

Annex 1 - Template and guidelines for National implementation plans

Please fill in the information in English.

1. Brief information on the national context and baseline

This section **briefly** presents the national context and serves as a baseline for the plan. The participating countries should describe:

- i. The strategic and legal frameworks that are in place and the national context of the VET system at the time of submission of the NIP that will guide the implementation of the planned measures for VET. The information may refer to relevant points of national long-term visions and strategies (e.g. for 2030 and beyond), main strategic documents related to the development of education, training and lifelong learning and, specifically, VET strategies and/or plans, the EU skills agenda, resilience and recovery plans ⁽¹⁾, employment policies, as well as to sectoral and regional strategies, if applicable. The presentation of the national context of the VET system will focus on the factors (e.g. strong involvement of the social partners) that national VET policy can build upon to address the European priorities and to achieve the objectives of the NIPs.
- ii. main policy initiatives and reforms that have already started and are ongoing at the time of preparing the NIPs. These might include initiatives and reforms that may be completed by May 2022 or will continue. Countries are invited to reflect and describe how these national initiatives will contribute to the implementation of the common priorities.
- iii. relevant (statistical) evidence.

Norway

- i. Norway - Main legal framework

Education Act

Central to the Norwegian education and training system is the Education Act of 17 July 1998 no. 61 ([Opplæringsloven](#)), most recently amended on 15 June 2022. It covers primary, lower and upper secondary general education and VET, including apprenticeship training, for young people and adults, delivered by both public and private institutions. It states that the Ministry of Education and Research (Kunnskapsdepartementet) has overall responsibility for national policy development and administration of all levels of education and training. The counties (fylkeskommuner) and municipalities (kommuner) are

responsible for developing comprehensive plans and for organizing and financing within their jurisdiction.

Act on Higher Vocational Education (Fagskoleloven) and the regulations on higher vocational education (Fagskoleforskriften)

The Act on Higher Vocational Education ([Fagskoleloven](#)) of 01.07.2018 and the regulations on higher vocational education ([Fagskoleforskriften](#)) of 11.07.2019 cover higher vocational education (EQF5). The Act and the regulation were most recently amended on 23.12.2020. The Act contains amongst other the counties role, accreditation of education, student rights and economy. The regulation cover amongst other admission requirements, applicant ranking, national complain board, quality assurance and approval of foreign higher vocational education.

i. Norway – Main strategic documents

The completion reform, White Paper 21 (2020-2021) (Fullføringsreformen)

The [reform](#) is agreed upon by the Government and is a priority for the next 10 years. The reform looks at all aspects of upper secondary education and how the content of upper secondary education will change. The goal is to get more people to complete their education and enter the labour market. The implementation of this reform is the biggest in upper secondary education since a reform in 1994. The development is moving towards a model where the schools need to adapt to the individual learners.

In the world of work, it has become increasingly difficult to cope without upper secondary education. Additionally, the requirements has changed, for example related to the Industry 4.0, digitalisation and automation.

In Norway, the number of young people (20–29-year-olds) with only completed lower secondary education, who were not in education, training, or work, have increased by 10 % during the last nine years. A higher completion rate in upper secondary education will improve the work opportunities.

The reform aims to give people the freedom to choose. Completion of upper secondary education gives young people and adults the freedom to choose their way forward in life and more people will have equal opportunities for better lives.

The government aims for nine out of ten to complete and pass upper secondary education by 2030. The Reform contains measures to equip more young people and adults with key- and/or professional competences, and to be well prepared for further education and working life.

The reform will include more options for completing upper secondary education, including adults, along with more relevant training and a right to apprenticeship in VET.

All students in upper secondary education, both IVET and CVET, are expected to benefit from the reform.

Some of the measures in the Completion Reform are:

- A right to complete upper secondary with a qualification
- Training courses better adapted to the learners
- Introduction course for students with a short residence in Norway and weak Norwegian skills
- A duty to work systematically and preventatively with students who are at risk of failing subjects
- More specialization, more relevant education, and increased freedom to choose for students

- Increase the number of apprenticeship placement
- The possibility to obtain several trade certificates
- A right to an apprenticeship for qualified applicants or an equivalent offer
- An extended right for adults to return to upper secondary school

Hurdalsplattformen

Following the national election of autumn 2021 the Government announced their political platform ([Hurdalsplattformen](#)) for the period 2021-25). The platform covers the development of all sectors, including all levels of vocational education and training. It will guide the implementation of planned measures. According to Hurdalsplattformen it is a goal to provide all learners with the vocational or academic education needed to participate in the society and live good lives. Norway needs more skilled workers and the Government will implement measures for enhanced vocational education. Important factors are more practical learning in primary school, improved vocational education and training in upper secondary and good employment conditions in the world of work. For upper secondary VET the priorities include:

- increase recognition of vocational education;
- increase work-based learning in lower secondary education;
- renew the equipment used in vocational education and training;
- intensify the use of production school (teaching linked to production) and the use of certificate of practice (VET at EQF3);
- establish a national centre for vocational education and training;

Higher vocational education shall provide education of high quality and present an equal alternative to academic education. The Government will ensure that higher vocational education plays an important role in lifelong learning and continues to ensure a good cooperation between the colleges and the enterprises. The priorities for higher vocational education and training include:

- increase the number of students in higher vocational education;
- strengthen the funding of vocational colleges;
- improve the match students with the needs in the world of work in higher vocational education
- increase the number of modular industry programmes;
- develop the pedagogic competence of teachers in higher vocational education;
- establish a national student agency for students in higher vocational education.

i. National context of VET system

The Ministry of Education and Research has the overall responsibility for education and training at all levels. The Ministry has a close

cooperation with the Directorates, County municipalities and the social partners.

National laws and regulation regulate both VET system and curricula in upper secondary vocational education and training (VET), and providers are required to comply with them. There is well developed and formalised cooperation on upper secondary and tertiary VET, between education and training authorities and the social partners. The regional county municipalities are responsible for general education and VET provision (EQF4), distributing VET financing provided by the State budget and contribute to match apprentices and apprenticeship placement and supervision.

All young people completing compulsory schooling have a statutory right to upper secondary education. Approximately 50 % choose VET education, and they can choose between 10 VET programmes. Upper secondary VET is conducted both in schools and in public and private enterprises. The county authorities approve training establishments.

The main model in VET includes two years in school, where students also participate in practical training in workshops and enterprises, followed by two years of formalised apprenticeship (training and productive work) in enterprises. Some trades and crafts follow other models, with three years in school or one year in school followed by three years of formalised apprenticeship.

In the main model, upper secondary VET (2+2) is completed with a practical-theoretical trade or journeyman examination (Fagprøve or svenneprøve) leading to an EQF level 4 qualification: a trade certificate (Fagbrev) for industrial and service trades or a journeyman certificate (Svennebrev) for traditional crafts. The 10 programme areas offer 197 different certificates. Some crafts are for three years of school-based learning, completed by a final exam and a EQF level 4 qualification.

There are many possible routes to higher academic education via upper secondary VET. With a trade or journeyman certificate, the options to higher academic education are:

- via a one-year bridging course in core subjects (påbyggingsår);
- direct admission to certain specially designed bachelor programmes (Y-veien).

Options without a trade or journeyman certificate are:

- five years' experience gained in work and/or education and passing courses in core subjects (for those aged 23 or older);
- recognition of relevant formal, informal, and non-formal learning for people aged 25 or older, who do not meet general entrance requirements;
- completing the bridge course in core subjects after completing the first two years of a VET programme;
- successfully completed two years higher vocational education (EQF5).

VET colleges offer a wide range of vocational programmes at EQF level 5 for students with a trade or journeyman certificate. Some programmes at this level are also accessible for students with upper secondary general education.

Master craftsperson programmes are for holders of a relevant trade or journeyman certificate with several years' work experience. The programmes are provided by vocational colleges (Fagskoler), both private and public, and combine general business management, marketing,

and vocational theory.

Skills policy council

The Ministry of Education and Research has appointed a skills policy council ([Kompetansepolitisk råd](#)) to advise the government on skills and other related questions. The council includes the following members: the Ministry of Labour and Social Inclusion, the Ministry of Local Government and Regional Development, the Ministry of Education and Research, the Ministry of Trade, Industry and Fisheries, the social partners, representative for the voluntary sector, study association, the University and College Council, the National Council for Higher Vocational Education and a representative for the county municipalities. The council is led by the State Secretary with responsibility for the skills policy in the Ministry of Education and Research, on behalf of the Government.

The Directorates

The directorates are assigned by the Ministry to implement measures, in cooperation with the relevant sector, social partners and / or county municipalities. The Directorate for Higher Education and Skills is responsible for higher vocational education and higher academic education. The Directorate for Education and Training is responsible for kindergarten, lower secondary education and upper secondary education.

Involvement of social partners

In line with the Osnabrück Recommendations the social partners and relevant stakeholders are involved at all levels of development of vocational education and training. The tripartite cooperation aims to ensure that training provided to Norwegian VET learners meets labour market and skill needs. It informs changes in the VET structure, curriculum development, regional structure and volume of VET provision, the framework of examinations leading to trade or journeyman's certificates, and quality control at all levels.

At upper secondary level (EQF 4), Norway has a long-standing tradition of close national and regional cooperation between education authorities and the social partners. Pursuant to the Education Act, the social partners have (most often majority) representation in all important advisory bodies for upper secondary VET at national and county level. National cooperation is organised in the National Council for VET ([Samarbeidsrådet for yrkesopplæring – SRY](#)), ten vocational training councils (Faglige råd), one for each programme area, and national appeal boards (Klagenemnder). Regional cooperation involves county vocational training boards (Yrkesopplæringsnemnder) and examination boards (Prøvenemnder).

For higher vocational education (EQF 5), the social partners are consulted through the National Council for Higher Vocational Education ([Nasjonalt fagskoleråd](#)). The Council is appointed by the Ministry of Education and Research following proposals from the social partners and relevant organizations. The Council advise the Ministry on questions of relevance for higher vocational education. The council has an overall responsibility and strategic perspective based on relevant working life competence. The council contributes to further development of the higher vocational education and promotes cooperation between the colleges and the world of work. The Council bases its work on the [Human](#)

[Resources Developments Convention, 1975 \(No. 142\).](#)

VET providers

The county municipality is responsible for providing upper secondary vocational education (EQF 4) and for apprenticeship training.

ii. Main policy initiatives and reforms that have started

Below follow initiatives relevant for the different priorities and focus areas in the Osnabrück declaration. Detailed information about the initiatives is available in English in the ReferNet policy report. The initiatives are identified by the ReferNet ID-number in brackets.

1. Resilience and excellence through quality, inclusive and flexible VET

1.1 A new social contract for VET (2022-26) was agreed upon. The main priority in the contract is apprenticeship placements for all qualified students. The contract is signed by the social partners, the Ministry of Education and Research, Ministry of Local Government and Regional Development (ID 28461).

1.2 Digitalisation strategy 2017-21 – a strategy with focus on developing (amongst other) new and more relevant CPD programmes for VET teachers (ID 28469)

Strategy for decentralized and flexible education at vocational schools, university colleges and universities – a strategy which aims to open up the education system for even more adults to have the opportunity to get an education, regardless of their place of living or life situation (ID 41608)

1.3 Norway has an established apprenticeship system which covers the recommendations in the European Framework for Quality and Effective Apprenticeships. More information about the apprenticeship system is available in the [VET in Europe report - Norway](#)

A completion reform has been initiated to strengthen school training and the transition from school to work of vulnerable groups and to improve citizens qualifications levels. With the reform the government aims for nine out of ten to complete and pass upper secondary education by 2030 (ID 41538).

1.4 A pilot to establish national centres of excellence in higher vocational education has been initiated. Centre status will be awarded to academic and vocational environments that unite experts, the labour market and learning environments that work together. The centres will be announced by the end of 2022 (ID 41541).

An evaluation of the national qualification framework investigates the possibility of parallel sets of learning outcomes descriptions for VET at level 6 and above. The results are expected in December 2022 (ID 28780)

1.5 Anticipating skills need (2021- 2027) – the work of this committee is to do the best possible professional assessment of Norway's future competence needs. A report on higher vocational education was published in 2022 (ID 41107).

2. Establishing a new lifelong learning culture – relevance of C-VET and digitalization

2.1 The skills reform for lifelong learning (Meld. St. 14 (2019-2020)) – the reform aims to ensure that no one is excluded from working because of lack of competence. Everyone should have the opportunity to renew and supplement their competence and to work longer. The second goal is to close the skills gap between what working life needs in terms of skills and the skills of the employees (ID 38979).

2.2 www.utdanning.no provides targeted, user-friendly information about IVET and CVET, students, employment after studying and other information.

2.3 Modular industry programmes for continuing training in higher vocational education. These programs are flexible and offered according to the needs of the world of work. They were initiated in 2018 and are a result of a cooperation between the Ministry of Education and Research, the social partners, and the industry. The number of programmes are increasing (ID 28779).

2.4 The Norwegian Europass team cooperate with EQF to submit data on qualifications.

2.5 Yearly study offers for professional development are available for VET teachers, trainers, guidance counsellors, adult educators etc. at www.udir.no

3. Sustainability – a green link in VET

New curricula for upper secondary education have been developed and implemented from the school year 2020 / 21. Three interdisciplinary subjects are prioritised: democracy and citizenship, sustainable development and public health and coping. These themes will be prioritised in all subject where relevant (ID 28467)

4. European Education and Training Area and international VET

The Government's strategy for participation in Erasmus+ and the European Education Area for the period 2021-2027 covers the focus areas linked to this priority. The strategy states that Norwegian participation in Erasmus+ and the European Education Area as crucial for increasing quality and relevance in education and participation will contribute to solving major societal challenges related to inclusion, diversity, digital and green transformation (ID 41597). Learning mobility for VET students and staff, active participation in Erasmus+ funded projects, including Centres of Vocational Excellence(by 2022 Norwegian actors participate in 4 COVEs) are important parts of the strategy.

iii. Relevant (statistical) evidence

Completion rate in upper secondary education (EQF4)

Students starting upper secondary education (EQF4), and the share of completion after 5 /6 years (1)
--

	2015-2021		Change in percent	
	Total	Share of students who have completed the training within 5/6 years	2014-2020 - 2015-2021	2006-2012 - 2015-2021
All programmes - upper secondary	65250	80,4	0,8	8,4
Male	33569	76,2	0,5	8,4
Female	31681	84,7	1,2	8,4
General education	34924	89,4	0,3	6,4
Male	15477	86,3	0,3	7,6
Female	19447	91,8	0,2	5,3
Vocational education and training	30326	70	1,7	9,5
Male	18092	67,7	1,1	8,5
Female	12234	73,5	2,7	11,1

(1) Five years after starting upper secondary for students in general education programmes, six years after starting upper secondary for students starting a vocational programme

Source: www.ssb.no (Table 12971)

Participation in lifelong learning 2021

Share of the unemployed participation in formal education in 2021 – **39 %**

Share of participation in formal education, formal further education and non-formal education and training (1)	Participants in percentage		
	2021	2020	2011
Formal education (2)			
Employed	17	15	15
Not employed	39	37	38
Formal further education (3)			

Employed	6	6	7
Not employed	7	7	6
Non-formal education and training			
Employed	42	49	47
Not employed	16	14	13
(1) Persons 15-66 years of age			
(2) Persons 15-59 years of age			
(3) Persons 22-59 year of age			

Source: www.ssb.no (Table 12864)

Apprenticeship contracts

Share of applicants with approved apprenticeship contract during a calendar year.			
	December. Norway. All sectors. Male and female. Share of contracts.		
Program	2019	2020	2021
All programmes	77,7	75,7	78,2
Building and construction	85,5	83,6	87
Design, arts and crafts	75,4	74,8	73,3
Electrical trades	79,7	78,5	82,3
Health care, childhood and early youth development	70,6	69,9	69,3
Agriculture, fishing and forestry	81,3	79,2	79,5
Restaurant and food processing trades	76,1	70,8	73,5
Service and transport	69,9	66,3	70,5
Technical and industrial production	82,2	79,1	82,3

Source: www.udir.no (antall lærekontrakter)

(1) Especially the components related to education and training and labour market and social protection. National recovery and resilience plans will be available here: https://ec.europa.eu/info/business-economy-euro/recovery-coronavirus/recovery-and-resilience-facility_en

2. Challenges and general objectives of the plan

The participating countries are invited to identify and describe the main challenges they face (e.g. in the socioeconomic, employment, VET and skills areas) and how they are going to be addressed through the implementation of the planned measures.

The general objectives of the NIPs should be presented in the order of priority and supported with evidence. Countries should make a clear link between the challenges to be addressed and the set objectives and explain how their achievement will help addressing these challenges. The description of each objective should refer to the objectives of the Osnabrück Declaration.

The participating countries should provide:

- i. a brief overview of the main challenges, reform objectives and main measures ⁽²⁾ that comprise the NIP and links between them, explain the coherence of all parts of the NIP as well as its consistency with other national initiatives ⁽³⁾, where applicable;
- ii. a reference to the main sources of funding for the implementation of the NIP, namely which funds, including EU funds, will be used;
- iii. timeline and current phase of development of the implementation of the NIP with respect to the timeline of the Osnabrück Declaration.

2. Challenges and general objectives of the plan

i. Main challenges, reform objectives and main measures

Norway is facing major tasks this decade. It is a goal to increase the number of employed and create job opportunities and the possibility to study all across the country. The Government aims for society to contribute to facilitate for more people to work. The world of work requires highly competent individuals and a qualification from upper secondary education is a necessary prerequisite for work. In recent years the completion rate in upper secondary has increased, but it is a goal to make it easier for more to participate in education and training.

Skilled workers with VET qualifications play an important role in the reorganisation of the Norwegian economy. Figures from the Confederation of Norwegian Enterprise (NHO) show that many enterprises lack such employees and consequently lose business opportunities. Statistics Norway (SSB) estimates a shortage of almost 100,000 skilled workers in 2035.

The Government follows up the work of the Completion Reform (Fullføringsmeldingen), where the goals are to increase the completion rate, ensure that everyone in upper secondary actually qualify for apprenticeship, work, education, and lifelong learning and adapt the skills learned to the needs of the world of work.

The main measures are the right to complete one's education with a qualification, the right to apprenticeship, better learning environment and lifelong learning.

Research shows that it is socio-economically profitable for more people to complete upper secondary education and one of the most important measures in the Completion Reform is the extensions of rights. With the reform everyone gets the right to complete upper secondary with a qualification, although some need more time to do so. Additionally, a right to requalification is introduced, the right to take a new craft- or trade certificate, adults will have the opportunity to return to upper secondary and complete a certification and return to start a new certification. This requalification right is important to meet the increased qualification requirements in the world of work.

The number of students applying for an apprenticeship is increasing, but there are still too many without an apprenticeship placement. The tripartite cooperation is important for the success of vocational education and training and for providing more apprenticeship placements. The Government is working on a national model for public procurement, in the process the apprenticeship clause is reviewed.

The government cooperates with the social partners, the county municipalities, and national authorities through the Social Contract for VET (ReferNet policy report nr. ID 28461). The collaboration obliges the contributors to work systematically to recruit more apprenticeships and to strengthen the local work for apprenticeships. The work against discrimination and for diversity in recruitment to apprenticeships is central.

There is a particular need for extra efforts aimed at students who are not recognised by the enterprises as qualified for an apprenticeship. To succeed in obtaining an apprenticeship for this group of students, closer individual follow-up and efforts over time are needed throughout the training. The government will strengthen the county municipalities' work with qualification and dissemination of students to apprenticeships, and also the county municipalities' own work with local apprenticeship guarantees.

The Government focuses on better learning environments in upper secondary schools. The feeling of well-being breeds motivation and individual adaptations are key to accommodate the diversity of students and apprentices. At the same time providing them with good professional knowledge, skills, and the basis they need for further education and training. Students with disabilities are increasingly in focus and work has begun on a strategy for students with disabilities to receive a better and equal offer in upper secondary education.

To facilitate lifelong learning upper secondary education will be structured in modules, to better adapt the situation of adults. The organisation of education and training will make it possible to combine with work and other responsibilities.

The Governments will develop the measures in dialogue with relevant partners and in cooperation with the social partners.

iii. Timeline

The completion reform (fullføringsreformen) started in 2021 and has a 10-year perspective.

The priorities in Hurdalsplattform started during the autumn of 2021 and will continue until 2025.

(2) A detailed description of those measures will be done in Section 3.

(3) E.g. national recovery and resilience plans, national reform programmes.

3. Detailed description of main measures and/or their packages

Increased practical learning in lower and upper secondary school

Detailed description of main measures and/or their packages (4)

One table to be developed for each measure that forms the core of the plan.

Title: Increased practical learning in lower and upper secondary school (Fullføringsreformen)

Rationale/background, challenges addressed

It is valuable for students, students, and apprentices to experience the importance of practical abilities and skills, both in school and in the society. The government will strengthen practical learning in schools, and will start with a lower secondary school reform that will ensure increased practical learning for the students and prepare them both for vocational education and training and general education. In order to achieve this, it is crucial to ensure the right teaching competence, equipment, and environment to enable practical learning methods in all subjects.

Upper secondary school shall ensure students with the competence needed in the world of work and for continuing education, in addition to prepare them for an active participation in the society and to live good lives. The students will receive individual adapted challenges and the follow-up needed to progress and complete upper secondary school with a qualification Norway needs more skilled workers to build the modern welfare state and a world class industry. Therefore, it is a challenge that qualified students do not get an apprenticeship, and too few complete a trade or journeyman certificate. The government will implement a increase the focus on vocational subjects, which begins with strengthening practical learning in lower secondary school, and continues with improved vocational training in upper secondary school and apprenticeship and increased efforts for good conditions in working life.

Specific objectives of the measure/package and their relation to the general objectives of the plan

- Emphasize practical skills for teachers in all subjects, in competence goals, assessment and examination forms, and strengthen these in the continuing and further education offer for teachers
- Ensure students in lower secondary school the choice of working life subjects and at least one practical oriented subject, and give students the opportunity to choose more practical and aesthetic subjects.

- Introduce a compensation scheme for equipment investment and environment adapted for practical subjects and teaching methods.
- Increase the continuing education possibilities for teachers and strengthen the place and share of these subjects in the teacher education.
- Ensure apprenticeships for all qualified students, in collaboration with the county municipalities and the world of work, through:
 - Better follow-up of young people in the transition from upper secondary school to apprenticeship
 - Stricter requirements for the use of apprentices in public procurement and contracts.
 - Strengthen the conditions for the enterprises accepting apprentices, including grants and schemes for apprentices with special needs.
 - Improve the current absence regulation in upper secondary school to be more flexible
 - Make it a responsibility for the county municipalities to decide the admission requirement for upper secondary school in their own county.
 - Start an equipment boost for vocational education to make the school-based learning more relevant to the world of work.
 - Introduce alternative teaching through for example production school and expand the use of certificate of practice.
 - Establish a national centre of vocational education and training
 - Review the upper secondary scholarship schemes and assess the need of increased scholarship for equipment and living.

Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline

The yearly state budget defines main actions and activities every year.

For 2022 the main activities are the following:

- Improved training and preparation for apprenticeship as well as strengthened follow-up of students learning in companies
- Increased opportunities for individuals without the right to attend upper secondary education
- Introduce the possibility to do a vocational requalification
- Increase the possibility to attend the scheme; Trade certificate at work
- Introduce more flexible and customized training programmes
- Continue the vocational teacher promotion initiative

<ul style="list-style-type: none"> • Introduce a pilot with equipment investments for vocational subjects • Increased effort to include skilled workers from the world of work in the teaching of vocational subjects (yrkesfaglærer 2)
EU policy priorities addressed
Osnabrück Declaration
<input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation
VET subsystem (IVET, CVET, or both)
<input type="checkbox"/> initial VET (IVET) <input type="checkbox"/> continuing VET (CVET)
Scope (national, regional, local)
<input type="checkbox"/> national
Beneficiaries / target groups
<input type="checkbox"/> (List to be provided) Students in lower secondary and students, learners, apprentices in upper secondary education. Grown-ups, employed, teachers and trainers.
Responsible ministries/bodies
The Ministry of Education and Research
Source of funding (National, EU funds, sectoral)
List all sources of funding and estimated amounts, if available. Relevant posts in the state budget.

<p>Detailed description of main measures and/or their packages (4) One table to be developed for each measure that forms the core of the plan.</p>
<p>Title – Higher vocational education – priorities</p>
<p>Rationale/background, challenges addressed</p> <p>The vocational colleges shall provide higher vocational education of quality and be an equal vocational alternative to university and university college education. The government will give higher vocational education an important role in lifelong learning and facilitate a continuation of the close cooperation between the vocational colleges and social partners. The government will prioritize the quality development and work to support future competence needs. Several reports underline the need of skilled workers with higher vocational education, such as Economics Norway and the Norwegian Committee on Skill Needs.</p>
<p>Specific objectives of the measure/package and their relation to the general objectives of the plan</p> <p>The Government will:</p> <ul style="list-style-type: none"> - Increase the capacity in higher vocational education, in according to the needs in the world of work - Strengthen the financing of vocational colleges to facilitate development of study offers and reduce the school tuition - Review the study offers of the vocational colleges to ensure relevant higher vocational education of high quality across the country - Enable vocational college teachers better opportunities to develop the pedagogical competence - Establish a national student office for vocational college students, that shall provide advice and assistance in matters concerning the study situation - Increase the number of flexible study programmes and continuing education programmes <p>It is an objective to develop the quality of higher vocational education and one measure on long term is accredited colleges. Vocational colleges currently have the opportunity to accredit individual study programmes and vocational subjects. An accredited institution can itself establish study programmes that lie within the scope of the accreditation. This will result in greater self-determination in developing and amending study programmes, and better respond time to the skills needs in the labour market.</p> <p>Another is to raise the quality of web-based and session-based teaching by focusing on competence-raising. The trend in vocational</p>

education is towards more students following web-based teaching. In 2016, 64 per cent of students followed campus-based teaching, while the figure had declined to 50 per cent in 2020.

A third is for vocational colleges to participate in the different international education programmes and for steps to be taken to encourage international cooperation and mobility. More international collaboration will provide higher vocational education with good tools for raising competence, developing quality, renewal and innovation.

Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline

Several activities to strengthen the role of higher vocational education have been initiated over the last years.

The white paper, Skilled workers for the future (Meld. St. 9 (2016-2017) Fagfolk for fremtiden), contained 48 measures on how to make higher vocational education more attractive as a profession-oriented, fully equivalent alternative to higher education. The majority of the measures have been implemented and are now being evaluated. The final report is expected March 2023. As part of the evaluation the financial system has been documented and a public hearing of the recommendations is due in September 2022.

A seven-level learning-outcomes-based Norwegian qualifications framework (Nasjonalt kvalifikasjonsrammeverk for livslang læring – NKR) was adopted in December 2011. It was referenced to the European qualifications framework (EQF) and self-certified against the qualifications frameworks in the European higher education area (QF-EHEA) in June 2014. The framework is being evaluated to investigate the possibility of parallel sets of learning outcome descriptions for level 5 and above, and a possible change in the placement of higher vocational education. The report is expected to be finalized in December 2022.

The Government aims to ensure education to be accessible to people all across the country, independent from established campus of vocational colleges, university colleges and universities. A grant scheme for flexible education, to ensure high quality education across the country has been published and Vocational colleges, university colleges, universities, and study centres are eligible to apply. The results of the applications are expected to be ready early autumn 2022.

The Ministry of Educations and Research examine the criteria and framework for institutional accreditation for higher vocational education. With a view to enabling vocational schools to choose, create and change education offers themselves, after receiving general approval from the Norwegian Agency for Quality Assurance in Education (NOKUT). This will increase the flexibility and the possibility to rapidly establish study offers according to the needs of the industry.

<p>Funding for a centre pilot for excellent higher vocational education has been published and will be allocated by the end of 2022. The pilot is a four-year run and aims to develop innovative education and promote quality. The centre for excellent higher vocational education, aims to be a system where vocational colleges in collaboration with employers and professional environments can develop projects to promote professional development and new solutions to competence needs in the world of work.</p>
<p>EU policy priorities addressed</p>
<p>Osnabrück Declaration</p> <p><input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.</p> <p><input type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.</p>
<p>VET subsystem (IVET, CVET, or both)</p> <p><input type="checkbox"/> continuing VET (CVET)</p>
<p>Scope (national, regional, local)</p> <p><input type="checkbox"/> national</p>
<p>Beneficiaries / target groups</p> <p><input type="checkbox"/> (List to be provided)</p>
<p>Responsible ministries/bodies</p> <p>The Ministry of Education and Research</p>
<p>Source of funding (National, EU funds, sectoral)</p> <p>List all sources of funding and estimated amounts, if available. Relevant posts in the state budget</p>

4. Governance of the implementation of the plan

4. Governance of the implementation of the plan

This section describes how the NIP will be implemented.

The participating countries should:

- (i) provide a summary of the stakeholder involvement, optionally supported by a diagram, explaining their roles and responsibilities for contributing to the successful implementation of the plan, more specifically but not exclusively:
 - authorities – national, regional and/or local – involved;
 - social partners;
 - VET providers, representatives of VET learners;
 - partnerships involving relevant stakeholders, including at regional and sectoral level or international partners, engaged or created for the purpose.
- (ii) indicate how you will organise monitoring and reporting on the implementation of the NIPs in cooperation and in line with the national context and the governance arrangements described above.

- (i) Summary of the stakeholder involvement

Please find description of the stakeholders' involvement under 1. Norway, national context – links follow below:

[National authorities – The Ministry of Education and Research](#)

[The Directorates](#)

[Social partners](#)

[VET providers](#)

(ii) Monitoring

Norway is a member in Cedefop's ReferNet network and provide an annual policy report to the ensure a qualitative and quantitative monitoring. In the annual report Norway provide updated information on new initiatives and progress of VET policies in line with the priorities defined in the Council Recommendation on VET and the Osnabrück Declaration.

5. Expected effects of the plan

5. Expected effects of the plan

The participating countries are invited to assess and explain the expected effects of the implementation of the NIPs in the short-, medium and long-term. Benefits and improvements in relevant socio-economic areas, skills and education and training and on various target groups should be considered.

The participating countries should also indicate potential obstacles/risk factors that can hinder the implementation of the NIP and explain how they foresee to overcome those.

Expected effects:

Short term: increased opportunities for the individuals

Medium term: increased quality and participation in education

Long term: increased completion rate in education.

Potential Obstacles / risk factors

Potential obstacle: The measures do not produce the desired results.

Solution: An evaluation of a scheme is generally part of the assignment and important for further development. Adjustments are made according to the findings of the evaluations.

Osnabrück Declaration objectives	Specific national level actions by 2025
<p>1. Resilience and excellence through quality, inclusive and flexible VET</p>	<p>1.1. Explore the possibility of setting up a network of voluntary experts and executives, retired or on sabbatical, to support their peers in the fields of VET and apprenticeships as part of the EAfA</p> <p>1.2. Support the development of digital infrastructure for learning and teaching purposes in VET including artificial intelligence and AR/VR technologies and develop suitable institutional teaching and training arrangements underpinned by adequate infrastructure, especially in remote and rural areas thus ensuring social inclusion</p> <p>1.3 Reinforce work-based learning and apprenticeships by implementing the European Framework for Quality and Effective Apprenticeships and making use of the on-demand support services, and policy learning initiatives. Strengthen the use of quality and inclusive apprenticeships as a tool to support school/training-to-work transitions of vulnerable groups and to improve citizens' qualification levels.</p> <p>1.4. Support Vocational Excellence (CoVEs) and improve permeability between vocational and academic pathways, including work- based learning and enhanced cooperation between VET, HE and research centres, thus establishing quality and effective VET and apprenticeship programmes at EQF level 5 and above</p> <p>1.5. Develop national and regional skills intelligence systems including skills anticipation and graduate tracking; enable social partners, decision-makers, stakeholders, and providers to adapt and update VET programmes, curricula, and guidelines in a timely and effective manner</p>
<p>2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation</p>	<p>2.1. Develop national skills strategies for quality and inclusive lifelong learning with all relevant national, regional, sectoral stakeholders and social partners. Besides education and training provision, the national skills strategies may include guidance, incentives for improved skills provision by employers, increased participation by employees, validation of prior learning and targeted public approaches for reaching out to inactive and unemployed individuals, NEETs, or individuals at risk of unemployment</p> <p>2.2. Develop targeted information measures on the benefits of CVET and ensure user-friendly access to information on IVET and CVET offers at national and regional levels addressing gender and other stereotypes for an equal, fair, and diverse society</p> <p>2.3. Work with respective stakeholders to develop digital learning solutions supporting access to CVET</p>

	<p>opportunities and the awarding of CVET credentials and certificates, thereby opening the possibility to obtain full qualifications without neglecting on-the- job CVET and the positive effects of learning conducive work environments</p>
--	--

Osnabrück Declaration Objectives	Specific national level actions by 2025
	<p>2.4. Support linking national VET platforms or databases to the Europass in accordance with the Europass decision and the EQF Recommendation where appropriate</p> <p>2.5. Support VET teachers, trainers, guidance counsellors, adult educators, and mentors by equipping them with the adequate skills and tools for and through digital technologies; in particular through systematic approaches to, and opportunities for, initial and continuous professional development in both school and work-based settings, as well as distance education and training, enabling them to progress in their careers</p>
<p>3. Sustainability – a green link in VET</p>	<p>3.1. Create incentives for greening VET programmes, including education and training in green technologies and innovation, in energy efficiency, circular economy, environmental awareness, sustainable use of learning and training material, digitalisation to reduce climate effects</p> <p>3.2. Define labour-market-relevant skills for the green transition that are to be incorporated in curricula and VET provision, including basic skills across all sectors and occupations and sector-specific skills in cooperation with the social partners</p> <p>3.3. Define and support opportunities to enable teaching and training staff, managing teams in VET providers and trainers and mentors in companies to act as multipliers and mediators, in view of increasing digitalisation and sustainability within the provision and management of training programmes</p>

<p>4. European Education and Training Area and international VET</p>	<p>4.1. Support and facilitate the mobility of VET and adult learners, including apprentices, for example by developing support structures and providing information on opportunities in host countries</p> <p>4.2. Increase the rate of mobility of VET learners as well as teachers and trainers, while strengthening measures to ensure the quality and recognition of learning outcomes, as well as adequate support structures. Foster longer periods of mobility for VET learners abroad and ensure that apprentice work placements are in line with the European Framework for Quality and Effective Apprenticeships, taking into account national regulations and collective agreements, including health and safety provisions</p> <p>4.3. Develop VET internationalisation strategies, mobilising partnerships and including commitments for concrete and targeted actions, with all relevant stakeholders in accordance with national or regional regulations</p> <p>4.4. Promote intercultural knowledge, skills, and competences as part of qualification and curricula requirements in VET qualifications in line with the Key Competence Framework</p> <p>4.5 Cooperate with other EU countries in preparing national teams for international competitions such as WorldSkills and EuroSkills.</p>
--	---