



Leaving education early:

putting vocational education
and training in centre stage



NORWAY

Introduction

This is one of the 15 country fiches that have been developed as background material to the Cedefop study:

Leaving education early: putting vocational education and training centre stage.

[Volume I: investigating causes and extent](#)

[Volume II: evaluating policy impact](#)

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Irene Psifidou, Cedefop expert, was responsible for the publication and research conducted under the 'Early leaving from education and training' project from October 2013 to July 2016.

Country fiches have been developed and drafted on the basis of desk research and interviews conducted between 2014-15 by ICF consulting services with national stakeholders, social partners, companies, VET providers and practitioners as well as learners who provided country-specific information. They have been validated by selected interviewees ⁽¹⁾.

Country fiches are available for: Austria, Belgium-Fr, Germany, Denmark, Estonia, France, Hungary, Ireland, Italy, Luxembourg, Netherlands, Norway, Poland, Portugal and United Kingdom.

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Please note that this is an unedited version.

⁽¹⁾ The detailed methodology as well as an anonymous list of all interviewees, including information on country, organisation and job position/role, is available on request. Please contact Cedefop expert in charge Irene Psifidou: rena.psifidou@cedefop.europa.eu

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1. Definitions applying in national and regional context

Questions	Answers
<p>What is the national definition(s) of early leavers from education and training?</p> <p>Who are classified as early leavers from education and training?</p>	<p>Early school leavers in upper secondary education are generally defined as pupils who have failed to complete upper secondary education within a time period of five years. Hence, students who are still in upper secondary education after five years (unless an additional apprenticeship period is required) ⁽²⁾ will also be counted as early leavers.</p> <p>The Education Act (1998) stipulates that: the right to upper secondary education and training must normally be fully claimed during a continuous period of five years, or six years when additional training is wholly or partly provided at an enterprise, and before the end of the year in which the person concerned reaches the age of 24 ⁽³⁾.</p>
<p>What is the national definition of early leaving from VET?</p> <p>Does it include those in apprenticeships?</p>	<p>There is no separate specific definition from early leaving from VET.</p>
<p>What are the data used to inform this definition and who is responsible for it? (i.e. which data set(s) provide information that is used to compute ELET indicators and who sponsors the collection and collects these data).</p>	<p>The Norwegian Directorate for Education and Training is responsible for data on ELET and publishes a 'completion barometer' ⁽⁴⁾ annually containing different indicators on ELET (such as completion- and drop-out rates and grades, broken down on e.g. gender, counties and line of study) based on the national definition. Statistics Norway, section for educational statistics, assists in this matter.</p> <p>Within upper secondary education, the counties' administrative system for intake in secondary education (VIGO) is the main source. The data used to compute ELET indicators are specific extracts from this system.</p>

⁽²⁾ A few VET programmes, such as 'avionics', requires an additional apprenticeship period and last for one extra year compared to the common VET programmes.

⁽³⁾ Opplæringslova (The Education Act). <https://lovdata.no/dokument/NL/lov/1998-07-17-61?q=utdanning> (Norwegian only) [accessed 26.4.2017].

⁽⁴⁾ Gjennomføringsbarometeret (completion barometer). <http://www.udir.no/Upload/Statistikk/Gjennomforing/Gjennomforingsbarometeret%202014.pdf?epslanguage=no> (Norwegian only) [accessed 26.4.2017].

2. Rates of early leaving from VET during last five years

Different ELET indicators for upper secondary education for the cohort who started a programme in 2008 are presented below. Both data on ELET as defined above and data on individuals who discontinued their studies are presented.

Transition from lower secondary to upper secondary education

Type of ELET, 2013	total
% ELET did not make direct transition from lower secondary to upper secondary the following semester (GE+VET)	2%

Source: Statistics Norway: facts on education 2015 – key numbers from 2013.

https://www.ssb.no/utdanning/artikler-og-publikasjoner/_attachment/211341?_ts=14a392235d8
[accessed 26.4.2017]

ELET during upper secondary education – national

Type of ELET, 2008-2013 (Started programme in 2008)	Those who dropped out during studies ¹			Including those who completed programme but failed assessment and those still in program after 5 years ²		
	male	female	total	male	female	total
% ELET during upper secondary (GE)	5,1%	4,1%	4,6%	17,2%	10,6%	13,6%
% ELET during upper secondary (VET)	26,8%	23,8%	25,6%	44,4%	40,0%	42,6%
% ELET during upper secondary (GE+VET)	18,9%	13,8%	16,4%	34,0%	24,4%	29,4%
Type of ELET, 2007-2012 (Started programme in 2007)						
% ELET during upper secondary (GE)	5,5%	4,6%	5,0%	18,0%	11,4%	14,3%
% ELET during upper secondary (VET)	28,9%	25,0%	27,3%	46,6%	41,6%	44,6%
% ELET during upper secondary (GE+VET)	20,3%	14,3%	17,4%	35,5%	25,5%	30,7%
Type of ELET, 2006-2011 (Started programme in 2006)						
% ELET during upper secondary (GE)	5,6%	4,8%	5,2%	18,2%	12,1%	14,8%
% ELET during upper secondary (VET)	30,1%	26,2%	28,5%	46,3%	41,6%	44,4%
% ELET during upper secondary (GE+VET)	20,7%	14,6%	17,8%	35,3%	25,4%	30,5%
Type of ELET, 2005-2010 (Started programme in 2005)						
% ELET during upper secondary (GE+VET)	N/A	N/A	N/A	36,0%	25,0%	30,0%
Type of ELET, 2004-2009 (Started programme in 2004)						
% ELET during upper secondary (GE+VET)	N/A	N/A	N/A	36,0%	27,0%	31,0%

Source: <https://skoleporten.udir.no/> [accessed 26.4.2017]

Note: 1 covers learners who officially drop out during studies.

2 covers learners who officially drop out during studies, learners who have not passed all courses and learners who are still enrolled in the programme five years after beginning. This indicator corresponds to the national definition of ELET.

ELET during upper secondary education – regional

Counties, 2008 - 2013 (Started programme in 2008) % ELET during upper secondary (GE+VET)	Those who dropped out during studies ¹			Including those who completed programme but failed assessment and those still in program after 5 years ²		
	male	female	total	male	female	total
Akershus fylke	16,2%	10,9%	13,7%	30,3%	19,9%	25,4%
Aust-Agder fylke	19,0%	17,0%	18,0%	31,5%	27,3%	29,4%
Buskerud fylke	20,7%	13,5%	17,2%	34,4%	22,7%	28,8%
Finnmark fylke	31,6%	21,9%	27,1%	52,1%	35,9%	44,7%
Hedmark fylke	20,4%	15,5%	17,9%	37,0%	27,3%	32,2%
Hordaland fylke	17,1%	13,7%	15,5%	33,8%	25,6%	29,8%
Møre og Romsdal fylke	16,4%	13,5%	14,9%	30,5%	23,9%	27,1%
Nord-Trøndelag fylke	18,1%	14,7%	16,4%	32,5%	25,7%	29,2%
Nordland fylke	26,4%	19,1%	22,9%	42,7%	31,5%	37,4%
Oppland fylke	20,8%	13,9%	17,6%	35,7%	24,7%	30,5%
Oslo fylke	13,2%	9,7%	11,4%	29,4%	20,3%	24,8%
Rogaland fylke	16,2%	14,4%	15,3%	29,5%	24,0%	26,8%
Sogn og Fjordane fylke	14,3%	10,7%	12,6%	26,3%	20,1%	23,3%
Sør-Trøndelag fylke	20,4%	12,2%	16,4%	37,0%	23,2%	30,3%
Telemark fylke	19,3%	13,9%	16,7%	34,5%	24,6%	29,8%
Troms fylke	25,6%	17,9%	21,8%	43,2%	28,3%	35,9%
Vest-Agder fylke	16,9%	13,1%	15,1%	30,4%	22,3%	26,5%
Vestfold fylke	21,9%	14,7%	18,4%	36,0%	25,5%	30,8%
Østfold fylke	22,6%	16,2%	19,5%	39,2%	29,3%	34,4%

Source: <https://skoleporten.udir.no/> [accessed 26.4.2017]

Note: 1 covers learners who officially drop out during studies.

2 covers learners who officially drop out during studies, learners who have not passed all courses and learners who are still enrolled in the programme five years after beginning. This indicator corresponds to the national definition of ELET.

ELET during upper secondary education – study programme

Programme, 2008 - 2013 (Started programme in 2008) % ELET during upper secondary (VET)	Those who dropped out during studies ¹	Including those who completed programme but failed assessment and those still in program after 5 years ²
	total	total
Building and construction	29,5%	47,6%
Design and crafts	30,4%	48,9%
Electricity and mechanics	17,4%	35,1%
Health and social care	25,2%	42,0%
Media and communication	7,7%	18,8%
Agriculture and fishery	26,9%	45,6%
Restaurant and food	39,1%	58,2%
Service and transport	26,9%	43,9%
Technical and industrial production	31,3%	48,4%

Source: <https://skoleporten.udir.no/> [accessed 26.4.2017]

Note: 1 covers learners who officially drop out during studies.

2 covers learners who officially drop out during studies, learners who have not passed all courses and learners who are still enrolled in the programme five years after beginning. This indicator corresponds to the national definition of ELET.

ELET during upper secondary education – immigrants

Immigrants, 2008 - 2013 (Started programme in 2008) % ELET during upper secondary (GE+VET)	Those who dropped out during studies ¹			Including those who completed programme but failed assessment and those still in program after 5 years ²		
	male	female	total	male	female	total
EU/EEA, USA, Canada, Australia and New Zealand	33%	22%	27%	45%	34%	39%
Asia, Africa, Latin-America, Oceania (w/o AUS and	32%	24%	28%	55%	42%	49%
Born in Norway with immigrant parents	21%	11%	16%	42%	24%	34%

Source: <https://www.ssb.no/utdanning/statistikker/vgogjen/aar/2014-06-19#content> [accessed 26.4.2017]

Note: 1 covers learners who officially drop out during studies.

2 covers learners who officially drop out during studies, learners who have not passed all courses and learners who are still enrolled in the programme five years after beginning. This indicator corresponds to the national definition of ELET.

3. National and regional strategy to tackle ELET

Scope	Description
National and/or regional strategy/action plan to reduce ELET	<p>Name and year</p> <p>The 'programme for fulfilment of upper secondary education' (Program for bedre gjennomføring i videregående opplæring) ⁽⁵⁾ has replaced the 'new possibilities' (Ny GIV) ⁽⁶⁾ programme, which ran for the period 2010 to 2013.</p> <p>The new government extended the 'new possibilities' programme until 2016 under the new name based on the experiences from the 'new possibilities' programme. This programme represents the most important piece of strategy on reducing ELET in upper secondary education.</p> <p>Brief description</p> <p>The 'programme for fulfilment of upper secondary education' is the overarching national initiative to reduce ELET in upper secondary education. The initiative is centred on establishing lasting collaboration between the central government, the regional county authorities and local municipalities in order to get more young people to complete upper secondary education. The initiative put forward a national target to increase the completion rate from 70% to 75% and consists of a series of initiatives on national, regional and municipal level, based on many of</p>

⁽⁵⁾ <https://www.regjeringen.no/no/tema/utdanning/grunnopplaring/innsiktsartikler/Bedregjennomforing-i-videregaende-/id2005356/> [accessed 26.4.2017].

⁽⁶⁾ <https://www.regjeringen.no/no/tema/utdanning/grunnopplaring/innsiktsartikler/Bedregjennomforing-i-videregaende-/Ny-GIV-2010-2013/id2010091/> [accessed 26.4.2017].

	<p>the same features as the ‘new possibilities’ programme.</p> <p>The new government has set an even higher national target in the coalition document ⁽⁷⁾ and wishes to gradually increase the completion rate in upper secondary education to 90% in the long term. However, this target is not part of the ‘programme for fulfilment of upper secondary education’.</p> <p>The responsibility for upper secondary schools rests with the counties, and all counties have their own initiatives in accordance with the national strategy on how to reduce ELET ⁽⁸⁾. Every county receives funding from the state for this specific purpose and each county has two assigned project managers, who are responsible for managing the funds. The counties have a great deal of flexibility on which initiatives the funds are allocated to and they work closely with the education institutions ⁽⁹⁾ ⁽¹⁰⁾.</p>
<p>Elements of the strategy are explicitly linked to VET</p>	<p>Certain elements in the strategy are directly linked to VET at the upper secondary level:</p> <ul style="list-style-type: none"> (a) the ‘Fellesfag, yrkesretning og relevans (FYR)’ (common core subjects, vocational focus and relevance) initiative – The aim of the FYR initiative is to improve the relevance of the common core subjects in VET (math, Norwegian, English and science); (b) targeted courses to individuals who have applied for an apprenticeship position as part of their VET programme but did not find one. The targeted courses focus on better preparing the student to find an apprenticeship position going forward. One course focus on ‘motivation and career planning’ and another course focus on ‘working life competencies’ (e.g. writing applications, work habits etc.); (c) better career guidance throughout upper secondary VET. <p>In addition, there is also a focus on more practical training at the lower secondary level and career guidance with</p>

⁽⁷⁾ The coalition document is a four-party cooperation agreement, which outlines a common set of values, political priorities and positions of the new government and their supporting parties.

https://www.regjeringen.no/contentassets/a93b067d9b604c5a82bd3b5590096f74/politisk_plattform_eng.pdf [accessed 26.4.2017].

⁽⁸⁾ §13.10 in the Education Act stipulates that the counties have the responsibility that such initiatives are implemented.

⁽⁹⁾ Interview with a representative of the Ministry of Education and Research.

⁽¹⁰⁾ It is often difficult to compare across counties as they are very different and face different problems and thus they choose to prioritise how to implement initiatives to live up to the overall national strategy.

	focus on which VET programme to choose in the transition from lower secondary to upper secondary education ⁽¹¹⁾ .
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Scope	Description
National and/or regional strategy/action plan to reduce ELET	<p>Name and year Parliament white paper (På rett vei) from 2013 ⁽¹²⁾</p> <p>Brief description The white paper concerns both primary and secondary education and focuses on equity in education. It includes a series of initiatives to strengthen quality, flexibility and relevance in education so that more students are equipped to complete an education.</p>
Elements of the strategy are explicitly linked to VET	<p>Several initiatives are aimed at VET:</p> <ul style="list-style-type: none"> (a) testing a more flexible VET system so that there is an alternative to the current 2+2 model (two years in school and two years in apprenticeship). This work is ongoing. The Norwegian upper secondary VET system consist of three upper secondary levels (Vg1, Vg2 and Vg3). Vg1 and Vg2 is school-based VET (one academic year for each level) while Vg3 normally consist of two years apprenticeship in an enterprise. In principle, Vg3 can also be school-based VET, if the student is unsuccessful in getting an apprenticeship position; (b) development of models to better prepare students for the transition between the levels in the VET system and the transition from school-based VET to apprenticeships. This work is ongoing; (c) more flexible pathways in upper secondary education, so that it will be possible to move from e.g. GE to VET without necessarily starting all over. This work is ongoing; (d) targeted courses to individuals who do not find an apprenticeship position. The progress on this initiative varies among schools. The targeted courses focus on better preparing the student to find an apprenticeship position going forward. One course focus on 'motivation and career planning' and another course focus on 'working life competencies' (e.g. writing applications, work habits etc.); (e) extension of the 'certificate of practice' (Praksisbrev)

⁽¹¹⁾ <https://www.regjeringen.no/no/tema/utdanning/grunnopplaring/innsiktsartikler/Bedre-gjennomforing-i-videregaende-/id2005356/> [accessed 26.4.2017].

⁽¹²⁾ <https://www.regjeringen.no/contentassets/53bb6e5685704455b06fdd289212d108/no/pdfs/stm201220130020000dddpdfs.pdf> [accessed 26.4.2017].

	initiative with implementation in more counties The initiative is aimed at VET students who have difficulties completing ordinary VET. It is a two year programme, where students spend four days a week working at a company and one day in school studying general subjects (Norwegian, math and social studies).
Scope	Description
National and/or regional strategy/action plan to reduce ELET	<p>Name and year</p> <p>'Social contract on more apprenticeships' (Samfunnskontrakt for flere læreplasser) from 2012 ⁽¹³⁾.</p> <p>Brief description</p> <p>The overall aim of the social contract is to commit the authorities and social partners to secure better cooperation and understanding between the educational sector and the business sector.</p>
Elements of the strategy are explicitly linked to VET	The main target is to secure more apprenticeships, which should consequently contribute to reduce drop-outs from VET i.e. it is a clear aim of the contract, as this is seen as a likely contributing factor to the high dropout rates among students in VET. The social contract also focuses on improving the image of VET among students. However, no specific activity for this issue is mentioned in the contract.

4. Recent policy initiatives

Scope and questions	
New policy initiatives being undertaken that include a role for VET to reduce ELET, either:	As mentioned, the 'programme for fulfilment of upper secondary education' has replaced 'new possibilities' and runs until 2016.
(a) reduce ELET from VET;	In Norway, most problems with ELET are associated with VET, and there is no concrete focus on the role of VET in reducing ELET, but mainly on reducing ELVET and early leaving from upper secondary education in general. As the statistics from 2013 reveal the ELET from GE is 13.6% while ELVET is 42.6%.
(b) reduce ELET (in general) through VET	The main policy initiative is the certificate of practice measure. The pilot/trial period has been extended and is planned to be made permanent from the end of 2016, where all counties are encouraged to implement the

⁽¹³⁾ <http://www.udir.no/Upload/Fagopplaring/Samfunnskontrakt%20for%20flere%20l%C3%A6replasser%202012-2015.pdf?epslanguage=no> [accessed 26.4.2017].

	<p>initiative.</p> <p>A series of preventive initiatives to increase quality, relevance and flexibility in the VET systems are being carried out, which should consequently contribute to reduce ELVET, as mentioned earlier in the strategy review (for instance testing a more flexible VET system so that there is an alternative to the current 2+2 model, the FYR initiative to improve the relevance of the common core subjects in VET and the development of models to better prepare students for the transition between the levels in the VET system and the transition from school-based VET to apprenticeships).</p> <p>There are also several preventive initiatives based on a 'whole school approach', which is seen as an essential part of reducing ELET in general. The idea is to intervene as early as possible in the primary school to identify which individuals need modified learning. The aim is to better prepare as many individuals as possible to be able to complete an upper secondary education.</p>
<p>Is the role of VET in reducing ELET assuming greater or lesser importance? Why?</p>	<p>ELVET is a relatively major problem in Norway and continues to receive a great deal of political attention.</p> <p>There is an increasing focus on a holistic 'whole school approach' to identify potential drop-outs as early as possible and even before they enter upper secondary education.</p>

5. Stakeholder cooperation

Question	Answers
<p>What are and have been the main influences of stakeholders in the development and implementation of VET related policies specifically to reduce ELET:</p> <p>(a) employers, (b) trade unions social partners, (c) VET institutions, (d) other learning providers (please specify)?</p>	<p>In Norway, there is a strong tradition of cooperation with and between social partners.</p> <p>In terms of the development and implementation of VET related policies and measures, the following stakeholders are generally involved:</p> <p>(a) regional authorities; (b) VET institutions; (c) employees' associations; (d) employers' associations; (e) teachers' associations.</p> <p>These stakeholders were also involved in the development and implementation of the 'certificate of practice' initiative⁽¹⁴⁾.</p>

⁽¹⁴⁾ Interview with a representative of the Ministry of Education and Research.

6. Monitoring systems

Question	Answers
What specific early leavers monitoring systems exist?	<p>The Norwegian Directorate for Education and Training is responsible for data on ELET. Statistics Norway, section for educational statistics, assists in this matter. They have developed the 'Skoleporten' portal, where educational institutions, regional and municipal authorities, students and other interested stakeholders have access to relevant indicators. 'Skoleporten' covers both primary and lower/upper secondary education ⁽¹⁵⁾.</p> <p>The last few years a lot of resources have been put into the development of new indicators on ELET especially in relation to 'new possibilities'/programme for fulfilment of upper secondary education'. This is still a work in progress and changes will probably be made in the current set of indicators for the years to come.</p>
What information is monitored/collected?	<p>The following indicators are among the most important indicators that are monitored in relation to ELET in upper secondary education ⁽¹⁶⁾:</p> <ul style="list-style-type: none"> (a) completion statistics (a cohort of first time enrolled students are followed for five years to see whether they have successfully completed upper secondary education); (b) transition (measure the transition from lower secondary to upper secondary education and between the different levels in upper secondary education); (c) quitters (measure the number of students quitting school during a school year); (d) potential dropouts (the proportion of students in danger of not completing upper secondary education – have never succeeded in becoming relevant and might abandoned); (e) NEETs (Measure the proportion of 16-24 year olds neither in employment nor in education and training). <p>There is no measure on absenteeism, although the Directorate is in the process of developing an indicator.</p> <p>All indicators are created based on register data, with the main data source being the counties' administrative system for intake in secondary education (VIGO).</p> <p>In connection with the increased focus on 'early warnings' on potential drop-outs, indicators on primary school grades and indicators on socioeconomic background etc. are used</p>

⁽¹⁵⁾ <https://skoleporten.udir.no/> [accessed 26.4.2017].

⁽¹⁶⁾ As stated by the statistics and monitoring department of the Norwegian Directorate for Education and Training.

	together with individual qualitative assessments.
What are the data used for? How it is used by VET institutions/providers?	<p>From the interviews, it is not clear how individual VET institutions use the 'Skoleporten'. However, the transition and quitters indicators are seen as very useful for VET institutions in their daily operations.</p> <p>At the national and regional levels, monitoring plays an important role in forming relevant strategies and evaluating the effectiveness of initiatives.</p>
How is the monitoring system linked with offering support measures? (i.e. is it being used to contact those who have dropped out to provide support to find employment, education or further training?)	<p>The VET monitoring system is not directly linked with offering support measures, but the 'early warnings' on potential drop-outs are used to intervene at an early stage to better prepare as many individuals as possible to be able to complete an upper secondary education, as part of the whole-school approach. Essentially, the data is used to identify students with learning disabilities who need adapted education. Special needs education in kindergarten and in schools are adapted to the abilities and aptitudes of the individual pupil and can include individual education plans, additional pedagogical and psychological support and different pedagogical approach from teachers. The aim is to increase the learning ability of the student and strengthen the students' self-esteem and well-being in school. Ultimately, one of the goals of the whole-school approach is to be better prepare the students to eventually complete an upper secondary education.</p>
What role is/ has the monitoring system played in the design, development or implementation of the policies, strategies and initiatives?	<p>The last few years a lot of resources have been put into the development of new indicators on ELET especially in relation to 'new possibilities'/programme for fulfilment of upper secondary education'. At the national and regional level, monitoring plays an important role in forming relevant strategies, monitor the effectiveness of initiatives and self-monitoring by educational institutions.</p>

7. Effect of the economic crisis

Question	Answers
<p>In what ways has the role of VET in reducing ELET been influenced by the economic crisis: (please consider):</p> <p>(a) supply of VET places;</p> <p>(b) demand for VET places;</p> <p>(c) qualifications of VET students (increasing decreasing);</p> <p>(d) popularity and</p>	<p>Based on the interviews, the challenges faced by the VET system that lead to high ELET, i.e. lack of apprenticeships and low perception of VET cannot be blamed on the economic crisis. Such challenges are of a much more systemic character.</p>

perception of VET; (e) increase/decrease in public resources for VET; (f) access to 'second chance' VET opportunities	
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8. Factors positively contributing to the effectiveness of VET in reducing ELET

As mentioned earlier, the Norwegian focus is mainly on reducing ELET in general, and early leaving from VET (ELVET) especially, and not how to reduce ELET through VET.

The following factors were either mentioned or confirmed by interviewed stakeholders as factors that contribute positively to reducing ELET/ELVET:

8.1. National/regional policy factors

- (a) The 'programme for fulfilment of upper secondary education', and before that the 'new possibilities programme', specifically aim at reducing ELET in upper secondary education and include VET in its strategic focus. The presence of a strategy to reduce ELET with a clear focus on ELVET is seen as positive because various concrete initiatives are developed to address ELET in Norway.
- (b) A focus on a 'whole school approach' as an essential part of reducing ELET in general. 'Early interventions' in the primary school and lower secondary education in order to identify which individuals need modified teaching, to prepare students in the best possible way to complete upper secondary education is seen as an essential part in reducing ELET.
- (c) There is a wide range of initiatives at national, regional and municipal level to tackle ELET, as mentioned previously. Initiatives to e.g. secure more flexible pathways for students, to increase quality and relevance in VET and improved career guidance, as set forward in strategies focusing on ELET, is hoped to decrease ESLs. The 'certificate of practice' pilot measure have shown promising results in helping less talented VET students complete an education, and will be scaled up.
- (d) A wide range of stakeholders are involved in the design of the VET system and measures related to tackle ELVET. In general, this has improved the

dialogue between the relevant stakeholders, and thus, secured common references in terms of tackling ELVET.

8.2. Systemic features of VET

- (a) There is an increased focus on making the education system more flexible with easier pathways to change from one programme to another and from GE to VET. This ongoing work aims to enable learners to better transit from one line of study to another at an earlier stage, instead of leaving education.
- (b) Improved relevance of the common core subjects in VET which makes the classes more attractive to learners and ensure improvements in a quality of VET and its attractiveness. It also makes it more attractive for enterprises to offer apprenticeship positions if the candidates are better qualified to be part of a working environment.
- (c) Better career guidance throughout upper secondary VET to help students to choose the right line of study is seen as a factor that will reduce ELET.

9. Factors constraining the effectiveness of VET to reduce ELET

The following factors were either mentioned or confirmed by interviewed stakeholders as factors that constrain the effectiveness of reducing ELET/ELVET:

9.1. National/regional policy factors

- (a) It is still a great challenge to secure a sufficient number of apprenticeship placements in companies. This is seen as a likely contributing factor to the high dropout rates among students in vocational training.
- (b) The cooperation between educational institutions and companies is still not good enough, even though it is becoming better. This is both the case in terms of ensuring sufficient apprenticeship placements and in securing that VET education meets industry competency demands.

9.2. Systemic features of VET

- (a) VET is not seen as an attractive option and is often the choice of students with low grades and other problems in school, who are generally more prone of dropping out during their studies.
- (b) The students do not develop a sufficient 'profession-identity' so they identify themselves with the profession they are studying to work in. One interviewee noted that is important for reducing drop-outs that students to a higher degree develop a strong dedication for the profession the study and not only study because they 'have to'.
- (c) Many VET teachers do not have a sufficient 'work life' experience, which is not only important in terms of securing quality and relevance, but also in terms of encouraging students to develop a strong dedication for their future profession.
- (d) The career guidance prior to entering a VET programme could be better, as there is a tendency that students choose the wrong line of study in the first place. Work is being done to improve the career guidance but nevertheless many students leave school because they initially entered the wrong line of study that never caught their interest.
- (e) Features of the labour market
- (f) There is a tendency that companies hire more unskilled labour compared to skilled labour. This deteriorate the pay-off of completing a VET education and essentially provides an incentive in the short term to leave school to get a job without a qualification.