

Adult learning, competence development and planning in Norway

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The Nordics/EU meeting 23rd of November 2023

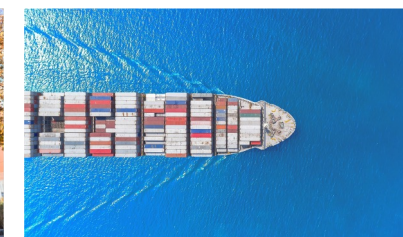
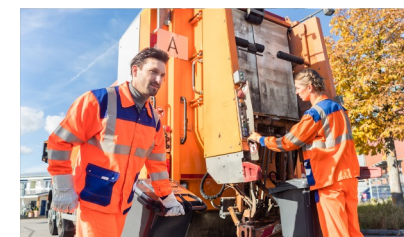
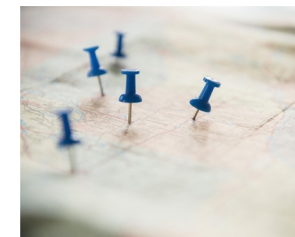
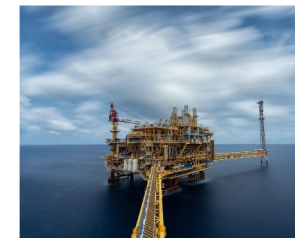
 Norwegian Directorate
for Higher Education
and Skills



Stjórnarráð Íslands



 Nordisk Nettverk for
Voksnes Læring



Responsibility changing between Ministries

Local
Government
and Labour /
regional

1975-2005

Labour and
Social
Inclusion

2005-2010

Children,
Equality and
Social
Inclusion

2010-2016

Justice and
Public Security

2016-2018

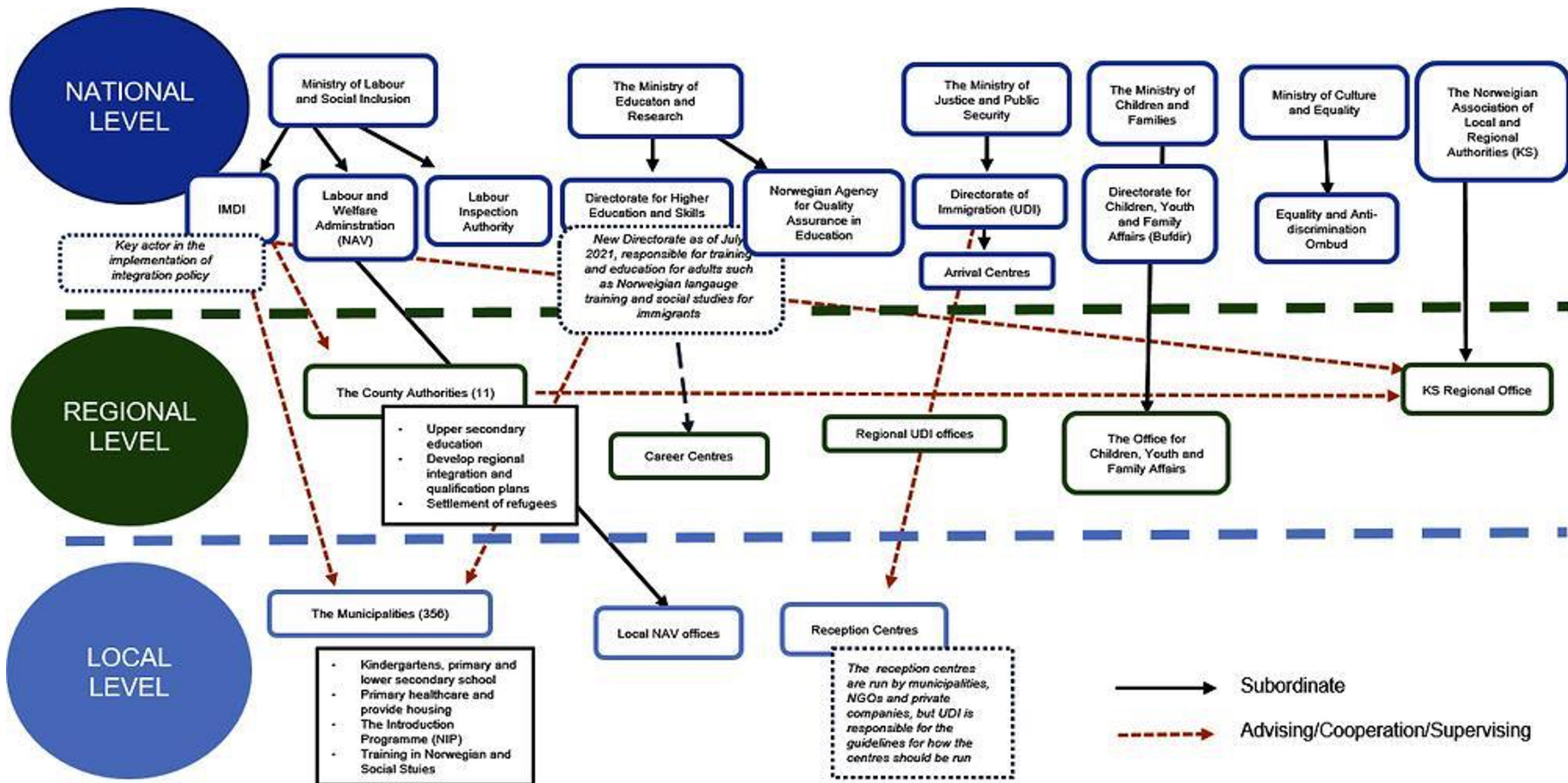
Education and
Research

2018-2021

Labour and
Social
Inclusion

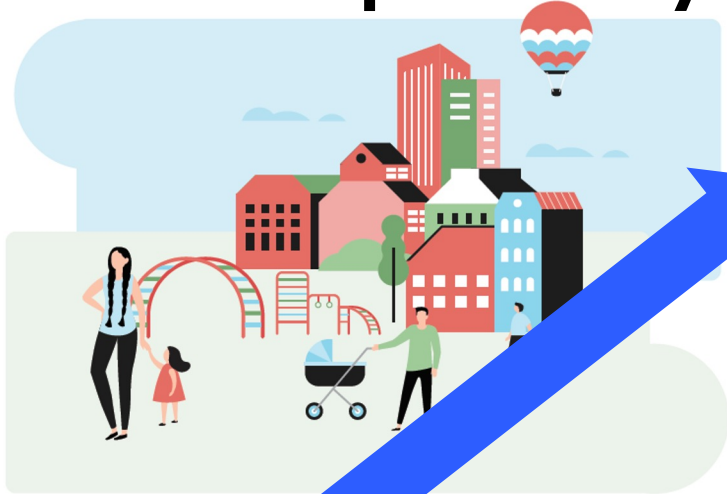
2021-

... and perhaps showing changes in emphasis: 'Integration' and/or 'inclusion'



Source: Skills and Labour Market Integration of Immigrants and their Children, OECD 2020

The Directorate of Integration and Diversity (IMDi): area of responsibility



Relevant for
HK-dir

www.imdi.no

- Settlement of refugees
- Facilitate the participation of immigrants in work and community life
- Provide professional input regarding integration policy
- Ensure good coordination
- Produce and disseminate research/data, reports, statistics and good practices
- Administer grant programs (municipalities and voluntary organizations)
- Contribute to a professional and service oriented public sector
- Professional authority for interpretation in the public sector

HK-dir's area of competence



www.hkdir.no

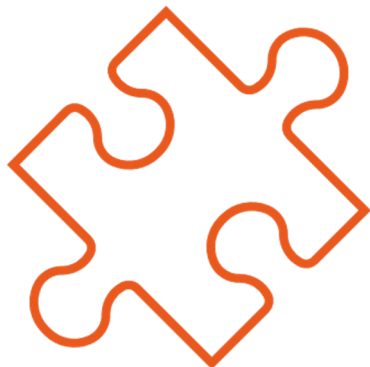
- Lift and mobilize the **competence of the population**
- Provide high-quality **education, learning and career guidance** to everyone throughout their lives
- Ensure the **worklife's** access to competent labour
- Administrative tasks and national responsibility within:
 - HE and CVET
 - competence policy
 - development of the quality of education and training
 - international cooperation
 - contribute to the **digital transformation** of universities and colleges



Challenges

Education, worklife, and exclusion

- The education system: High demand, too few study places, drop out rate and lack of adult education offers
- 21 % with only primary school as their highest education level
- 20 % **have not** completed upper secondary education (SSB: numbers from 2021)
- Shortage of labour and many unemployed – at the same time
- 659 000 individuals in working age are outside of employment and education



Shortage of personnel in some professions

- Nurses and care workers
- Carpenters
- Chefs
- ICT development
- Shop assistants and sales personnel

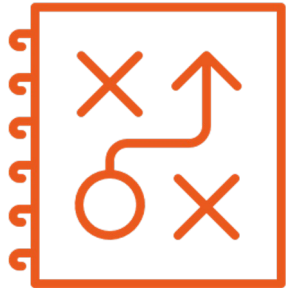


Education, worklife and exclusion – immigrants (numbers from NAV)



- 1 in 3 among people «outside education and the workforce» are **immigrants**
- 777 408 (ca six percent) are foreign-born in working age in Norway (numbers from December 2022)
 - 220 000 among these were outside education and the workforce
 - 46 % of these receive social security benefits
 - 54 % of these receive nothing

Why are many immigrants 'excluded'?



- Immigrants and refugees have a **lower educational** level than the general population – people with primary education as their highest level of education
- Immigrants are overrepresented among
 - People with **temporary** employment
 - People working **part-time**
- Many struggle with **health problems** due to persecution, suffering and trauma
- Some are **overqualified** for the type of jobs they can get
- **Cultural challenges**, for example, women's participation in the workforce, result in a single 'provider' in several families
- Lower education leads to **lower** income



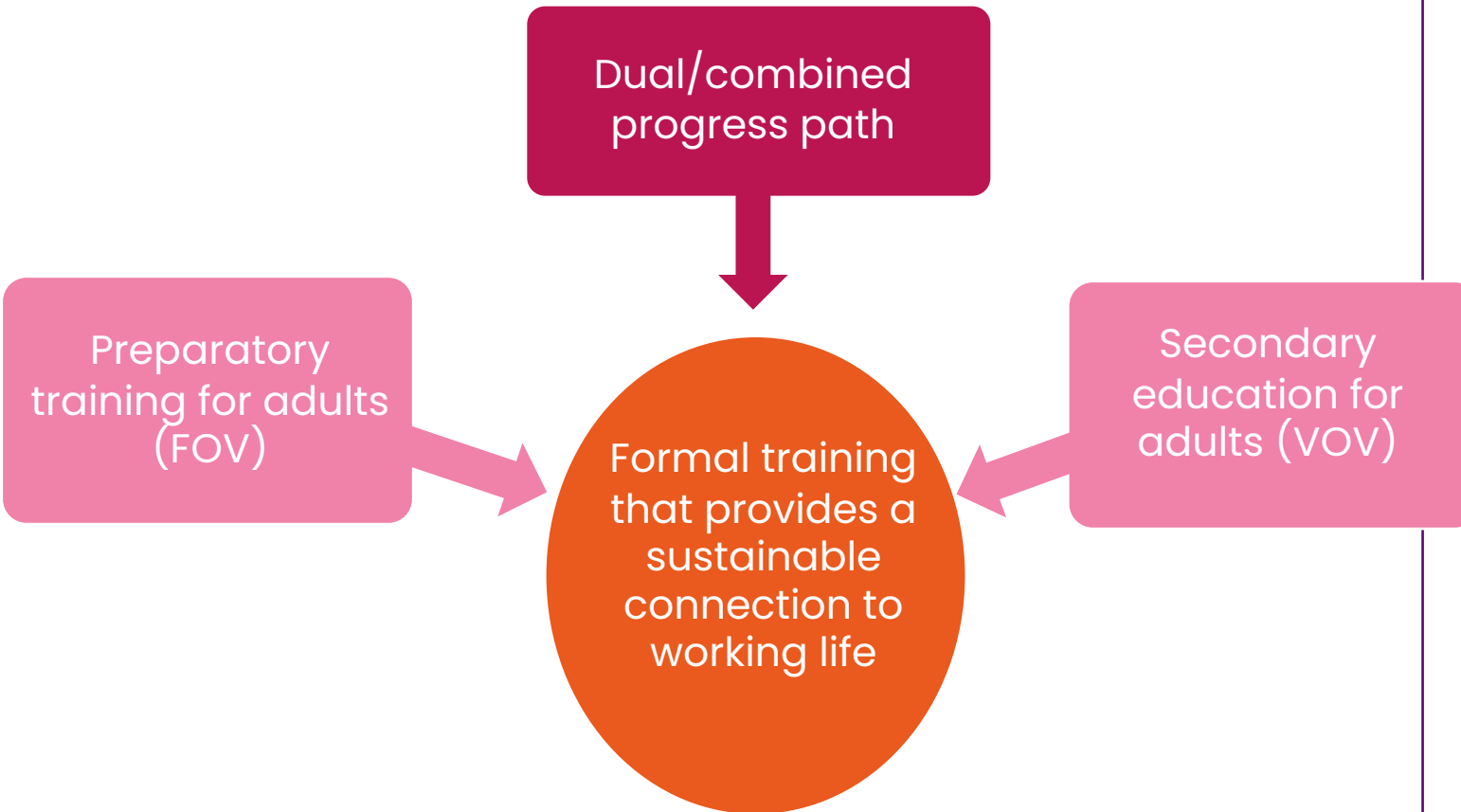
Measures supporting inclusion

The Integration Act and the Introduction Program – for refugees

Purpose – Integration and economic independence by contributing to:

- Improved Norwegian language skills
- Knowledge of Norwegian society and culture
- Formal qualifications
- Sustainable connection to education and the workforce

Preparation for secondary and upper secondary education for adults



Completion reform (2020–2021)

- **Modul-structured training** will be the main model for all adult training
- **Better adjustment** for adult needs
- **The final competence** must govern the way in which the training is organised
- **Training in various arenas** such as within the introduction program, in labor market initiatives, in companies and business and in schools

Vocational training - adults



[Praksiskandidatordningen](#)



[Trade Certification - at work](#) (Fagbrev på jobb)



[Ordinary Secondary Vocational Training](#)

Several examples of measures administered by HK-dir



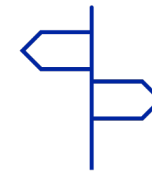
Flexible and decentralised education



Competence Plus



Threepartite Industry programmes



Career guidance for newly arrived refugees and immigrants

Recognition Procedure for Persons without Verifiable Documentation (UVD)

- The UVD scheme is an approval scheme for individuals without verifiable documentation
- Applicants lack some or all educational papers
- HK-dir does not achieve reliable verification and lacks confidence in the notoriety of the documents
- Applicants do not consent to contact with educational institutions/authorities in their home country
- Especially aimed at refugees and individuals in a refugee-like situation, and is intended to fulfill Norway's obligations under Article VII of the Lisbon Convention
- Not only for refugees: status on **documentation**, not the person
- UVD countries: Libya, Afghanistan, DR Congo, Iraq, Liberia, Somalia, Sierra Leone, Yemen

Worklife participation: How to reduce barriers for immigrants



Need for more knowledge:

- Data on how we can improve the Introduction program (Introduksjonsprogrammet)
- Data on why people does not get jobs (statistics on economic decline)
- Data on exclusion from the worklife (effects)
- Data on effective measures

Ukrainian refugees



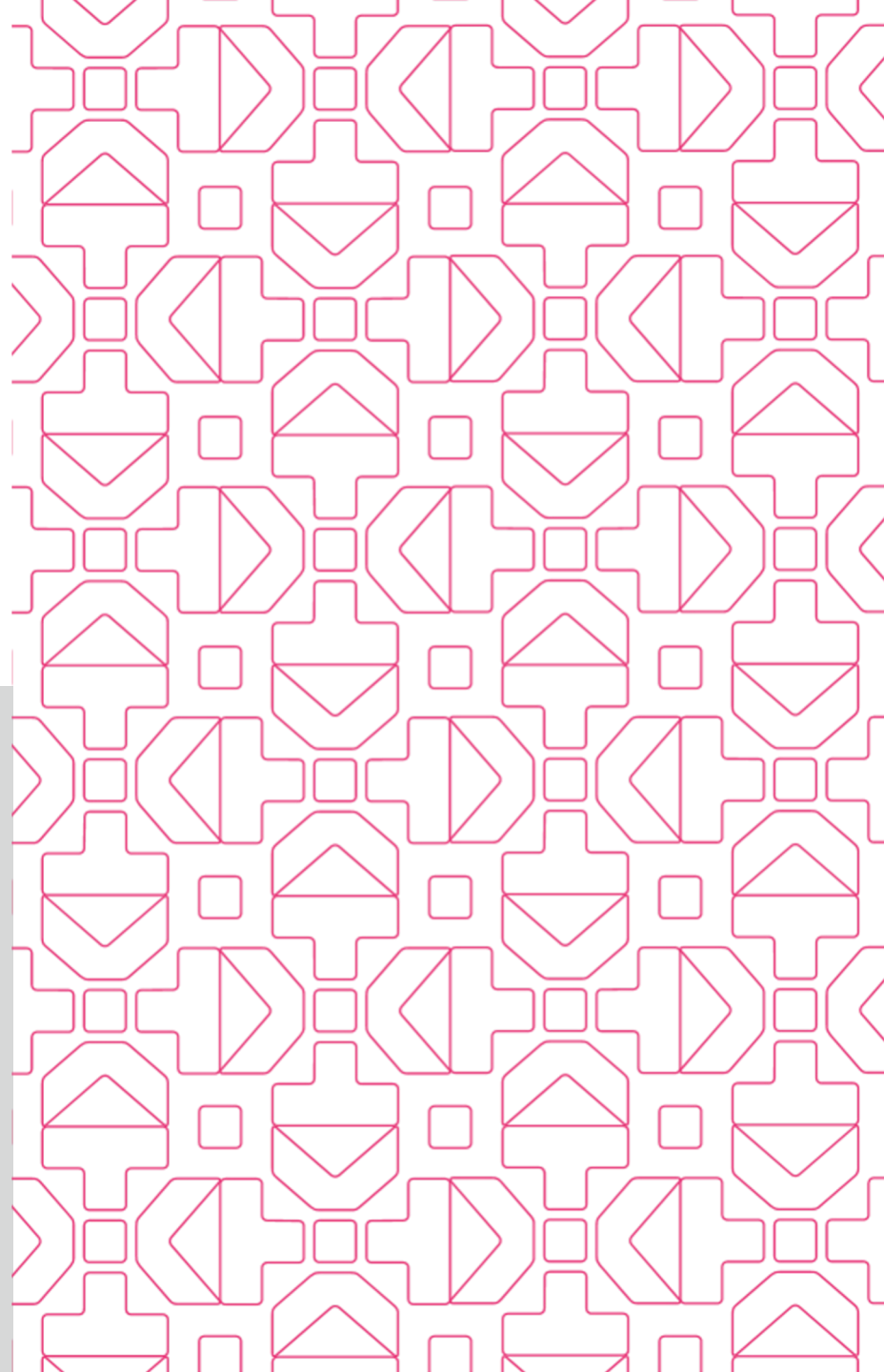
Need for more knowledge

- [Pilot for module structured CVET for refugees](#)
- Coordinating group in HK-dir



Direktoratet for
høyere utdanning
og kompetanse

Thank you!





Attachements – relevant numbers and statistics

Participants in Norwegian language training and social studies

2021

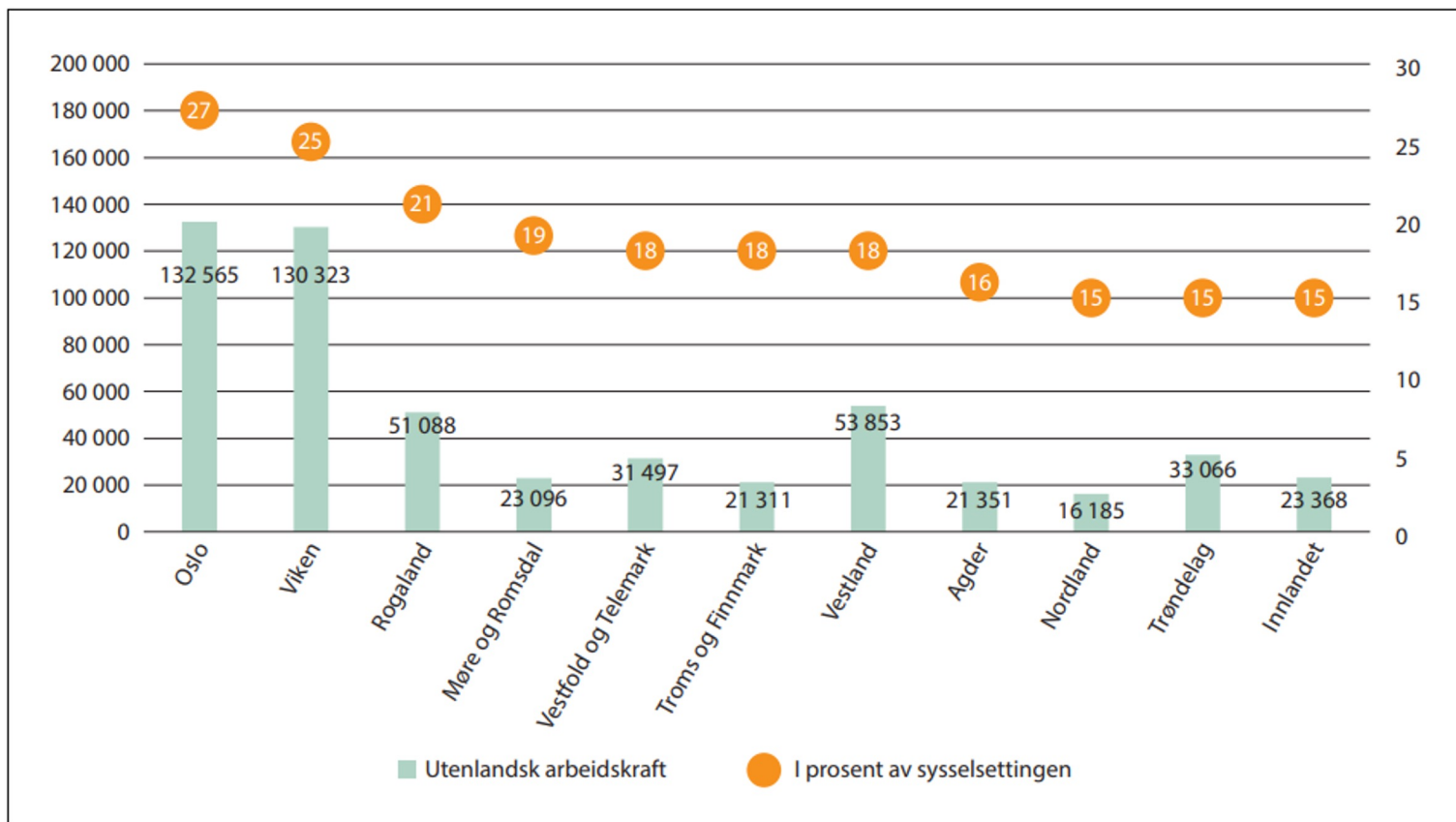
22 199

Norwegian for adult immigrants

Main figures for Norwegian language training

	Number of participants		Change in percent
	2020	2021	2020 - 2021
Norwegian language training and social studies¹	26 123	22 199	-15.0
Males	9 177	7 425	-19.1
Females	16 946	14 774	-12.8
Norwegian language training for asylum seekers¹	446	360	-19.3

¹ Respectively 155 persons in 2021 and 222 persons in 2020 participated in both schemes during the year.



Figur 2.20 Utenlandsk arbeidskraft etter region 4. kvartal 2021. Antall og i prosent av sysselsatte 20–66 år med arbeidssted i fylket

Omfatter innvandrere og utenlandske pendlere (ikke-bosatte lønnstakere) 4. kvartal.

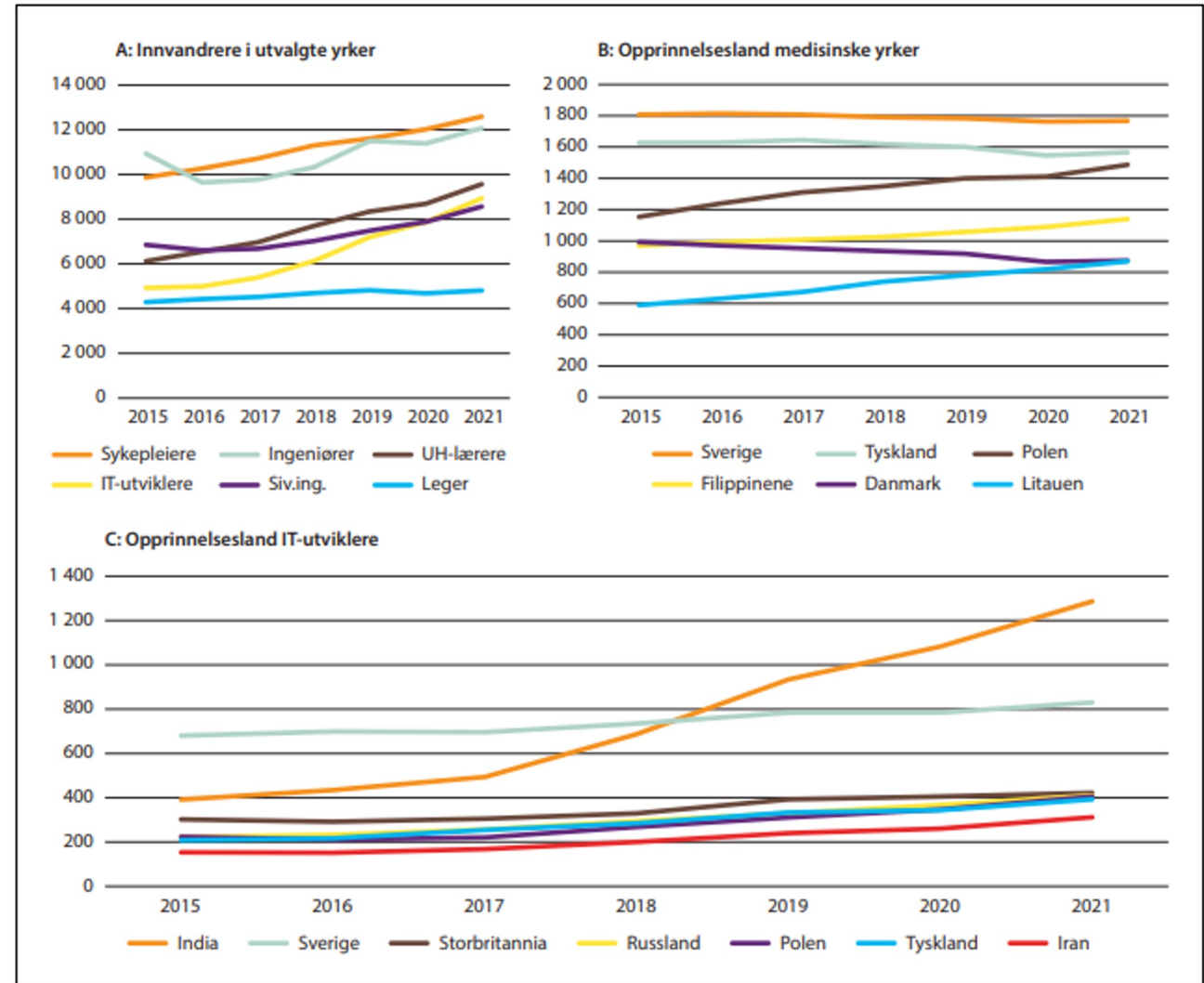
Kilde: SSB 11610

Participants in Norwegian language training and social studies for adult immigrants by age and sex

	2021				
	Total	Males		Females	
	Participants	Participants	Participants (per cent)	Participants	Participants (per cent)
Total	22 199	7 425	33.4	14 774	66.6
16-25 years	2 721	1 305	48.0	1 416	52.0
26-35 years	9 219	2 640	28.6	6 579	71.4
36-45 years	6 851	2 204	32.2	4 647	67.8
46-55 years	2 666	974	36.5	1 692	63.5
56 years or older	742	302	40.7	440	59.3

High immigrant participation in occupations requiring higher education:

- Nurses
- Technological professions (IT, engineering, civil engineering)
- University and College teachers



Figur 2.23 Utvikling 2015 til 2021 i antall innvandrere i utvalgte yrker med høyere utdanning (A); og opprinnelsesland for sysselsatte innvandrere i medisinske yrker (B); og for IT-utviklere (C)

Medisinske yrker omfatter bl.a. sykepleiere og leger.

Kilde: A: SSB 12554; B, C: SSB 12557