 years of age or less.

Source: Statistics Norway, <http://www.ssb.no>

A number of initiatives have been launched to encourage individual participation in CVET including:

- Adults aged over 25 may be admitted to higher education based on assessment of prior learning.
- Municipalities and counties are obliged to provide free education and training for adults at primary, lower and upper secondary levels.
- The competence reform (*Kompetansereformen*) of 1999 introduced several new measures to strengthen the access rights of adults to improve their knowledge and skills throughout life. 400 million NOK (48 million €) were

allocated to support projects aiming to develop the market for CVET.

- From 2001, adult employees were given a legal right to study leave, on certain conditions. Earlier, this was embedded in the agreements between the social partners.
- The Ministry of Education and Research has actively promoted the development of institutions and arrangements for the promotion of CVET distance learning programmes, e.g. Soff, Norgesuniversitetet and VOX.

06 - TRAINING VET TEACHERS AND TRAINERS

0601 - TYPES OF TEACHERS AND TRAINERS IN VET

There are three main groups of VET training staff:

- formally qualified VET teachers who provide formal school-based IVET and CVET (both theory and practical training).
- *Trainers* (instruktører) are vocationally skilled staff without a teacher certificate involved in the training of apprentices in formally recognised training enterprises (see 0405).
- VET training personnel involved in non-formal and informal workplace training often have a formal vocational qualification. However, some of these training facilitators have not formalised their vocational skills, but perform solely on the basis of skills developed through work practice.

In principle, there is no difference between teachers in VET and other teachers. Both teacher categories have two sets of formal qualifications: in the relevant subject and in teaching.

The formal requirements for VET teaching personnel are specified in national legal regulations. VET training personnel without formal certificates may teach nationally regulated training schemes only if the training institution does not arrange public exams itself, but is preparing students to sit for the exam as a private candidate (e.g. in adult education associations and distance education associations).

There are no formal qualification requirements for trainers/instructors in apprenticeship enterprises or for training facilitators that deliver training outside formally approved education institutions. Formal regulations simply state that the management of the institution must ensure that training personnel have “the necessary qualifications”. In practice, informal competencies based on work experience are accepted in line with formalised qualifications. Formally approved training enterprises must possess the necessary professional competencies for apprenticeship training, which is a regular part of upper secondary IVET.

Publicly formalised pre-service and in-service education is available only for VET training personnel that according to legal regulations must meet formal qualification requirements, i.e. VET teachers. No publicly formalised, targeted courses are available for trainers and training facilitators. But courses for these groups are offered on a commercial basis by both public and private training providers (see below).

Table 1: Categories of VET staff, their work, qualification requirements and training options					
VET PERSONNEL	WORK ARENA	FORMAL QUALIFICATION REQUIREMENTS, VOCATION/PROFESSION	FORMAL QUALIFICATION REQUIREMENTS, TEACHING	PRE-SERVICE PEDAGOGICS TRAINING PROVISION	IN-SERVICE PEDAGOGICS TRAINING PROVISION
<i>VET teacher</i>	Upper secondary schools Technical schools Tertiary education Institutions Adult education associations Distance education associations	Yes.	Yes.	Available public provision. Compulsory.	Available. Compulsory if organised by employer: Other courses not compulsory.
<i>Trainer</i>	Training enterprises (apprenticeship training)	No (individual). Requirements to enterprise for total competencies.	No.	Available commercial courses. Not compulsory.	Available commercial courses. Not compulsory.
<i>Training facilitator</i>	Training enterprises Workplace non-formal and informal training Adult education association Distance education association	No.	No.	Available commercial courses. Not compulsory.	Available commercial courses. Not compulsory.

Table 2: Training of VET training personnel and quality assurance.			
TYPE OF VET TRAINING PERSONNEL	PRE-SERVICE TRAINING PROVIDED BY:	IN-SERVICE TRAINING PROVIDED BY:	QUALITY CONTROL BY:
VET teacher	Universities University colleges	Universities University colleges	Students Teacher training institution Practice school NOKUT*
<i>Trainer</i>	University colleges Adult education associations	University colleges Adult education associations Training offices**	Student Teacher training institution Customer/client enterprise
<i>Training facilitator</i>		Adult education associations	Student Teacher training institution

* NOKUT=*Nasjonalt organ for kvalitet i utdanningen* (National Agency for Quality Assurance in Education).

** Training offices (*Opplæringskontorer*) are regional bodies owned by local / regional enterprises operating in specific sectors. They are established to recruit enterprises for apprenticeship training, they supervise and assist the enterprises in training delivery and act as a mediator between training enterprises and regional education authorities.

In general, teacher education in Norway comprises:

1. Pre-school teacher education (*Førskolelærerutdanning*);
2. General teacher education (*Allmennlærerutdanning*), for teaching at primary and lower secondary schools;
3. Practical-pedagogical teacher training (*Praktisk-pedagogisk utdanning*);
4. Subject-specific teacher education (*Faglærerutdanning*), for teaching of culturally related subjects, e.g. Music and Dance;
5. Vocational teacher education (*Yrkesfaglærerutdanning*);
6. Lap/Saami teacher education (*Samisk lærerutdanning*).

VET teacher education takes place in categories 3 and 5 and represent consecutive and concurrent training, respectively. There are 3 types of formally certified VET teachers, according to formal education background:

- Vocational teacher;
- Adjunkt (with a Bachelor degree);
- Lektor (with a Master degree).
- The salary in public institutions varies according to the level of qualifications.

Table 3: Roles of VET teachers and trainers in the VET system.	
ACTIVITY	ROLE OF VET TEACHERS AND TRAINERS
Policy formulation, upper secondary IVET and CVET	VET teachers take part in preparation of policies, as part of institutionalised tripartite collaboration.
Development of national syllabuses, upper secondary IVET and CVET	VET teachers participate in groups appointed by the relevant national agency (upper secondary IVET) and institutions (tertiary VET), on development of curricula in their professional area, including teacher training.
Regional administration of upper secondary IVET	VET teachers are represented in the regional councils appointed by the county authorities with the aim to design and administer upper secondary IVET.
Examination, upper secondary IVET and Technical school	VET teachers and trainers are represented in the sector-based, regional examination boards. They develop exams and evaluate candidates.
Examination, Master craftsman education	VET training personnel take an active part in designing training, developing exams and evaluating candidates.
Examination, tertiary CVET	VET training personnel take active part in developing exams and evaluating candidates.

It is often the same VET teachers that provide both IVET and CVET. Trainers and training facilitators are involved in both IVET and CVET, as described above. Hence, there is no clearly logical way to categorise the existing training options for VET training personnel according to IVET and CVET, respectively.

0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

All school-based IVET and CVET in formally recognised education including theory and practical training in school workshops is provided by formally qualified VET teachers. CVET courses offered by adult education associations (*Studieforbund*) and distance education associations (*Fjernundervisningsinstitusjoner*) is most often delivered as part-time work by VET school teachers. Hence, it is often the same teachers that deliver IVET and CVET. No VET teacher certificate distinguishes between delivery of IVET and CVET.

Formal teacher education is a requirement for permanent employment as a VET teacher in upper secondary school and in technical schools. Temporary engagement may be agreed on the condition that the formal requirement for permanent employment will be met within a defined time period.

Education programmes for VET teachers are offered by most public as well as two private universities and university colleges. The institutions develop the detailed training programmes in accordance with national guidelines provided by the Ministry of Education and Research (*Kunnskapsdepartementet - KD*). The guidelines indicate content and structure, didactics relating to the different vocational subjects and regulations for assessment, but leave room for some flexibility. The programmes have to be approved by the Board of the individual higher education institution and by the Norwegian Agency for Quality Assurance in Education (NOKUT).

VET teacher training programmes are adapted to the international degree system with a 3-year Bachelor degree and a 2-year Master degree. VET teacher training is delivered according to two different models:

a. Practical–pedagogical education (consecutive model)

The consecutive model is a 1-year programme (or 2-year part-time study) for students who already possess vocational/professional competencies. Many teachers with a preliminary employment contract attend the part-time course in-service training and they are given priority by the teacher training provider. Admission requirements are:

- qualification as a skilled craftsman/worker; *and*
- 4 years occupational experience; *and*
- 2 years of further studies (technical, vocational, managerial).

Applicants are not required to meet the regular entrance requirement for tertiary studies. The programme covers 60 ECTS. Main fields of study are pedagogical theory, vocational didactics and supervised teaching and training practice (minimum 12-14 weeks).

b. Vocational teacher education (concurrent model)

The concurrent model is a comprehensive 3-year programme comprising both vocational training and pedagogy. It is also available as a part-time study over 4 and 1/2 years and is often taken as further education (see below). Admission requirements are:

- general matriculation qualifications; *or*
- recognised vocational qualification and 2 years of relevant vocational work experience; *or*

- relevant non-formal qualifications, e.g. long work experience (assessment is undertaken by individual institutions for applicants aged over 25).

The programme grants a Bachelor degree and qualifies for teaching in specific subjects in upper secondary schools, technical schools and in primary education.

QUALITY ASSESSMENT

In general, assessment and quality monitoring of higher education operate at two levels:

- student level comprising self-evaluation by the student and assessment by teaching staff;
- college level, where there is an internal and external quality assurance of education programmes. The Norwegian Agency for Quality Assurance in Education (NOKUT) approves higher education institutions, study programmes, delivery and internal quality assurance systems.

IN-SERVICE EDUCATION AND FURTHER EDUCATION

Traditionally, there has been an important distinction between ‘in-service education’ (*etterutdanning*) and ‘further education’ (*videreutdanning*) in Norway.

In-service training is updating teacher competence, e.g. on new curricula and teaching material/computer courseware. It is often compulsory and does not lead to any formal qualifications or salary increase. Content, methodology, organisation and duration vary considerably. In recent years the trend has been to move from external short courses to more school-based development projects- often with external support services. School owners are responsible for its organisation and financing and are obliged to prepare annual training programmes with a budget (supported by the Ministry of Education in certain high priority fields e.g. for special needs education).

Further education is clearly defined in terms of scope and content and leads to formal qualifications, i.e. a degree. Teachers take further education at their own initiative and expenses and receive salary increments upon a completed degree.

Information on the training of IVET trainers and training facilitators is contained under 0603.

0603 - TYPES OF TEACHERS AND TRAINERS IN CVET

As there is no distinction between IVET and CVET teachers, the information on IVET teachers in 0602 also applies to CVET teachers. This sections focuses on trainers (whether IVET or CVET).

Trainers/instructors (*instruktører*) are vocationally skilled staff without a teacher certificate involved in the training of apprentices in formally recognised training enterprises (see 0405). Training facilitators are people that take part in the delivery of vocational training solely on the basis of their professional skills - not necessarily formalised - normally without any formal pedagogical training.

There are no formal qualification requirements for VET trainers and learning facilitators, and hence no formal training arrangements for them. One regulation states that for in-company training the trainer’s qualifications: “must be relevant for the training offered and

fit the target groups – as assessed by the employer”. Trainers and training facilitators may, on a voluntary basis, attend educational courses - either as pre-service or as in-service training. Most trainers and learning facilitators are offered and participate in in-service courses after they have become trainers or tutors (56% of VET trainers participated in some form of non-formal education and training during the last year – Hagen et al 2003). Almost 16 000 trainers and training supervisors involved in apprenticeship training participated in an extensive upgrading programme in the second half of the 1990s, after a comprehensive IVET reform. The training was provided free of charge and travel and accommodation costs were covered by public funds.

In-service supervision/tutoring courses for company VET training personnel are offered by some university colleges, county vocational training authorities and regional training offices. The duration of these courses vary between 1 week and 1 year. The 1-year courses are recognised as tertiary CVET and participants must meet formal entry requirements for higher education (worth 60 ECTS). No educational courses are specifically offered as pre-service training and any person interested in instructional courses, primarily targeting IVET trainers and facilitators, may attend. Most adult education associations and distance education associations that deliver CVET offer upgrading seminars and conferences for their teaching and tutoring staff.

In-service updating vocational courses are organised by the national sector organisations. The courses are not particularly targeting VET training personnel, but aim to upgrade and enhance the skills of the workforce in general. The short and more comprehensive courses are provided by branch centres or procured at other vocational colleges and training centres.

There is no formalised quality assurance of the in-service courses for trainers and other training facilitators. However, the course providers perform internal quality control based on monitoring customer satisfaction.

07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY

0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

Education authorities at all levels acknowledge that private sector actors can most effectively identify new labour market needs and demands for specific qualifications and skills. This is reflected in the decision-making system and in the implementation of training, where the social partners hold the majority of seats in all advisory bodies. The social partners participate in decisions concerning training programme structure, curriculum development and quality control at national, county and local levels for upper secondary IVET and post-secondary, non-tertiary technical education.

At national level, the social partner organisations are involved in preparing green papers and give input to the parliamentary decision making processes on national reforms, budgets etc. Teachers', students' and pupils' organisations also participate. The relevant employers' organisations, sector organisations and trade unions collaborate within the framework of the 9 trade-specific Vocational Training Councils (*Faglige råd*) and appoint 2/3 of members in these advisory bodies to the Ministry.

The planning and decision-making for the training content of specific trades are based on inputs from the private sector, coordinated through the National Council for Vocational Training (*Samarbeidsrådet for yrkesopplæring – SRY*), where the social partners appoint 2/3 of the members. Industry representatives are always represented in committees appointed by the Directorate of Education and Training (*Utdanningsdirektoratet - Udir*) for preparing curricula in the various upper secondary IVET training areas.

At county level, representatives of employers' and employees' organisations hold the majority of seats in the Vocational Training Committee (*Yrkesopplæringsnemnda – Ynemnda*) and the trade-specific Examination Boards (*Prøvenemnder*). These bodies are appointed by the county parliament for periods of 4 years. Important tasks include to give advice on provision in the county to meet local labour market needs, to arrange apprenticeship places and to place students in training enterprises.

Through this structure, changes in technologies and labour markets and their implications for training needs are rapidly communicated from the market actors to the decision-making bodies.

In higher education, decisions on training programme content and curricula are made by the Boards of the individual institutions which have no formal obligation to recruit members from the private sector. Hence, there is no formalised mechanism for identification and inclusion of new training needs at the individual institutions although many Boards do have private sector members. For some areas of training, the industries themselves have national boards which give advice to higher education providers.

Every new education reform is accompanied by evaluation conducted by autonomous research institutions assigned by the Ministry of Education and Research. Findings from these studies contribute to the market information provided through the tripartite political-administrative system.

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

Equality and flexibility in access to education and training, as well as equality regarding the recognition of general and vocational training are major political principles in Norway. Over several decades, changing governments have followed multiple strategies to realise these ideas and objectives. The education and training system has a structure with many characteristics of a national qualification framework.

There is a common core curriculum that provides a holistic perspective on societal and human needs, rights and abilities including the spiritual, the creative, the working, the liberally-educated, the social and the environmentally aware human being. It presents a vision of the integrated human being. The document promotes equality across various training forms by explaining the mutual interdependence between the different types of competencies.

Another equality promoting measure has been to integrate general and vocational training at institutional level as well as legally and administratively. IVET at both upper secondary and higher education level has equal formal status as general studies at the same level. Differences in administration and operation are minimal and directly related to the different types of training. The system has been designed to allow for switches between the two main strands.

While curricula vary in different training paths in terms of practical training and trade-specific theory all upper secondary IVET curricula taught during the 2 years at school contain general theory similar to the curricula in the general education path. The rationale for this is to make it easier for vocational students to switch to general education, if they so wish. Theoretical bridging courses are available for vocational students and holders of a trade certificate who wish to switch to general education and obtain formal qualifications for higher education.

It is more difficult to make a switch from general to vocational education, since every vocational curriculum right from the start contains trade-specific theory and practical

training which is necessary for further studies. Hence, students in general upper secondary education have to start over if they want to switch to a vocational path.

In higher education, there is only one entry point for training in a specific subject or profession. If students choose to switch between programmes, they must start over. This applies to both general and vocational programmes. But once a student has passed a professional exam, he/she will get credits for the completed part if they switch to another subject or professional programme. This applies to both general and vocational pathways. Credits obtained at one institution will automatically be recognised if the student moves to another university or university college to continue regardless of whether credits are obtained in vocational and he/she is switching to general academic studies, or vice versa.

Adults aged over 25 may apply and get access to specific tertiary studies based on the assessment of prior learning, including relevant work practice. This is conducted by the individual training institution. Access to one study programme at one tertiary institution does not automatically give access to other study programmes or institutions for these candidates.

0703 - RENEWAL OF CURRICULA

The Ministry of Education and Research (*Kunnskapsdepartementet - KD*) has overall responsibility for publicly recognised education and training at all levels. The Ministry gives instructions and guidelines for the curricula and its development, but the operational responsibility for the development process is with the Directorate of Education and Training (*Utdanningsdirektoratet - Udir*). The Directorate appoints teams of professionals and VET teachers for curricula development.

The participatory principle is vital in Norwegian education, as in other policy areas. Development and change of training programmes, content and modes of delivery may be advocated by the Ministry, parents, students, employers, trade unions and others. Employers' organisations, sector organisations and trade unions give input to curriculum development through the trade-specific Vocational Training Councils (*Faglige råd*) and the National Council for Vocational Training (*Samarbeidsrådet for yrkesopplæring – SRY*), where social partners appoint 2/3 of members.

New methods are tried out through projects launched by the ministry. All curricula contain some core elements including project work and basic skills like national and foreign language skills and ICT skills. These are all integrated in the learning process in different ways.

New curricula are distributed in electronic format only, through the website of *Udir*. The same applies to rules and regulations, changes and news, guidelines for teachers, school management and for students and parents. A database has been established under the Directorate, containing all curricula within upper secondary education and training (cfr. <http://www.udir.no/>).

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

0801 - VALIDATION OF FORMAL LEARNING: GENERAL CONCEPTS AND SCHEMES

All public education and training provided at primary, secondary and tertiary levels, including adult education in national programmes is regulated by national laws and Ministerial directives and guidelines also issued by the Directorate of Education and Training (*Utdanningsdirektoratet – Udir*) and the Norwegian Agency for Quality Assurance in Education (*NOKUT*). Relevant acts include the Education act, the Act on Universities and university colleges and the Adult education act.

Whereas standards, curricula and structure of national training programmes is decided centrally, the delivery and formal validation of public upper secondary training is the responsibility of counties. All training institutions that provide publicly recognised training programmes, including private training institutions, report regularly on results and are subjected to the quality control and supervision of the county authorities and *Udir*. Central authorities may also engage research institutes to evaluate processes and results.

For upper secondary IVET, the counties have full responsibility for all parts of training both in schools and enterprises. But the social partners hold the majority of seats in the bodies actually handling vocational training on behalf of the county authorities: i.e. the Vocational Training Committee (*Yrkesopplæringsnemnda - Ynemnda*) and the Examination Boards (*Prøvenemndene*). Both are appointed by the regional parliament (*Fylkestinget*) for a period of 4 years.

Ynemnda is an advisory body to the county and bears a major responsibility for implementing vocational training on behalf of county authorities. Four of the seven members are composed of social partner representatives (two from each side); the remaining three are appointed by the county (one is an apprentice, one with a business background and one with a school background). Tasks include giving advice on overall provision in the county to meet local needs and to arrange apprenticeship places. The committee approves training enterprises and supervises the training in them; it can withdraw the right to take on apprentices. The committee is responsible for approving apprenticeship contracts, for ensuring that the trade and journeyman's examinations are held in accordance with formal requirements, for appointing members to the examination boards and for issuing trade and journeyman's certificates.

Ynemnda has a secretariat that carries out day-to-day work. It has regular contact with the training enterprises and provides expert advice and assistance in practical matters. Normally, the secretariat is integrated with the county education and training department.

In principle, each county has (at least) one examination board for each trade, but in areas with few candidates, counties in some cases establish joint boards. Each board has two members who have formal competence and work experience in the relevant trade. The main tasks of the boards are to organise and implement the practical part of the trade and journeyman's examinations and evaluate results. Examinations are organised in accordance with instructions provided by *Udir*.

Udir is responsible for conducting quality control of all parts of upper secondary IVET, including apprenticeship training and examinations. In tertiary education and training, NOKUT is responsible for accrediting training institutions, new programmes and actual delivery of training. NOKUT is also responsible for validating education from other countries.

Examinations within higher education and training are organised by training institutions, but external experts are always involved in the preparation and grading of examinations. Formal certificates and diplomas are issued by training institutions.

0802 - VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

Documenting and recognising qualifications acquired through non-formal and informal learning has been emphasised for decades. Since 1980, adults can document their qualifications obtained through work practice by registering for the trade and journeyman's examination as a private candidate. The private candidate arrangement applies also to every individual subject in general primary, secondary and tertiary education, as well as technical and Master of Crafts training programmes. This allows for knowledge and skills acquired through self-studies and other non-formal and informal settings can be formalised and candidates may complete formal training programmes anywhere and at their own pace. The private candidate arrangement is regulated by the same acts that regulate formal training.

Since December 2004, every county had established a unit that conducts vocational testing (*Yrkesprøving*) according to recognised national training programmes. The candidates receive a document stating their qualifications within a trade, although it does not have the same status as a trade and journeyman's certificate, for instance regarding wage level. However, the vocational testing unit may recommend to the relevant Vocational Training Committee (*Ynemnd*) that the candidate is allowed to sit for a regular trade and journeyman's examination. Hence, the new system facilitates documentation of prior learning.

Since 2001 adults aged over 25 may be accepted to tertiary education based on an assessment of non-formal qualifications. Training institutions are obliged to consider factors other than certificates and credits when selecting applicants, including relevant work experience, voluntary work etc. If there are specific requirements to enter the study in question, the candidate must meet them. Candidates accepted for studies at 1 tertiary education institution according to this procedure will not automatically be accepted by others as the qualification assessment is made according to the particular curriculum and pedagogical methods of the individual institution.

09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

0901 - STRATEGY AND PROVISION

Vocational and career guidance is provided by different public institutional arrangements, and also by some private companies. The Education Act (*Opplæringsloven*) states that pupils in primary and secondary education and training have the right to "necessary guidance on education, careers and social matters" and individual schools organise the provision. Normally, vocational and career guidance is provided by regular teachers as an integrated part of social studies. In addition, selected teachers provide guidance partly in class and partly on an individual basis.

In addition to guidance services in schools there are 2 other guidance services for young people: the county Follow-up Service (*Oppfølgingstjeneste*) and the youth information centres. The follow-up service is for all young people aged 16–19 who are neither in school nor at work, with the aim to organise appropriate training and/or job placement. The thirteen youth information centres are part of a network of some 7 000 centres around Europe and designed to serve people aged 13–30. The centres provide information on many different issues relevant to youth, including youth policy, training and employment opportunities etc.

Every tertiary education institution has a study guidance service linked to each department dealing mainly with study choices; they are not equipped to deal with career choice or job-entry issues. Some universities and university colleges have set up career centres to this end. In general, tertiary training institutions recently have become more responsive to labour market needs and more active in linking students to the world of work.

Some municipalities and counties have established separate adult education departments to organise and deliver primary and secondary education. Educational and career guidance is provided as part of their services.

The public employment service (*Aetat*) with 200 offices spread across the country, operates a range of services to link employers with job-seekers, including hiring temporary workers and consultancy on restructuring, staff selection and skills enhancement. Unemployed people with particular difficulties in the labour market receive special attention, including for vocational and career guidance. *Aetat* also operates a range of services to the general public, mainly on a self-service basis, for example, a register of all reported job vacancies are made available on the *Aetat* website (<http://www.aetat.no>). Access to the website is provided on a walk-in basis, along with printed vacancy information, ICT equipment for writing job applications and CVs, free telephones for contacting employers and some limited personal counselling.

A small number of private agencies provide career guidance on a commercial basis. They tend to make more extensive use of psychometric tests.

At present, the social partner organisations do not provide systematic vocational or career guidance services. However, they are often represented at the county education and career fairs, by invitation or as partners in organising these events.

0902 - TARGET GROUPS AND MODES OF DELIVERY

Career guidance in Norway is fully integrated in primary and secondary education and training. Teachers are especially assigned to perform this task and it is an integrated part of the general curriculum. Links between school and companies are encouraged and provide a background for information about occupations, types of work and career opportunities.

ICT programmes for identifying talents and interests and provision of information about relevant training and work to individual profiles are commonly utilised. Teachers organise visits to local enterprises and all pupils in primary and lower secondary school, as well as in upper secondary IVET, have 1–2 weeks of compulsory work placement in an enterprise or public institution. Establishment of student enterprises for entrepreneurship training is encouraged and supported by schools and local enterprises.

Targeting pupils in primary and secondary education and training, the counties organise an annual education and career fair where a variety of training providers and representatives of many different occupations gather to provide information and to recruit. Pupils in upper classes of lower and general upper secondary, and students in upper secondary IVET, can visit the fairs. Guidance activities are often organised in periods when learners are approaching the deadline for applying for further studies. In addition to organised counselling services, pupils receive information on education and work through activities integrated in various subject curricula.

The county Follow-up Service (*Oppfølgingstjenesten*) is actively assisting drop-outs and other youth at risk, organising tailor-made, individually adapted provision of training and work.

For the public employment service (*Aetat*), the main target groups are those experiencing difficulties in the labour market. Priority groups are long-term unemployed people, immigrants and the vocationally disabled, i.e. people with physical, mental or social handicaps. These groups are offered a variety of training and placement services, including career guidance. While *Aetat* does not actively provide guidance or market their services in the education institutions, each year they issue a catalogue, *Mer utdanning?* (More education?) with comprehensive updated information about education and training options in Norway (<http://www.aetat.no>). The catalogue is available to all students in upper secondary education and has proved a very useful tool for both students and school counsellors.

Aetat has also developed a range of self-help tools, most of them web-based. One career choice programme, *Veivalg*, offers self-assessments of interests, work values and skills plus an occupational matching facility and job-seeking assistance. *Veivalg* is frequently used in schools by pupils in lower and upper secondary education and training. *Aetat* also hosts the Norwegian Euroguidance and Eures centres, which provide information on European education and employment opportunities, respectively.

As part of the Norwegian strategy for e-learning, there is considerable emphasis on vocational and career guidance provided as electronic rather than printed information. A variety of web-based databases with information on education and vocational opportunities has been developed. As of December 2005, a portal (<http://www.utdanning.no>) is the single central entry point to all significant information on the education system and relevant public bodies at different levels, providers of training, available courses and programmes, entry requirements etc.

There is currently no vocational and career guidance service specifically targeting the employed people. However, the regular counselling services of *Aetat* are available to these groups, if they seek advice. The private counselling companies are open to all groups, including regular pupils, unemployed or employed, youth and adults.

0903 - GUIDANCE AND COUNSELLING PERSONNEL

In primary and secondary schools guidance is provided by experienced teachers with the appropriate skills. They are in general well acquainted with the Norwegian education system and recruited by an internal process among teaching staff. They have reduced teaching load according to a formula under collective agreements.

Several tertiary education institutions offer "Counselling" courses as an option within the regular training programme structure. These programmes may be taken as part of regular teacher education (IVET) or as CVET for teachers who already have been appointed or wish to compete for the position as a school counsellor. The training is formally recognised by central authorities and accredited according to the ECTS system. Sometimes the programmes are delivered specifically on request from the county education authorities. About half of the counselling teachers have attended counselling training at a university college.

There are no formal requirements set at national level for pre-service specialised training of school counsellors, although the social partners and school counsellors' own organisation request such arrangements. Some counties and municipalities have introduced minimum training requirements for their own school counsellors, others have not. As a result, a large part of school counsellors only have limited in-service training or no specific counselling training at all.

The organisation of the compulsory Follow-up Service varies between counties. In some counties the arrangement consists of a small central unit and school counsellors. Staff in

the central unit is often trained psychologists or teachers specialised in working with students with specific needs.

Concern has been expressed about the breadth of the school counsellor's role and the risk that the increase in and pressing nature of students' personal and social problems may reduce available time for the counsellors for vocational guidance. Accordingly a 3-year national project was implemented with the aim to test a split counselling service by placing the social and the vocational guidance responsibilities with two different individuals. The pilot project also sought alternative models for improved co-operation between counsellors in lower and upper secondary schools to prepare for a smooth transfer of students. The general experience from the project showed that the division of the counselling service was beneficial for the vocational guidance part. Based on the findings the Directorate of Education and Training (*Utdanningsdirektoratet - Udir*) has issued methodological handbooks on how to organise a split counselling service and how to work with career guidance in general (cfr. <http://www.utedanningsdirektoratet.no/>).

In tertiary education the general educational requirement for counsellors is education at university level (Bachelor degree or Master), but there is no requirement for a specific guidance training for these counsellors.

The public employment service (*Aetat*) includes an employment counselling office in each county that offers intensive rehabilitation counselling services for those with disabilities. The office is staffed mainly by psychologists and special-needs teachers with education at Bachelor level or higher, in addition to in-service guidance training.

There are no formal requirements regarding educational background of counsellors in private career guidance services. However, to stay in business, they must deliver quality services and generally have staff that is well qualified in psychology or pedagogics.

10 - FINANCING - INVESTMENT IN HUMAN RESOURCES

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

Equal access to quality education and training for all regardless of geography and personal, social and economic characteristics are agreed principles in Norwegian politics. Everybody is legally entitled to primary and secondary education and VET provided by public authorities. All individuals that meet the formal intake requirements have access to tertiary education. Costs of public education at all levels are covered by public budgets.

Local democracy has a strong standing in Norway. Elected bodies of municipalities and counties have some self-governing rights in prioritising and implementing public services within the regulatory and financial frameworks set by national authorities. Municipalities and counties, which own schools and deliver primary and lower secondary, and upper secondary general education and VET, respectively, receive block grants from the Ministry of Education and Research (*Kunnskapsdepartementet - KD*) covering 80–85% of total costs. The remaining part is covered by direct income taxation at county and municipality levels.

Public universities and university colleges are owned by and organised directly under the Ministry, which also cover most of their costs (80–85%) through block grants calculated by a formula. The remaining part of their budgets is raised by contracted research and other types of projects, as well as provision of tailor-made CVET to private enterprises and public institutions.

Based on the argument that competition promotes quality, private education institutions may be approved to provide education and training according to national curricula. They receive financial support at the same level as public institutions and cover the remaining part of their budgets by tuition fees paid by students. To ensure equal access regardless of family economy, students in public and private education and training at upper secondary and tertiary levels, including apprentices, may receive personal grants and subsidised loans from the state education loan fund (*Statens Lånekasse for Utdanning*).

Internationalisation is a major principle and political objective in upper secondary and tertiary education. All students are encouraged to take at least half a year of their studies in another country. Consequently, at least 15 000 Norwegians are studying abroad at all times, financially supported by the state education loan fund.

For CVET that goes beyond mainstream education, the general principle is that this should be the main responsibility of the beneficiaries, i.e. enterprises, social partners and individuals. Since it is in the national interest to have a well educated population and a competitive private industry, public authorities have a system of indirect co-financing by targeted subsidies and tax relief. Adult education associations (*Studieforbund*), distance education institutions (*Fjernundervisningsinstitusjoner*) and folk high schools (*Folkehøgskoler*) are subsidised by the Ministry. Enterprises qualify for tax relief on their investments in staff training.

Training for employment through active labour market measures, as well as training immigrants for integration purposes, is financed 100% by the government.

Neither the overriding financing principles and priorities, nor administrative structures that govern VET funding have changed during recent years.

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

IVET is provided at upper secondary and tertiary levels. Both are delivered cost-free to students in public training institutions. Some private education institutions are authorised by the Ministry of Education and Research (*Kunnskapsdepartementet - KD*) to deliver training according to national curricula. There have been no recent changes in administrative arrangements or principles, balance of funding or funding mechanisms.

Mainstream upper secondary IVET, including apprenticeship training, is financed 80–85% by the Ministry to owners of authorised training institutions, whether private or public. Public institutions are owned by counties that cover the remaining part of the costs from their budgets collected from regional taxation. Private upper secondary training institutions cover remaining costs through participant fees.

Training costs for apprentices in upper secondary IVET are covered by direct contributions from the county to the apprenticeship enterprise. Costs are shared between the government and the county according to a similar formula as for upper secondary schools.

Students in upper secondary IVET are entitled to grants and subsidised loans through the state education loan fund (*Statens lånekasse for utdanning*) if they come from low income families. This is available also for apprentices and adult students. Students from the two northernmost counties can obtain an additional subsistence grant if they have to stay away from home to attend training. Extra support may also be available for purchasing compulsory equipment. Support to students at upper secondary level is mainly provided as grants. Study loans carry no interest charges during the period of study.

Public and authorised private institutions that deliver tertiary IVET and CVET programmes according to approved programme curricula receive direct funding from the Ministry. For public institutions, this is supposed to cover some 80-90% of the total budget, calculated by a formula with variables including the number of students registered and successfully completing their studies. The remaining part of the budget at public tertiary institutions is covered by contracted research and the commercial delivery of tailor-made CVET to enterprises and public institutions. Private tertiary institutions cover the remaining part of the budget mainly by tuition fees.

Formally recognised adult education associations (*Studieforbund*) and distance education institutions (*Fjernundervisningsinstitusjoner*) that deliver IVET according to national curricula receive direct funding from the Ministry based on the general funding arrangements.

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

Adults are entitled to free primary and secondary education and training. Municipalities are responsible for primary and lower secondary education and counties are obliged to organise upper secondary education and VET. Financing is covered 100% by the Ministry of Education and Research (*Kunnskapsdepartementet - KD*).

PUBLICLY PROVIDED CVET FOR ALL

- Post-secondary, non-tertiary technical training is provided by technical schools, most of them public. These are administratively part of public upper secondary training and hence owned and run by the counties. Financing principles and mechanisms are similar to those of upper secondary schools: 80–85% of the budget is provided by the Ministry through block grants to the county, whilst the remaining part is covered by the county budget. Private technical schools delivering according to national curricula receive government support at the same level and cover the remaining part of the budget from participant fees. Students may apply for individual grants and loans through the state education loan fund (*Statens Lånekasse for Utdanning - SLU*).
- Master of Crafts training is provided by an appointed adult education association (*Studieforbund*) according to approved national curricula under the administration of the Ministry of Industry and Trade (*Nærings- og handelsdepartementet - NHD*). Training costs are shared between the Ministry and individual participant. Ministry financing consists of direct support to the *Studieforbund* for guaranteeing nationwide delivery, according to a contract that is negotiated regularly. In addition, the Ministry subsidises the participant fees under the general arrangement for *Studieforbund* (see below). Remaining costs are covered by participant fees.
- CVET delivered by public and private universities and university colleges is partly delivered through the regular

study programmes, where IVET and CVET students follow the same classes. Some regular study programmes are organised specifically as CVET for teachers, engineers, health personnel and other groups. In public institutions, all regular study programmes are delivered cost-free to participants. The institutions receive direct financial contributions from the Ministry covering 80–85% of their total budgets. The remaining part is covered by income from various contracted research and other assignments with public and private institutions.

Authorised private institutions receive financial support from the Ministry according to the same financing model as for public institutions for the delivery of publicly recognised training programmes. Depending on the type of training and commercial potential of the training institution, the state share of budgets in the private institutions varies between 22-85%. The remaining part is covered by tuition fees. Students in both public and private institutions are entitled to grants and loans from the state education loan fund.

In cases where upper secondary and tertiary public and private training institutions deliver tailor-made CVET to public and private enterprises and institutions on a commercial basis, the customer covers all training costs. Individual participants are not entitled to support from the state education loan fund and there is no financial support to the purchasing enterprise or institution. It is, however, entitled to tax relief for the investment in staff training.

ENTERPRISE-BASED CVET

Enterprise-based training is organised as in-service courses, external courses or by means of e-learning for individual employees. Enterprises are responsible for financing training except for training delivered by commercial partners in relation to the introduction of new products and tools, and for staff participating in regular study programmes at public training institutions. There are currently no general, public arrangements for direct financial support of CVET in enterprises. However, there are various forms of indirect financial support available:

- enterprises are entitled to tax relief for investments in staff training;
- adult students/employees are, under certain conditions, entitled to financial support from the state education loan fund (*Statens Lånekasse for Utdanning - SLU*);
- training delivered by publicly recognised distance education institutions (*Studieforbund* and *Fjernundervisningsinstitusjoner*) is subsidised by the Ministry of Education, reducing the participation fee and hence costs for the enterprise.
- under certain conditions enterprises may take advantage of an arrangement under the labour market measures, internal training (*Bedriftsintern Opplæring*), and receive indirect financial support for staff training through the public employment service (*Aetat*). The arrangement is available for SMEs with less than 100 employees to encourage organisational adaptation, adjustment and restructuring to prevent future

unemployment. *Aetat* can contribute a maximum of 50% of salary costs for a substitute in a period when a staff member is on necessary training leave.

The figures provided in the table for enterprise-based CVET show that investments from Norwegian enterprises in human resource development in 1999 was at the average level of enterprises in the EU 25 (2.3% of total labour costs) and lower than in the other Nordic countries.

1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

Labour market training (AMO) and rehabilitation of the unemployed, work placements for those with vocational disabilities and various other labour market measures with qualifying elements and aspects are under the authority of the Ministry of Labour and Social Inclusion (*Arbeids- og inkluderingsdepartementet - AID*). The operational agency subordinate to the Ministry is the public employment services (*Aetat – Arbeidsdirektoratet*) with regional and local offices.

Training for employment is organised locally, close to the target groups. The local *Aetat* purchases training from local providers: often public upper secondary schools and local training centres. All costs are covered by *Aetat* with funding from the Ministry.

Training for integration is provided to all legal immigrants and has been compulsory since 2004. Language and social studies training, as well as work-qualifying training, is the organisational responsibility of local municipalities that receive immigrants for permanent settlement. Training is provided by local public or private schools, training centres and enterprises and is fully financed by direct grants from the Directorate of Integration (*Integrerings- og mangfoldsdirektoratet - IMDI*), which is a subordinate agency under the Ministry of Labour and Social Inclusion (*Arbeids- og inkluderingsdepartementet - AID*).

1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

In 2005, access to appropriate education and training for all throughout life is given high priority by all political and social partner actors. Accordingly, practical and financial arrangements are generally well developed to ensure the relevant and flexible deliveries requested by the various stakeholders. Public and private investments in human resources are already seen as critical for ensuring future national competitiveness and prosperity. Recent and planned reforms of the various parts of Norwegian education and training do not indicate any significant changes in policies or weakening of VET funding.

11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL

Norway has a long history of close relationship and cooperation with other European countries and is a member of the single European market through the EEA agreement. The EU is the most important market regarding both imports and exports. There is a general political agreement that the only possible strategy for maintaining and strengthening relations and utilising the potential of the single market is to be an active partner in available EU initiatives on education, training and labour market policies. Hence, Norway participates in the EU programmes Youth, Socrates and Leonardo da Vinci and in the activities of Cedefop and Eurydice. The Bologna process, the Lisbon

strategy and the Copenhagen process is followed closely by national authorities. The mobility of Norwegian trainers, students and young workers within Europe is promoted under these programmes and under bilateral agreements with Germany and France. Several recent reforms reflect the national ambitions for a modern, dynamic system of lifelong and lifewide learning. The European influence on Norwegian policies in this field is significant.

Major elements of the Bologna process have been implemented through a recent reform of tertiary education, the quality reform (*Kvalitetsreformen*). The introduction of the European Credit Transfer System - ECTS, strengthening of quality assessment and assurance measures and prioritisation of entrepreneurship and internationalisation in tertiary education are among the most important.

The introduction of a new degree system of a 3-year Bachelor's degree and a 5-year Master's degree has implied major changes in programme curricula. The degree system, which applies to both general and vocational tertiary education, is modularised and hence has a built-in flexibility. The adaptation to systems of other European countries will obviously promote transparency and facilitate mobility in higher education and in the labour market. The application of the ECTS will facilitate the recognition of Norwegian Diplomas abroad, as well as the accreditation of studies taken abroad by individuals coming (back) to Norway for work or further studies. *Nasjonalt Organ for Kvalitet i Utdanninga - NOKUT* is a government body with main responsibility for quality control of tertiary training institutions and programmes in Norway and is the accrediting authority for studies and vocational training taken in other countries.

According to the quality reform, all students in higher education and training shall have the possibility of a placement in another country as an integrated part of their study or training if they wish. The placement may be in a training institution or, for vocational educations where practice is mandatory, in a company. Higher training institutions are organising an increasing number of their programmes in such a way that the placement is an integrated part of training. The state education loan fund (*Statens lånekasse for utdanning*) provides scholarships and subsidised loans to Norwegian students who choose to go abroad for upper secondary and tertiary studies, as well as apprenticeship training.

Educational opportunities for adults and lifelong learning are two important tenets in educational policy. Adults are entitled to primary and secondary education provided cost-free and adapted to their specific needs, if they so request. The general aim of adult education is to raise the level of education in the entire population, with a view to meet labour market needs for knowledge and skills and to give the individual an opportunity for professional, social and personal development. Adults aged over 25 may be accepted for tertiary education and training based on the assessment of qualifications acquired in non-formal and informal settings.

In conformity with the political processes of the EU, the Norwegian government has given priority to developing systems for validating prior learning. For some types of training, this opportunity has been available since 1980. Since 2004, additional and more extensive arrangements have been available in all counties.

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

Internationalisation is a high priority in education and training policy and practice. Foreign language learning and international experience from education and work placement is emphasised. The ECTS and international degree structure have been implemented in higher education. Transparency issues, quality control and validation of non-formal and

informal learning are high on the Norwegian policy agenda, as in the 27 other EU and EEA countries.

English is a mandatory subject in vocational training as well as in general studies. Language learning is built on prior knowledge, as English is taught all through primary and lower secondary school. All students in vocational training (upper secondary education) have 2 hours of English for 2 years. The jargon of the trade is taught, but the curriculum also focuses on the more general skills, e.g. writing reports and professional letters. French or German is taught in the hotel and catering training paths as 2nd or 3rd language. The methodology is, according to the core curriculum, flexible and the learning environment should be adapted to the individual student's needs and ability. This allows the possibility to integrate different kinds of projects, such as international mobility, in the curriculum.

Norwegian learners have access to education and training pathways in other countries and receive information about these at the individual schools, supported from the Euroguidance system, private student exchange institutions and the EU education programmes Socrates and Leonardo da Vinci. One year of secondary education abroad is considered equivalent to one year taken in a Norwegian institution according to the regulations decided by the Ministry. Students and apprentices are entitled to support from the state education loan fund (*Statens lånekasse for utdanning*) for placements and studies abroad. The Norwegian Agency for Quality Assurance in Education (*Nasjonalt organ for kvalitet i utdanninga – NOKUT*) evaluates the equivalence of upper secondary vocational and higher education and training taken abroad. A database for information has been set up as part of this work.

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