



Norwegian Directorate
for Education and Training

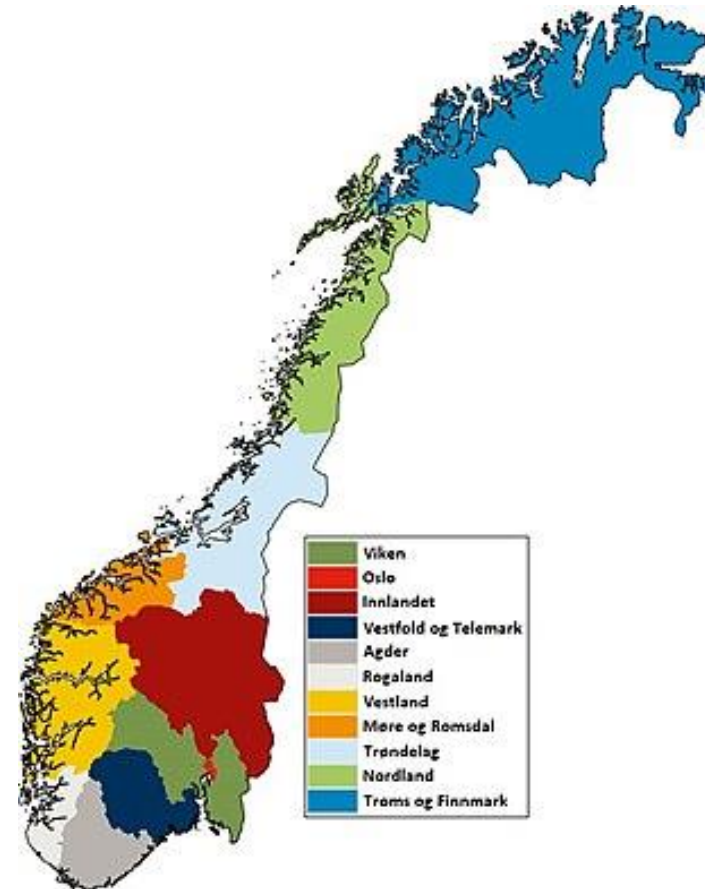
The Norwegian Educational System and the Structure of Vocational Education and Training

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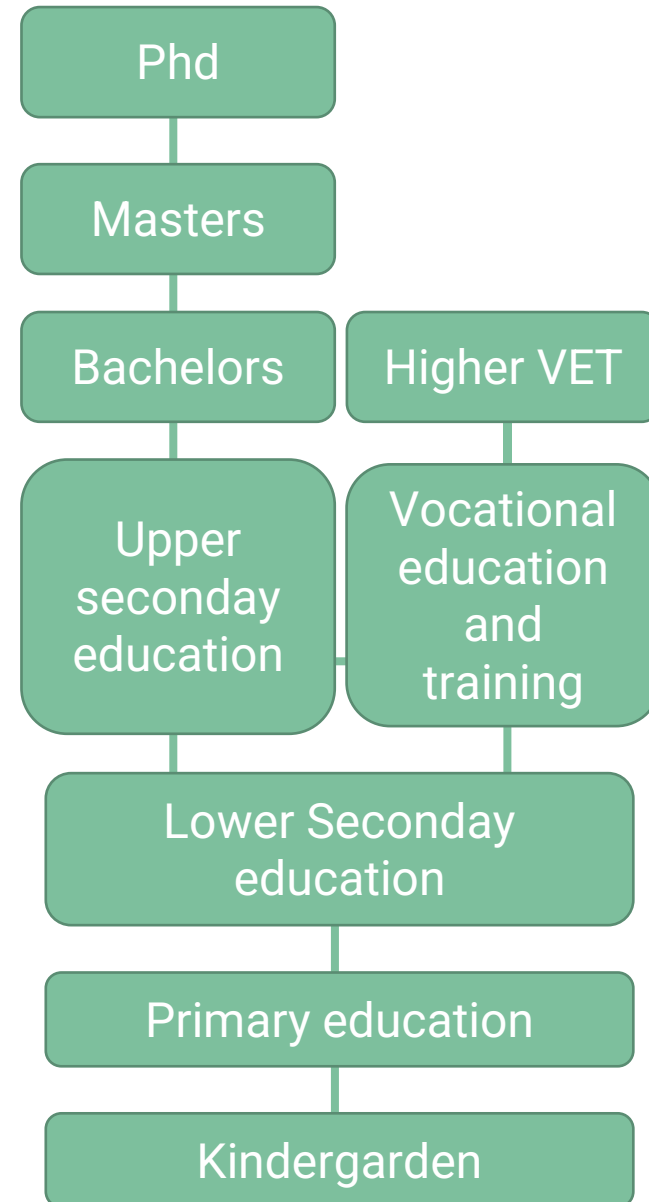
Norway – facts and figures

- 5,4 million people
- 3 political and administrative levels:
 - National
 - County
 - Municipality
- Labour market structure:
 - 99 % of enterprises are SMEs (under 100 employees).
 - 83 % of enterprises have fewer than 5 employees



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The Norwegian School System



The Norwegian Educational System

- Most children attend kindergarten
- Inclusive education system
- Right to attend secondary education



The Norwegian Educational System

- Few private schools
- Higher education is free of charge



National and local authorities

1. The Norwegian Parliament determines the national education policy.
2. The Ministry shapes the policies and delegates tasks to the Directorate.
3. Our mandate is to ensure that all children, pupils and adults receive equal education of a high quality.
4. Local authorities carry out the policies.

Facts about primary and secondary education



Primary school and lower secondary (age 6-15)

- 635 500 pupils
- 2 776 schools



- There are approximately 14 pupils per teacher
- The majority of pupils have a sense of achievement, and thrive at school



Upper secondary schools
183 300 pupils choose:

- Vocational studies (~50 percent)
- General academic studies (~50 percent)



- 4 out of 5 complete secondary education. This is the highest rate of completion ever!



Vocational Education and Training

10 vocational programmes:

- Agriculture, Fishing and Forestry
- Building and Construction
- Crafts, design, and product development
- Electrical engineering, and computer technology
- Hairdressing, floral, interior and retail design focuses
- Healthcare, child and youth development
- Information technology and media production
- Restaurant and food processing
- Sales, service, and tourism
- Technological and industrial production



There are more than 190 trades and crafts to choose from

Quality assessment system for vocational training



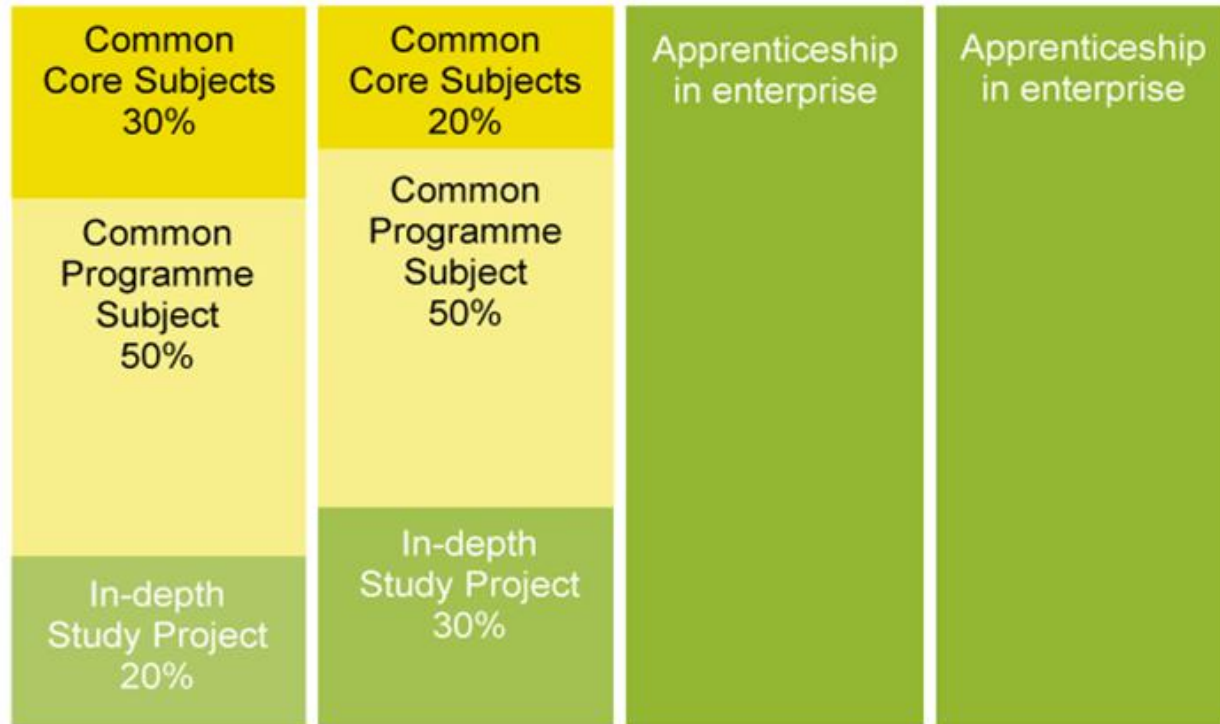
Restaurant and food processing

1. år	2. år	3. år	4. år
Vg1	Vg2	Vg3	Vg3
<u>Restaurant- og matfag (S)</u> Vis kryssløp <input type="checkbox"/>	<u>Baker og konditor (S)</u> Vis kryssløp <input type="checkbox"/>	<u>Bakerfaget (B)</u>	
		<u>Konditorfaget (B)</u>	
	<u>Kokk- og servitørfag (S)</u> Vis kryssløp <input type="checkbox"/>	<u>Ernæringskokkfaget (B)</u> Blir innført 01.08.2022	
		<u>Ferskvarehandlerfaget (B)</u> Blir innført 01.08.2022	
		<u>Kokkfaget (B)</u>	
		<u>Servitørfaget (B)</u>	
	<u>Matproduksjon (S)</u> Vis kryssløp <input type="checkbox"/>	<u>Industriell matproduksjon (B)</u> Vis kryssløp <input type="checkbox"/>	
		<u>Kjøttskjærefaget (B)</u>	
		<u>Pølsemakerfaget (B)</u>	
		<u>Sjømatproduksjon (B)</u>	
		<u>Slakterfaget (B)</u>	

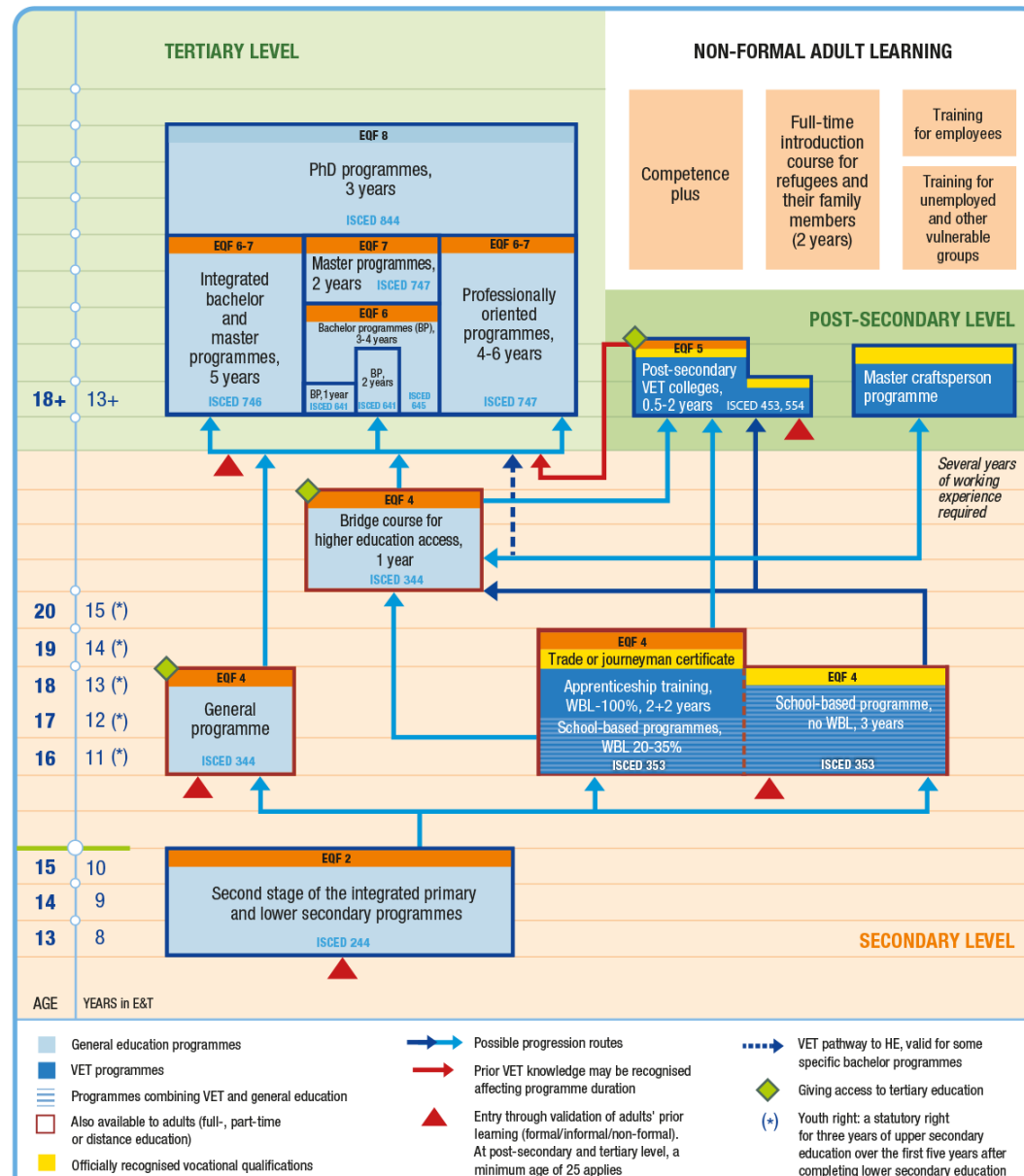


The structure of subjects in the 2+2 pathway

Upper Secondary Education and Training
4 years



The Norwegian Education System- VET pathways



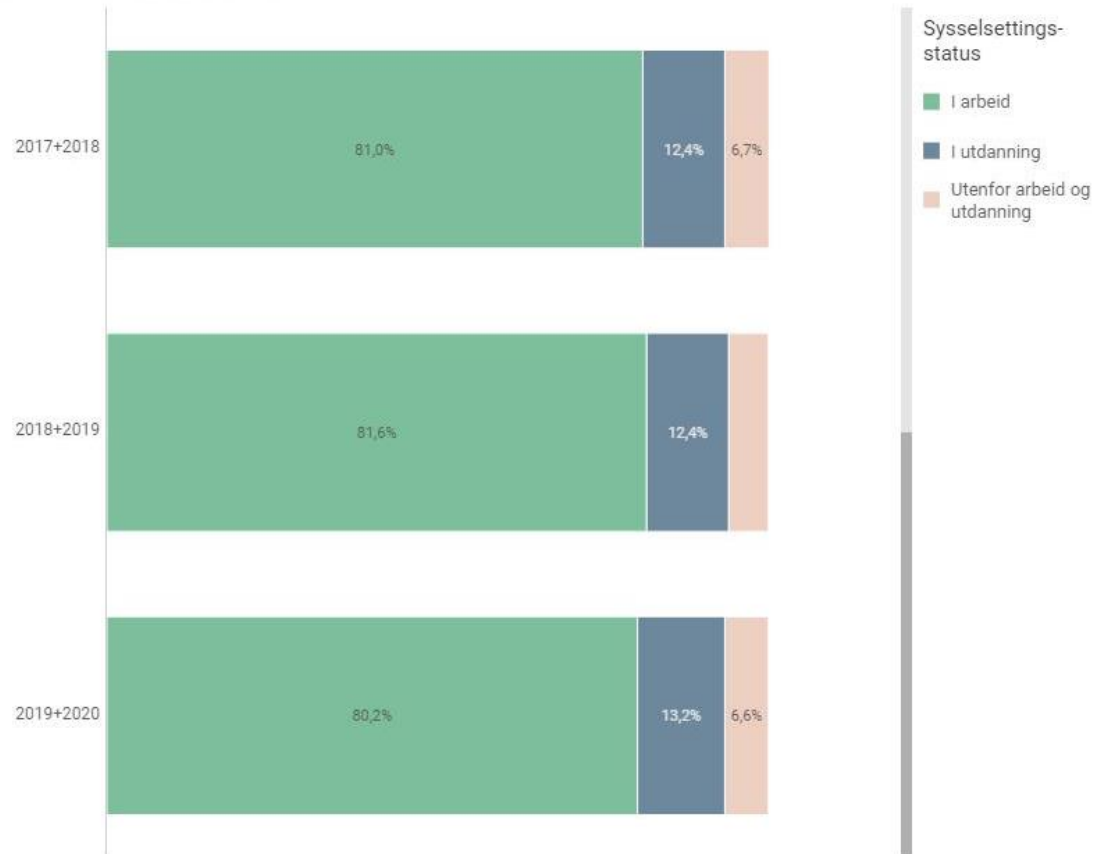
Status of apprenticeship contracts 2021

- 24 500 new apprenticeship contracts signed in 2021. 2400 more than in 2020
- Eight out of ten who apply for an apprenticeship are placed
- 46 700 apprentices were in apprenticeships by Oct 1, 2021
- There were 29 000 accredited establishments in 2021. Of these 20 900 had apprentices during the last year
- More than 9 out of 10 pass the trade and journeyman's test
- 29 500 trade and journeyman's certificates achieved in 2020-21
- A vast majority of apprenticeships are in the private sector



Employment for trade and journeymen

Andel per sysselsettingsstatus etter første år



Alle yrkesfaglige utdanningsprogram. Alle programområder. Første år. Fag- og svennebrev. Hele landet. Alle årskull



Carine Gronholz

Department of Vocational Education and Training

Tripartite cooperation in the Norwegian VET system

Administrative and political organisation and responsibilities in VET

Framework

Grounds for cooperation

- international commitment



ILO-convention nr. 142, article 5:

“Policies and programmes of vocational guidance and vocational training shall be formulated and implemented **in co-operation with employers' and workers' organisations** and, as appropriate and in accordance with national law and practice, with **other interested bodies**”

National legislation: Act relating to Primary and Secondary Education (the Education Act)

The National Council for VET

Body for collaboration on vocational training in general

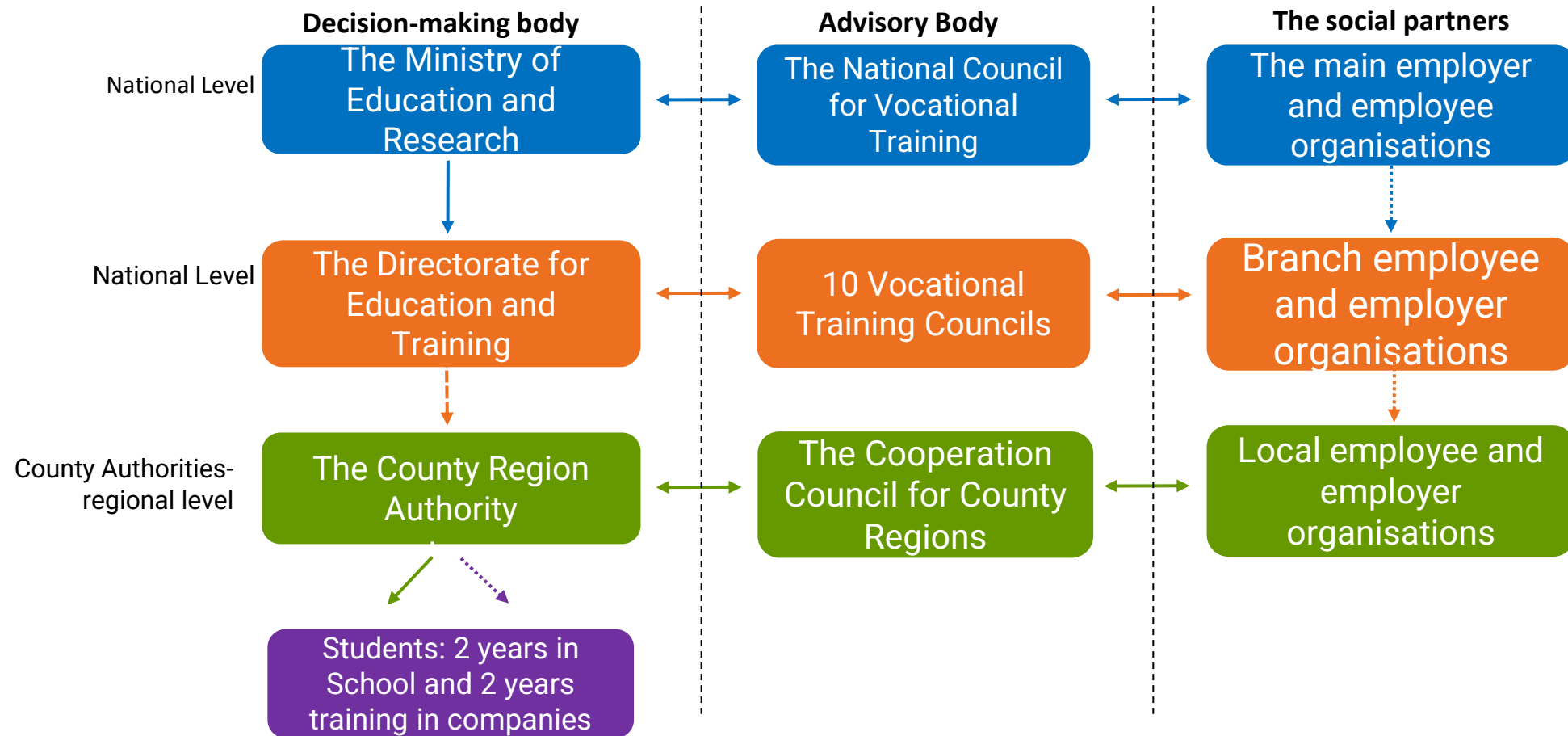
Vocational Training Councils

Advisory councils – one for each of the 10 vocational programmes

- Chapter 12: Bodies associated with vocational training in training establishments
- Appointed by the Ministry
- Representatives from the trade unions, employer organisations and the public sector
- Each trade or trade area for which apprenticeship training is provided in training establishments must be affiliated to an advisory council

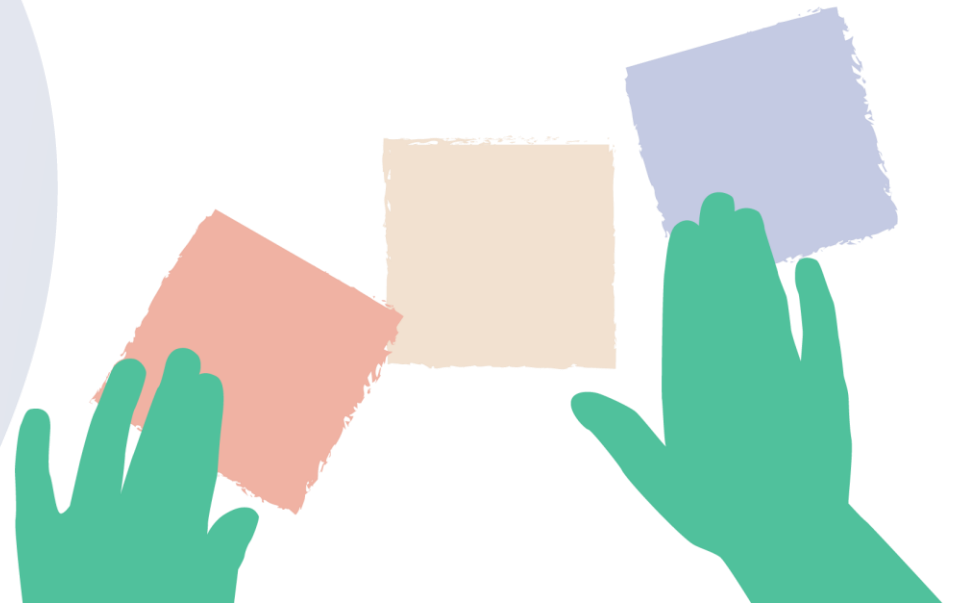


Tripartite cooperation in Upper Secondary VET

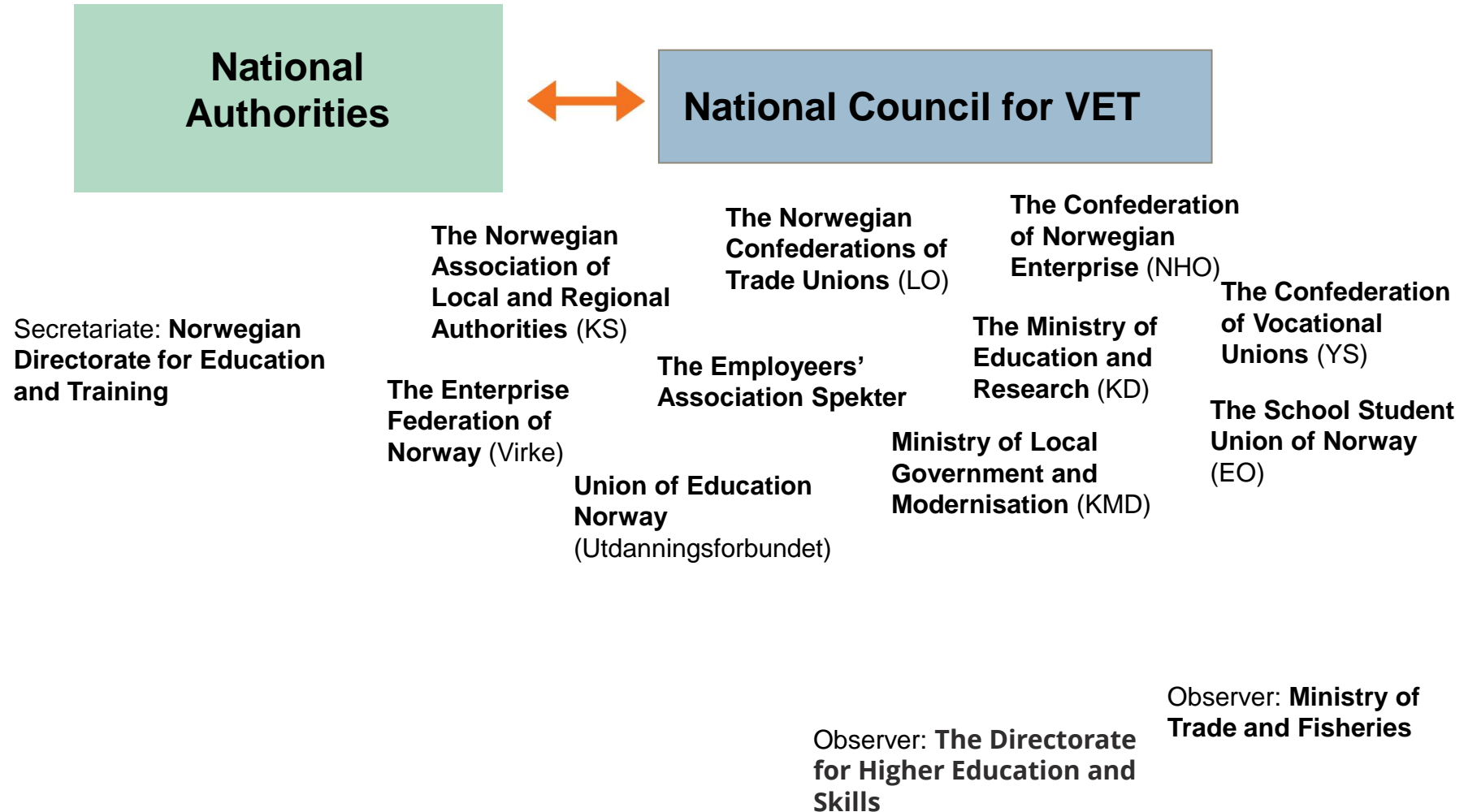


Tripartite cooperation in the Norwegian VET system

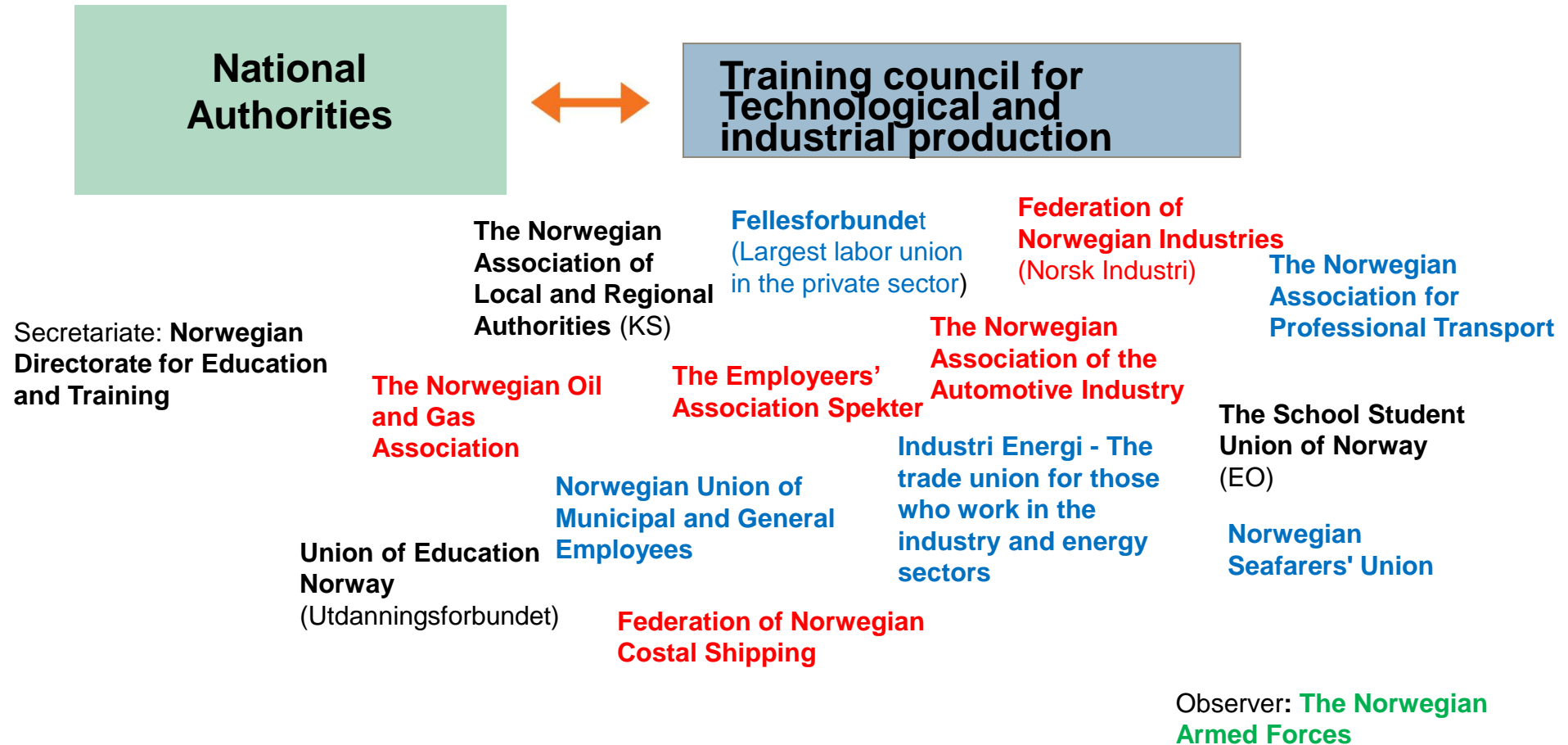
- Close collaboration between the educational authorities, the trade unions and the employer organisations
- Organisation: 1 + 10 advisory councils for vocational training
- The department of Vocational Education and Training functions as Secretariat for the advisory councils



National Council for VET



Vocational Training Councils



Involvement of the social partners at the national level

The National Council for VET

- covers all the 10 VET programmes
- works for attractiveness of VET and contribute to policy development
- promotes cooperation and monitors national VET and skills policies
- ensures relevance and quality of VET
- promotes mutual trust and consensus
- takes initiatives to research and innovation in VET
- to play an active role internationally (in mandate from 2017-)

10 Vocational Training Councils

- are trade specific
- develop vocational profiles related to their trades and crafts
- advise on the content of the VET programme, decisive influence Upper secondary 3/apprenticeship
- monitor competence needs and labour market developments related to their trade or craft
- suggest new subjects/trades/crafts

The role of the Training councils

Identify	Identify the needs in the working life for qualified professionals
Advise on	Advise on content, relevance and quality of training and the intake of apprentices
Influence over	Influence over the whole upper secondary schooling, but particular influence over apprenticeship in training establishment



The role of the Secretariate

Link

Link between the educational authorities and the councils

Facilitate

Facilitate predictable and solid procedures

Contribute

Contribute to useful and valuable advice to the authorities





Cooperation with the Training councils in practice

- 4-6 meetings per year
- Continuous dialogue with the chairman and the deputy chairman
- Discuss cases initiated by the advisory councils, the educational authorities or other stakeholders, such as:
 - Electrical cars
 - E-bikes
 - New battery industry



Internal dialogue



Weekly meetings in the secretariate

Weekly meetings in cross departmental teams

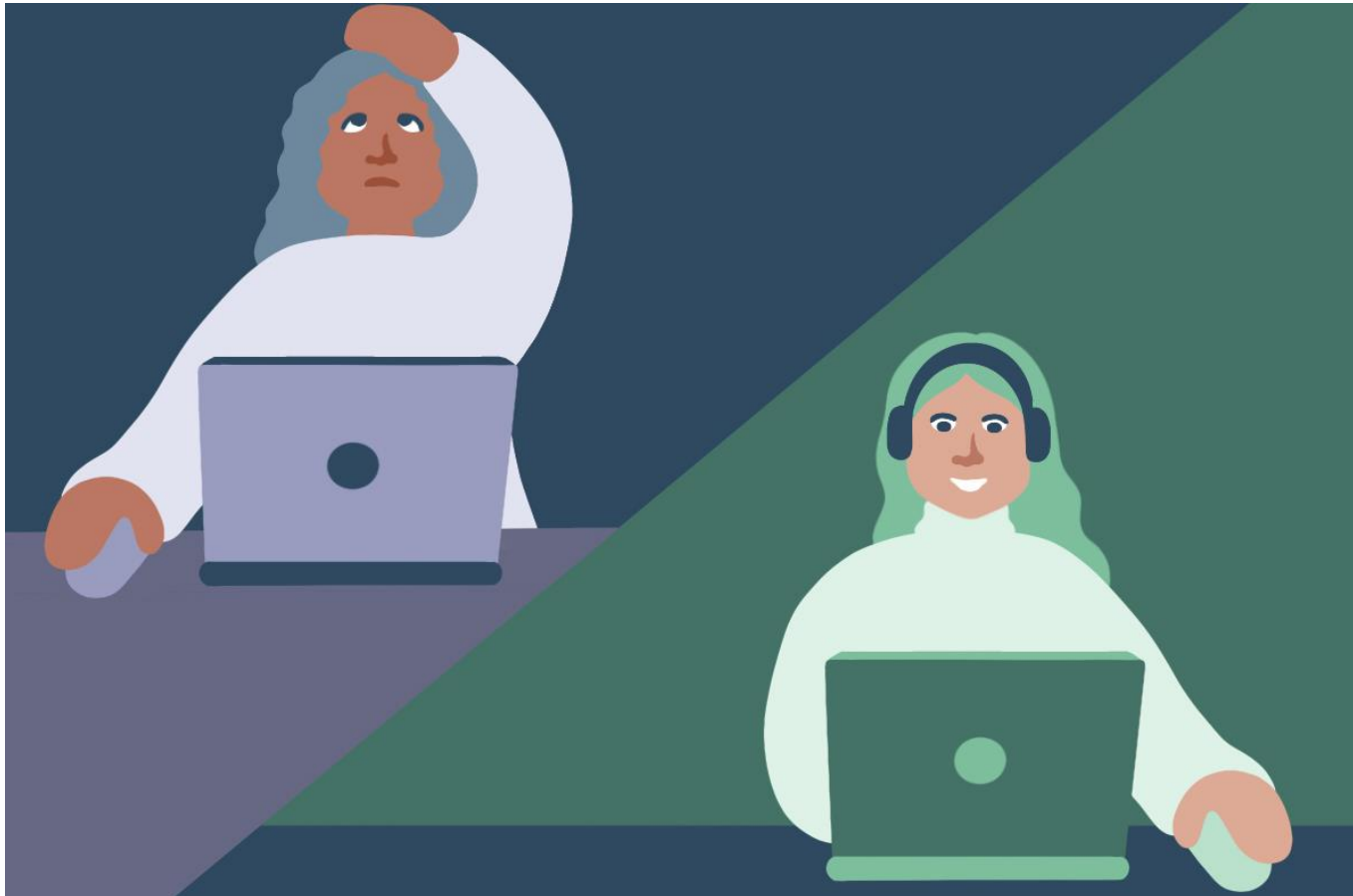
- Department of VET & Department for Upper Secondary Curricula
- Two and two vocational programmes
- i.e., Building and Construction & Technological and industrial production



Case: New trade: Bicycle mechanics



Thank you!
Any questions?



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