

Norway

Overview of the Vocational Education and Training System

2008

eKnowVet – Thematic Overviews



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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 vocational education and training
5. Continuing vocational education and training for adults
6. Training VET teachers and trainers
7. Skills and competence development and innovative pedagogy
8. Accumulating, transferring and validating learning
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 has been updated in 2008 and its reference year is 2007. The latest versions can be viewed from October 2009 onwards at:

http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/ where more detailed thematic information on the VET systems of the EU can also be found.

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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

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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 4.7 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 has augmented from 0.5-0.6% in 2002-2005 to 1,18% in 2007. 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 2005 - 2025(*). ABSOLUTE FIGURES AND (%)					
	2005	2010	2015	2020	2025
TOTAL	4,606,363 (100.0)	4,850,732 (100.0)	5,126,237 (100.0)	5,381,551 (100.0)	5,625,111 (100.0)
0-24	1,472,267 (31.9)	1,545,801 (31.8)	1,609,968 (31.4)	1,645,372 (30.6)	1,687,655 (30.0)
25-59	2,232,760 (48.5)	2,293,343 (47.3)	2,403,961 (46.9)	2,505,860 (46.6)	2,579,573 (45.8)
60 +	901,336 (19.6)	1,011,588 (20.8)	1,112,308 (21.7)	1,230,319 (22.9)	1,357,883 (24.1)

(*) Based on 2008 population data. Scenario: Medium National Growth. Source: Statistics Norway, 2008

http://statbank.ssb.no/statistikbanken/default_fr.asp?PLanguage=1

In 2008 the immigrants and those born in Norway to immigrant parents comprise 360 000 persons (9,1% of the total population). 246 000 (68%) originated from non-western countries. Immigrants reside in all 431 municipalities. 39% of non-western immigrants live in the Oslo area and they constitute some 17% 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 2007, Norway was the world's 5th largest exporter of crude oil and the 3rd largest exporter of 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. 83% of them have less than 5 employees. SME employees constitute approximately 70% of the total labour force. Only about 2 500 enterprises have 100 or more employees

RECENT ECONOMIC AND LABOUR MARKET DATA FOR NORWAY:

Table 1: Employment by production sector 4th Quarter 2007. Real figures and per cent.

SECTOR	TOTAL EMPLOYMENT	TOTAL EMPLOYMENT (%)
AGRICULTURE, FORESTRY AND FISHING	78,739	3.16
MANUFACTURING, MINING, ENERGY AND WATER SUPPLY, CONSTRUCTION	514,574	20.72
PUBLIC AND PRIVATE SERVICES	1,879,561	75.67
UNSPECIFIED	11,126	0.45
TOTAL	2,484,000	100.0

Source: Statistics Norway

http://www.ssb.no/regsyst_en/tab-2008-06-12-09-en.html

Table 2: GDP 2004 & 2007. MNOK AND M€ (AND % CHANGE FROM PREVIOUS YEAR). 1 € = 9.0 NOK

2004		2007	
MNOK	M€	MNOK	M€
1 710 402	190,045	2,277,111	253,012
(8.5)		(5.4)	

Source: Statistics Norway

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

Preliminary data show that the Consumer price index increased by 5,5 % from October 2007 to October 2008

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

Table 3: EMPLOYMENT, 16 - 74 YEARS, 2007 AVERAGE. % OF POPULATION.	
MEN	76.0
WOMEN	69.5
TOTAL EMPLOYMENT RATE	72.8

Source: Statistics Norway

http://www.ssb.no/english/subjects/06/01/aku_en/tab-2008-10-29-18-en.html

Table 4: Unemployment rates, 2007 average. % of labour force	
TOTAL	2.1
MEN	2.3
WOMEN	2.0
15-24 YEARS	5.4

Source: Statistics Norway

http://www.ssb.no/english/subjects/06/01/aku_en/tab-2008-10-29-13-en.html

Table 5: PUBLIC EXPENDITURE ON EDUCATION AND TRAINING 2004. MNOK AND M€ 1 € = 9.0 NOK		
	PUBLIC SECTOR, ALL LEVELS	REGIONAL AND LOCAL LEVELS
TOTAL, MNOK	119,160	77,062
TOTAL, M€	13,240	8,562
PER CENT OF GDP	5.2	3.4
PER CENT OF TOTAL PUBLIC EXPENDITURE	13.6	8.8

Source: Statistics Norway

http://statbank.ssb.no/statistikkbanken/Default_FR.asp?PXSid=0&nvl=true&P Language=0&tilside=selecttable/hovedtabellHjem.asp&KortnavnWeb=offinnut

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

Eurostat statistics indicate that the educational level of the Norwegian population aged 25-64 is above the OECD average. In 2006, only 21% of the population had left the education system completing only compulsory education. Despite population scarcity with people having to travel a long way to attend education and training, 79% of the population attended upper secondary and tertiary education (OECD 2008). 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.

In 2001, the Norwegian Parliament 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.

The Competence Reform (1999-2004) was a result of the national wage negotiations between the state and the social partners and was based on recognition of the fact that a well-educated population is the most important

resource a country can have for the creation of new jobs, ensuring quality of life and preventing new class distinctions. The main objective of the reform has been to help meet the needs of individuals, society and the workplace in terms of skills and knowledge and to give adults opportunities to acquire education and training to improve their qualifications.

One of the main results of the Competence Reform is that all adults have been given a statutory right to primary, lower secondary and upper secondary education. The legal right to upper secondary education was put in force autumn 2000; while the legal right to primary and lower secondary education has been in force since August 2002. In addition considerable efforts have been made in recent years to improve educational opportunities for disadvantaged groups through adult education. This particularly applies to adults with especially weak schooling, various groups of physically disabled persons, adults with reading and writing difficulties and adult immigrants.

In 2006, a national programme directed towards developing basic competence for working life started up. The programme funds and monitors enterprise-based courses on basic skills. Projects organised outside workplaces can also receive funding, provided the objective is to prepare people for working life. The aim of this programme is to give adults the opportunity to get the basic skills they need to keep up with the demands and changes in modern working life and civil society.

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.

The 2006 Knowledge Promotion Reform focuses on the strengthening of basic skills, a shift to outcome based learning, new distribution of teaching and training hours per subject, new structure of available choices within education programmes and more freedom at the local level with respect to work methods, teaching materials and the organisation of classroom instruction. A main objective was also to increase the cooperation between schools and training establishments through the introduction of a separate subject: the In-depth study project.

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 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 - 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 2008)

This Act (cf. <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, LATEST AMENDMENTS 2008)

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 2007)

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 VOKSENOPPLÆRING - 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 distance 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, LATEST AMENDMENTS 2006)

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 2005)

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

0302 - INSTITUTIONAL FRAMEWORK: IVET

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.

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 bodies at national and county level:

- 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 advising on framing the national structure of recognised trades, the development of national curricula, advising on regional structure and volume of VET provision, and the framing of 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.

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). Public 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.

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), a tripartite body at regional level, formerly a decision-making body, has since January 2008 become an advisory body. According to the changes made in the Education Act, the committee is responsible for the quality and dimensioning of education and training as well as for career guidance and matters pertaining to regional development. They shall concentrate their efforts on the aforementioned activities. The counties have a duty to inform about cases relating to the committees' areas of responsibility before decisions are made. The intention behind the change was to award the committees a more overarching role and relieve them from administrative duties such as the sanctioning of enterprises for apprenticeships, the signing of Trade- or Journeyman's Certificates, counselling and the follow-up of training enterprises.

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 OKs play an important part in ensuring that training meets curriculum requirements and provide quality to the working community.

The county 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. They are also responsible for ensuring that the trade and journeyman's examinations are held in accordance with requirements. To this end, the county appoints examination boards (Prøvenemnder) to organise and evaluate practical examinations. The counties also issue trade and journeyman certificates. Candidates that fail can appeal to a national appeals board (Klagenemnd).

0303 - INSTITUTIONAL FRAMEWORK: CVET

There are two types of CVET in Norway, education offered in higher education institutions and education offered in tertiary vocational colleges. The former type is research based. The latter includes, as alternatives to higher education, practical courses of training lasting from half a year to two years.

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 the Ministry of Education and Research - 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.

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.

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

The Norwegian public mainstream education and training has several levels: primary (*Barneskole*), lower secondary (*Ungdomsskole*), upper secondary (*Videregående skole*), and tertiary (*Fagskole and 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 (cf. 0301).

The Directorate for Education and training is responsible for the development of curricula and development, supervision and quality control of primary, lower secondary and upper secondary general and vocational education and training. 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, slightly more than 2% of pupils attend private schools, whereas private institutions cater for around 7% and 15% of students at upper secondary and tertiary levels, respectively (cf. <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 that: “Teaching shall be adapted to the abilities and aptitudes of individual pupils, apprentices and trainees” (Education act § 1-2, cf. (<http://odin.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.

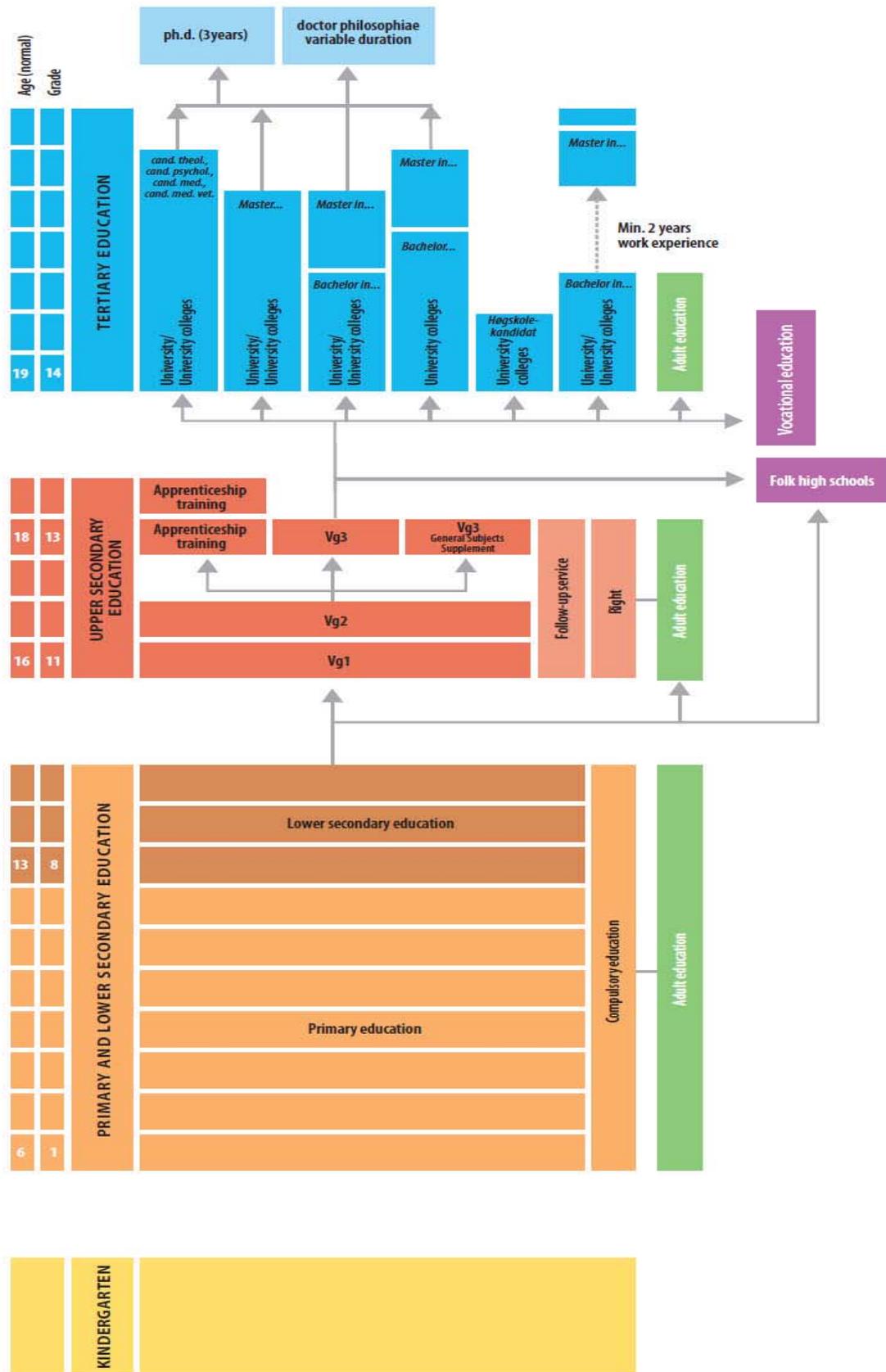
VET is available at upper secondary level. Initial vocational education and training (IVET) covers the first/lowest level of a specialising education and training path. IVET has two main access points:

- 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. 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.

Figure 1: The Norwegian education system



0402 - IVET AT LOWER SECONDARY LEVEL

No qualifying vocational education and training is being provided at lower secondary level. During the three years of lower secondary, students choose an elective programme subject (Utdanningsvalg) from the different upper secondary programmes, including VET. They may thus “try out” a subject before choosing their upper secondary path.

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

Upper secondary education covers 11th-13th grade and both academic and vocational paths 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 Upper secondary level 1 (Vg1) in one of the following nine programmes:

- **Engineering and industrial trades**
- **Electrical trades**
- **Building and construction**
- **Restaurant and food processing trades**
- **Agriculture fishing and forestry**
- **Health and social studies**

- Arts, crafts and design
- Media and communications
- Service, transport and travel

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 (Upper secondary level 2 –Vg2 and apprenticeship).

In December 2008, there were 62 different Upper secondary level 2 and 194 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. Teaching hours per year			
SUBJECT	UPPER SECONDARY LEVEL 1	UPPER SECONDARY LEVEL 2	APPRENTICESHIP
COMMON CORE SUBJECTS	336	252	According to collective agreements on working hours
PROGRAMME SUBJECTS	477	477	
IN-DEPTH STUDY PROJECT	168	253	

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

THE CURRICULA ARE BASED ON LEARNING OUTCOMES

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 common core subjects.

Upper secondary IVET is completed by a practical-theoretical trade and journeyman's examination (*Fag- og svenneprove*) 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-authorities.

The trade and journeyman certificate gives the right to access further studies at a Tertiary Vocational Education College (*fagskole*). Candidates can also access higher education after supplementary studies qualifying for higher education.

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 (39,2%) and vocational education and training (60,8%, 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 and the high level of demand for apprentices.

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 (*L?rlingkontrakt*) between the student and training enterprise (*L?rebedrift*). 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 two years of school-based IVET that provides the student with basic theory and practice in the relevant vocational area. The two year work placement represents an apprenticeship training year and one year of practice. 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, if apprentices 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 2007, a total of 37 222 apprentices were registered nationwide. Most (88,7%) were below the age of 24, but 11,3% were 25 years or older. 27 566 of them were men (Source: Statistics Norway, http://www.ssb.no/vgu_en/arkiv/tab-2008-05-22-03-en.html).

Implementing upper secondary IVET, including apprenticeship is the responsibility of the 19 counties who approve each apprenticeship contract. To operate as a training enterprise, an organisation must be able to meet curriculum requirements. A qualified training supervisor must be appointed to instruct and several employees may function as trainers. Training is supervised by the employees' representative in the company and the training supervisor, 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 (*Opplyringskontor* - OK). The OKs are industry-led bodies which coordinate apprenticeship training.

Apprenticeship training schemes are available in 182 trades provided within 9 different programmes of training which correspond to those available through upper secondary school:

- Engineering and industrial trades
- Electrical trades
- Building and construction
- Restaurant and food processing trades
- Agriculture fishing and forestry
- Health and social studies
- Arts, crafts and design
- Media and communications
- Service, transport and travel

Training in each vocational area starts with upper secondary level 1 (vg1) and is followed by a more specialised upper secondary level 2 (vg2). Both are delivered by an upper secondary school. Practical training is provided in school workshops and through short placements in local enterprises through

the In-depth study project (see table above). The number of upper secondary level 2 options varies between training areas. Since August 2006, there are 62 upper secondary level 2 options 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 in the counties is the responsibility of the County authorities, advised by the County Vocational Training Boards (*yrkesopplæringsnemnd*). 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 and journeyman certificates.

Legally, apprentices are employees of the enterprise and have the rights and duties as such. They are entitled to a salary agreed upon through a centralised system of collective bargaining. The salary corresponds to the productive work conducted. Since the productive work increases throughout the 2-year apprenticeship period, the salary increases accordingly. The apprentice is offered an apprenticeship contract, which is standardised and signed by the apprentice, the manager of the enterprise, the appointed training manager and a representative of the County authorities.

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 trainers during the 2 years. The county organises the final practical-theoretical trade and journeyman's examination (*Fag- og svenneprove*) in accordance with national requirements, and appoints the Examination Board (*Provenemnd*), which handles the implementation and assessment. In principle, each county has (at least) one Examination board for each trade. Successful candidates are awarded either the trade certificate (*Fag- og svennebrev*) in industrial or service trades or the journeyman certificate (*Svennebrev*) in traditional crafts. The two types of certificates 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 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 tertiary vocational college (*Teknisk Fagskole*). The certificate does not meet general entry requirements of higher education institutions, but the candidates can obtain right of admission by taking the general subjects supplement.

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 2008, 36 public and 24 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 2008, 205 414 students were registered at higher education institutions: 86% of them in public institutions. The female/male ratio was 60/40.

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.

Tertiary vocational education (*fagskoleutdanning*) is placed at ISCED level 4, the reason being that it lasts from 6 months to 2 years. In fact, many of the technical VET programmes last for two years and thus could easily be placed at ISCED level 5B. In Norway this education is defined as tertiary, with the same entry level as higher education.

The government is in the process of increasing the quality of statistics in tertiary vocational education. In December 2008 1 100 programmes were accredited by the National Agency for Quality Assurance in Education. Approximately 10 000 students were registered at tertiary vocational colleges, with approximately 40% of them in public institutions.

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, teaching, 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.

PROGRAMMES AND DEGREE STRUCTURE

In higher education, the institutions develop important study programmes in accordance with national guidelines issued by the Ministry of Education and Research (*Kunnskapsdepartementet*). Programme content and delivery vary slightly between different institutions. 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 also 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 "Høyskolekandidat". 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.

Tertiary vocational colleges are responsible for their own curricula, with no guidelines issued from the government. Programmes must be accredited by

the Norwegian Agency for Quality Assurance in Education, which also is the QAA for higher education. In this process, the colleges have to show their educations' relevance for the labour market. Tertiary vocational colleges (run by the counties) offer six-month to two-year courses to students who already have trade skills, practical work experience, and/or vocational upper secondary education. Tertiary vocational colleges currently offer courses in engineering, motor mechanics, drilling technology, production technology, electrical power, electronics, machinery, process technology, welding technology, house building, heating-ventilation-sanitary technology, chemistry, food-processing technology, maritime subjects and fishery, and health and social care.

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 can after assessment be recognised if the student moves to another institution 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. 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 (cf. <http://www.nokut.no/>).

No general subjects are taught as compulsory parts of tertiary IVET programmes.

OTHERS

Students in higher general and tertiary 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 tertiary vocational education and 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

A basic principle of Norwegian educational policy is Education for all. Wherever they live in the country, all citizens should have an equal right to education, regardless of social and cultural background and possible special needs. All public education in Norway is in principle free of charge up to and including the upper secondary level/VET.

Tertiary vocational colleges (Fagskole) 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). 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.fafo.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. 20 institutions in 2007 reported a total of almost 490 000 attendants in their courses. 51 000 sat for some kind of formal exam, 15 000 at tertiary level.

12 distance education institutions (Fjernundervisningsinstitusjoner) deliver courses to almost 22 000 participants (2007). Courses cover both training according to public, national curricula on secondary and tertiary levels, and personally oriented courses.

77 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 2007, more than 54% of the 18 588 participants in short courses were above 50 years of age.

In addition, there is 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. 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 tertiary vocational colleges (fagskoler) around the country. Training lasts from 6 months to 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 September 2008, a total of 4 370 students attended tertiary vocational education (fagskole) (3 077 were male students).

http://www.ssb.no/vgu_en/arkiv/tab-2008-05-22-03-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 (HANDVERKSMESTER)

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 (Mesterbrevnemnda -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 further information, cf. <http://www.mesterbrev.no/>).

Curricula are based on input from professional master craftsmen and relevant social partners, and decided upon by the MCC.

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 part-time over 2 years (the training is typically combined with fulltime work either as an employee or owner of an SME). 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. One may also sit for the examination as a private candidate.

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).

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 (cf. <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 Labour and Welfare Service (Arbeids- og velferdsetaten, NAV), which has offices at national, regional and local levels. The Directorate of Labour and Welfare (Arbeids- og velferdsdirektoratet) 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 2007, 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 NAV, was 67 500 . Of these, 57 400 were people with various vocational disabilities.

<http://www.nav.no/page?id=1073743220>

Labour market courses (Arbeidsmarkedsoppl?ring – AMO) last between one week and 10 months and long-term unemployed people with weak educational background are given priority. Regional and local NAV 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 for updating of qualifications, or work preparation and job seeking skills. Labour market training courses are meant to be a supplement to the standard educational system. Courses may be flexible organized, for instance combining subjects from curricula of VET in school, and drawing on experiences from work practise. Thus providing parts of formal competence within the frame of labour market courses, participants may in the long term complete a training leading to for instance a trade and journeyman's certificate.

NAV buys AMO courses from upper secondary schools, specialised training centres and private suppliers. Trainees receive financial support during training. The annual average number of participants under the AMO scheme was in 2007 about 4 600.

<http://www.nav.no/page?id=1073743220>

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 the Ministry of Labour and Social Inclusion - AID. Operational responsibilities are placed with the Directorate of Immigration (Utlendingsdirektoratet – UDI) and the Directorate of Integration (Integrerings- og mangfoldsdirektoratet – IMDI).

From September 2004, newly arrived immigrants (including refugees and persons granted residence on humanitarian grounds and family members reunited with them) are legally entitled and obliged to follow a 2-year, full-time introduction programme. The training shall provide participants with basic skills in Norwegian language, fundamental insights of Norwegian social life and prepare for future participation in the labour market. Full participation in the programme entitles the participants to an economic benefit covered by the government. The municipalities are responsible for the programme, in close cooperation with the Labour and Welfare Service (LWS).

<http://www.imdi.no/en/Sprak/English/>

From September 2005 it became compulsory for newly arrived adult refugees and immigrants (except persons with EU-citizenship) in Norway to participate in 300 teaching hours of training in Norwegian language and social studies. Those with a need for further training have the opportunity to take more classes (up to 3000 hours).

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 by the LWS (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.

0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

With increasing competition, frequent upgrading and further training of staff is becoming a necessity in order to stay 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 pursue further education 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 current figures may be even higher.

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 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 represents 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.

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 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 (see e.g. <http://www.nelfo.no/ViewPage.aspx?mid=207>)

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 (*Folkehogskoler*) 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 2007, a total of 489 722 students attended courses delivered by adult education institutions. 56.2% were women and only 27, 4% under the age of 30 (see table 1).

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 2007.

ADULT EDUCATION ASSOCIATIONS, PARTICIPANTS BY AGE, GENDER AND COURSE SUBJECT, 2007. N AND %						
	TOTAL	14-29	30-49	50 +	UNKNOWN	% OF TOTAL COURSE PARTICIPANTS
TOTAL (% WOMEN)	489,722 (56.20)	134,316 (54.90)	216,148 (58.10)	201,848 (55.90)	80,681 (53.90)	100.00
LANGUAGE COURSES (% WOMEN OF THESE)	16,255 (66.30)	4,059	6,232	5,370	594	3.30
AESTHETIC SUBJECTS & HANDICRAFT (% WOMEN OF THESE)	212,494 (60.50)	50,756	63,866	91,775	6,097	43.40
HUMANITIES, PHILOSOPHY, ETHICS (% WOMEN OF THESE)	30,204 (55.50)	17,460	4,434	8,220	90	6.20
SOCIAL SCIENCES (% WOMEN OF THESE)	24,505 (65.40)	2,716	4,892	5,984	10,913	5.00
ORGANISATION & MANAGEMENT (% WOMEN OF THESE)	81,077 (50.70)	17,060	27,287	20,494	16,236	16.60
BUSINESS AND ICT (% WOMEN OF THESE)	12,719 (60.60)	950	4,537	5,561	1,671	2.60
HEALTH, SOCIAL AND SPORTS (% WOMEN OF THESE)	60,482 (60.40)	7,913	31,588	16,968	4,013	12.40
TRANSPORT AND COMMUNICATION (% WOMEN OF THESE)	11,458 (31.40)	2,397	3,163	5,145	753	2.30
SCIENCE, INDUSTRY, TECHNICAL SUBJECTS (% WOMEN OF THESE)	13,648 (20.50)	1,708	3,943	1,724	6,273	2.80
NATURAL RESOURCE MANAGEMENT, ECOLOGY, ENVIRONMENT PROTECTION AND OUTDOOR RECREATION (% WOMEN OF THESE)	24,082 (38.20)	8,508	10,312	4,341	921	4.90
GOODS AND SERVICES (% WOMEN OF THESE)	2,798 (73.60)	505	1,513	714	66	0.60

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 2007, 21 900 participants were registered under these courses: 53% women, and 30% under the age of 30 (see table 2).

Table 2: Distance Education Associations. Participants who completed a course, by age, gender and course subject, 2007. N and %						
	TOTAL	14-29	30-49	50 +	UNKNOWN	% OF TOTAL COURSE PARTICIPANTS
TOTAL (% WOMEN)	21,920 (52.90)	6,577 (57.50)	12,429 (52.90)	2461 (39.00)	453 (60.50)	100.00
LANGUAGE COURSES (% WOMEN OF THESE)	452 (55.80)	196	214	35	7	2.10
AESTHETIC SUBJECTS & HANDICRAFT (% WOMEN OF THESE)	855 (94.30)	313	464	78	0	3.90
HUMANITIES, PHILOSOPHY, ETHICS (% WOMEN OF THESE)	130 (73.80)	43	57	25	5	0.60
SOCIAL SCIENCES (% WOMEN OF THESE)	5,074 (75.00)	1,634	2,787	519	134	23.10
ORGANISATION & MANAGEMENT (% WOMEN OF THESE)	2,825 (45.40)	514	1,886	359	66	12.90
BUSINESS AND ICT (% WOMEN OF THESE)	3,749 (73.20)	1,012	2,282	340	115	17.10
HEALTH, SOCIAL AND SPORTS (% WOMEN OF THESE)	1,973 (89.70)	775	1,028	133	37	9.00
TRANSPORT AND COMMUNICATION (% WOMEN OF THESE)	3,978 (6.30)	1,611	2,011	346	10	18.10
SCIENCE, INDUSTRY, TECHNICAL SUBJECTS (% WOMEN OF THESE)	1,870 (17.50)	372	1,049	371	78	8.50
NATURAL RESOURCE MANAGEMENT, ECOLOGY, ENVIRONMENT PROTECTION AND OUTDOOR REACREATION (% WOMEN OF THESE)	80 (15.00)	16	46	18	0	0.40
GOODS AND SERVICES (% WOMEN OF THESE)	934 (26.90)	91	605	237	1	4.30

Source: Statistics Norway, http://www.ssb.no/fjernund_en/tab-2008-05-22-03-en.html

Table 3: Folk High Schools, short courses, participants by age, gender and course subject, 2007.

SUBJECT	TOTAL	19 YEARS OR BELOW		20-29 YEARS		30-39 YEARS		40-49 YEARS		50 YEARS OR ABOVE	
		M	F	M	F	M	F	M	F	M	F
TOTAL	18,588	1,040	1,277	842	1,180	641	962	811	1,773	3,768	6,294
LANGUAGE STUDIES	170	-	1	5	33	8	18	10	23	16	56
AESTHETIC SUBJECTS AND HANDICRAFT	6,709	361	388	113	242	147	446	258	1,031	1,264	2,459
HUMANITIES, PHILOSOPHY AND ETHICS	3,563	140	220	114	189	129	114	211	240	873	1,333
SOCIAL SCIENCES	3,357	70	90	116	143	91	86	87	131	1,018	1,525
ORGANIZATION AND MANAGEMENT	1,133	204	306	98	164	49	54	54	60	80	64
BUSINESS AND ICT	492	1	-	-	-	3	2	6	7	195	278
HEALTH, SOCIAL AND SPORTS	2,398	226	230	304	300	161	186	139	224	185	443
TRANSPORT AND COMMUNICATION	55	2	2	-	-	-	1	1	1	30	18
NATURAL RESOURCE MANAGEMENT, ECOLOGY, ENVIRONMENTAL PROTECTION AND OUTDOOR RECREATION	507	33	36	89	105	50	45	41	36	43	29
GOODS AND SERVICES	204	3	4	3	4	3	10	4	20	64	89

Source: Statistics Norway

http://www.ssb.no/english/subjects/04/02/50/utfolk_en/tab-2008-04-29-03-en.html

The 77 folk high schools (Folkehogskoler) spread around the country are boarding schools owned and run by religious organisations, independent foundations, NGOs and 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 2007, 54% of the 18 600 participants in short courses were above 50 years of age and 62% were women (see table 3). However, the number of young men aged 19 years and below rose by 35 per cent compared to 2006, and the number of participants with foreign citizenship increased by 30 per cent.

Source: Information Centre for folk high schools (*Informasjonskontoret for folkehoyskoler*) <http://www.bluebricks.no/if> and Statistics Norway, http://www.ssb.no/english/subjects/04/02/50/utfolk_en/

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. In addition considerable efforts have been made in recent years to improve educational opportunities for disadvantaged groups through adult education. This particularly applies to adults with especially weak schooling, various groups of physically disabled persons, adults with reading and writing difficulties and adult immigrants.
- 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.
- The current Norwegian strategy for lifelong learning and ALE is formulated in the document entitled "Strategy for lifelong learning in Norway". The Knowledge Promotion Reform of 2006 also focuses very strongly on one main element of lifelong learning: the importance of having substantial basic skills. It is the position of the Norwegian government that adults with low basic skills should have the opportunity to get the basic education they need, and thus be able to take an active part in the workplace and society.
- To counteract drop-out from working life because of poor basic skills the Government has initiated the Programme for Basic Competence in

Working Life (BKA). The awarded funds are to be spent on giving employees instruction in reading, writing, arithmetic and basic use of ICT. For 2008, the programme has received a grant amounting to NOK 37 millions.

- In White Paper no. 16 (2006-2007) on Early Intervention for lifelong learning, strengthening work-based learning, and career guidance for adults is highlighted

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 table 1).

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
VET teacher	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.
Trainer	Training enterprises (apprenticeship training)	No (individual). Requirements to enterprise for total competencies.	No.	Available commercial courses. Not compulsory.	Available commercial courses. Not compulsory.
Training facilitator	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*
Trainer	University colleges Adult education associations	University colleges Adult education associations Training offices**	Student Teacher training institution Customer/client enterprise
Training facilitator		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*).
7. Master programmes (*lektorprogram*)

VET teacher education takes place in categories 3 and 5 and represents 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 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. The schools also use further education to develop new skills in relation to new reforms.

Information on the training of IVET trainers and training facilitators can be found in 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 section 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.

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 four years. Important tasks include giving advice on career guidance, quality, regional development, and the provision in the county to meet local labour market needs.

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. In addition there is a Quality Framework (*læringsplakaten*). The Quality Framework (*læringsplakaten*) summarises and elaborates on the provisions in the Education Act and its regulations, including the National Curriculum, and must be considered in light of the legislation and regulations.

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. Supplementary studies qualifying for higher education 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 education and training which is necessary for further studies. Hence, general upper secondary students 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.

All curricula contain basic skills: being able to express oneself orally and in writing, being able to read, numeracy and being able to use digital tools. These are all integrated in the learning process in different ways.

New curricula are distributed in electronic format only, through the website of the Directorate of Education and Training. 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 (cf. <http://www.udir.no/>).

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

0801 - ACCUMULATING, ACCREDITING AND VALIDATING FORMAL LEARNING

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 - ACCUMULATING, ACCREDITING AND VALIDATING NON-FORMAL/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.

0803 - IMPACT OF EU POLICY COOPERATION

Validation of non-formal and informal learning outcomes have been on the Norwegian adult learning policy agenda since 1999, as part of the national lifelong learning strategy: the Competence Reform. National goals for validation are closely associated with the overall educational aim of offering opportunities for all to participate in the knowledge society.

Since the consultation process, priority in Norway has been given to developing a national qualification framework for higher education as part of the Bologna process. A working group with participants from the ministry and from the higher education sector has worked out a proposal which has been on a broad hearing, and we are now in the process of summing up and analysing the responses. The importance of testing was underlined in the Norwegian consultation process by a number of stakeholders, and Norway is now involved in Leonardo da Vinci projects on EQF. We are now moving in the direction of the development of National Qualifications Frameworks (NQF) based on learning outcomes and the EQF. The work on EQF/NQF will probably be completed by 2010/2012. As a part of the national follow-up of the EQF process, the government is currently considering whether tertiary vocational education should be part of a national qualifications framework for lifelong learning.

Europass is monitored and coordinated via a network of national Europass centres. SIU - Centre for internationalization of higher Education took, as of January 1 2007, over as the national Europass centre. SIU consequently has the overall responsibility for Europass in Norway.

The Europass centre is the first contact point for individual persons or organizations which are interested in using or learning more about Europass. As the national centre SIU is responsible for coordinating activities related to Europass in Norway and is, inter alia, responsible for:

- coordinating the management of Europass documents
- disseminating information about Europass and Europass documents
- seeing to that information and guidance centres are well informed about Europass and Europass documents
- catering for that Europass documents are also available as printed material
- functioning as national partners in the European network of national Europass centres

Even though SIU has the responsibility as a national Europass centre issuing of documents and professional responsibility for the separate documents lie with the individual organizations. When it comes to Europass Certificate Supplement the Norwegian Directorate for Education and Training is

responsible for the descriptions. The descriptions are available on the national website for VET which is maintained by the Directorate.

(http://www.skolenettet.no/moduler/Module_FrontPage.aspx?id=15438&epslanguage=NO. The county governor is responsible for the actual issuing of the document)

The Norwegian Agency for Quality Assurance in Education (NOKUT) has the responsibility for Diploma Supplement in Norway and the document is issued by the universities and University Colleges.

Europass CV and Europass Language Passport are documents the individual user issues either electronically or by using templates which can be downloaded via the Europass portal (<http://europass.cedefop.europa.eu/europass/preview.action>).

Regarding Europass Mobility this document is issued by the separated organisations being involved in mobility projects and SIU has a separate responsibility to follow up on this. SIU has taken over this responsibility that was formerly placed in the Technological Institute (The Norwegian Leonardo da Vinci Agency)

THE USE OF THE DIFFERENT DOCUMENTS IN NORWAY

Since Europass was introduced in Norway in 2005 great work has been done to make it known to the public but there is still a long way to go.

We can quantify how many Europass Certificate Supplements, Diploma Supplement and Europass Mobility documents which have been issued, but this does not necessarily correspond with the real use of the documents. The figures that exist are based on how many documents that are issued/downloaded. How many employers/education institutions that actually request the documents is hard to quantify.

	2007	2006
EUROPASS CERTIFICATE SUPPLEMENT	Ca. 18 000	Ca. 17 000
EUROPASS DIPLOMA SUPPLEMENT	Ca. 32 000	36 157

We have almost doubled the documents generated online in Norway and that the activity increases generally seen also in view of amount of downloadings.

Among the documents being issued by the individual it is the Diploma Supplement which is being issued mostly. However, there is little knowledge about the fact that this is part of Europass. The document has no reference which marks this.

The largest group of users are found within VET. This is considered natural because Europass originally was a VET offspring. Both Europass Certificate Supplement and Europass Mobility are issued to this target group. Europass Certificate Supplement has almost exclusively been issued within VET via the Leonardo da Vinci programme. Documents issued outside the Leonardo da Vinci programme have to a great extent been connected to the Gjør det /Tues/Do it programme which is a bilateral programme between Norway and Germany related to VET. There are signals telling that Europass mobility is a document that is appreciated and can give apprentices an advantage.

0804 - FACILITATING EU MOBILITY

The Ministry of Education and Research has initiated efforts to put in place a mechanism for validation of skills acquired abroad. It is at this point too early to say what the outcome of the project will be.

Currently, formal qualifications acquired abroad are validated by the County Governor upon recommendation from the County. Validation of informal and non-formal learning can be applied for.

0901 - STRATEGY AND PROVISION

Career guidance is provided by different public institutional arrangements, as well as some private companies. The Education Act (*Opplæringsloven*) states that pupils in primary and secondary education have the right to “necessary guidance on education, careers and social matters” individual schools organise the provision. Normally, vocational and career guidance is provided by teachers as an integrated part of the curriculum. In addition, specialised teachers provide guidance in groups and to individuals.

In addition to guidance services in schools there is another guidance service for young people: the county Follow-up Services (*Oppfølgingstjeneste*). The follow-up service is for all young people aged 16–24 who are neither in school nor at work, with the aim to organise appropriate training and/or job placement.

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 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 NAV welfare offices that include the public employment services with offices in every community in the country operate 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. NAV offices 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 NAV website (<http://www.nav.no>). Access to facilities is provided on a walk-in basis, 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.

After a pilot period 2005-2008 every county is expected to have a partnership on career guidance. These partnerships will act as a bridge in facilitating career guidance between levels of education, the labour sector and stakeholders in career guidance.

0902 - TARGET GROUPS AND MODES OF DELIVERY

Career guidance in Norway is an integral part of primary and secondary education. Specialist teachers are assigned to deliver guidance and coordinate the schools' efforts in the field. Projects have been carried out to engage the whole school in the thinking around career guidance and it is now 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 used. Teachers organise visits to local enterprises and all pupils in primary and lower secondary school, as well as in upper secondary VET, have 1–2 weeks of compulsory work placement in an enterprise or public institution. In addition to this a new subject educational choices has been added to the curricula and 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 secondary education can visit the fairs. The county Follow-up Service (*Oppfølgingstjenesten*) is actively assisting drop-outs and other youths at risk, organising individually adapted provision of training and work.

For the public employment service (NAV), the main target groups are those experiencing difficulties in the labour market. Priority groups are young people, long-term unemployed people and immigrants. Vocationally disabled, i.e. people with physical, mental or social handicaps do have a specialised service within the PES. NAV offers also 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 secondary education and training. NAV also hosts the Norwegian Eures centres, which provide information on European employment opportunities.

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

There is currently no vocational and career guidance service specifically targeting employed people. However, the regular counselling services of NAV are available to these groups, if they seek advice. As a part of the partnerships for career guidance a number of "career centres" have been started, aiming at adults opting for career changes. Private counselling companies are open to all groups

0903 - GUIDANCE AND COUNSELLING PERSONNEL

In primary and secondary schools guidance is provided by specialised teachers with the appropriate skills. From spring 2009 a directive to the Education Act recommends a minimum training for these specialists. These positions are often combined with a regular teaching job.

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 or as in service training for teachers who are already acting as, or wish to compete for a position as a school counsellor. The training is formally recognised by central authorities and accredited according to the ECTS system. Currently about half of the counsellors have attended counselling training at a university college.

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.

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 carried out aiming to test a divided counselling service by placing the social and the vocational guidance responsibilities in two different services. 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*) has issued methodological handbooks on how to organise a split counselling service and how to work with career guidance in general (cf. <http://www.utedanningsdirektoratet.no/>). In white paper no 16 (2006) divided guidance services was mentioned as the standard solution to be followed by all schools.

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

The public employment services include an employment counselling office in each county, offering 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.

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 government.

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.

Private education institutions may be approved to provide education and training according to national curricula. They receive financial support (approximately 85% of costs) 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 government 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 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

- 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. These are, 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 Directorate of Labour and Welfare (NAV) with regional and local offices.

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

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. Several recent reforms reflect the national ambitions for a modern, dynamic system of lifelong 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.

As a part of the national follow-up of the EQF process, the government is currently considering whether tertiary vocational education should be part of a national qualifications framework for lifelong learning.

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. A database for information has been set up as part of this work.

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