

H-VET to New Heights in Norway

What does the reform of higher vocational education and training in Norway entail, and what do these changes mean in a European context?





Employers' association for knowledge and technology-based enterprises (part of Norway's largest employers' organization).

Most important political task: Development of a sustainable, knowledge-based and globally competitive Norwegian business and society to secure welfare, employment, and value creation.

Anja Johansen: Head of Education Policy. Policy development and framework conditions. Government relations, collaboration with allies, visibility. Leads Forum for Vocational Colleges, large number of privately owned vocational colleges.





HØY is the national interest organisation for the public higher VET institutions in Norway.

The organisation's mandate is to contribute to cooperation between the schools and to connect institutions and the government, working for political influence and achieving higher status for VET in Norway.

***Elin Dahling** leads the daily work, reporting to a board of five «Fachschule» principals from across the country.*





The National Union of Students in Higher Vocational Education and Training in Norway (Organisasjon for Norske Fagskolestudenter) is an organization for all students in higher vocational education and training in Norway.

***Ingrid Marie Aarre** is the elected president of the organization and works to uphold the students' interests, rights and the conditions of students in HVET in Norway.*

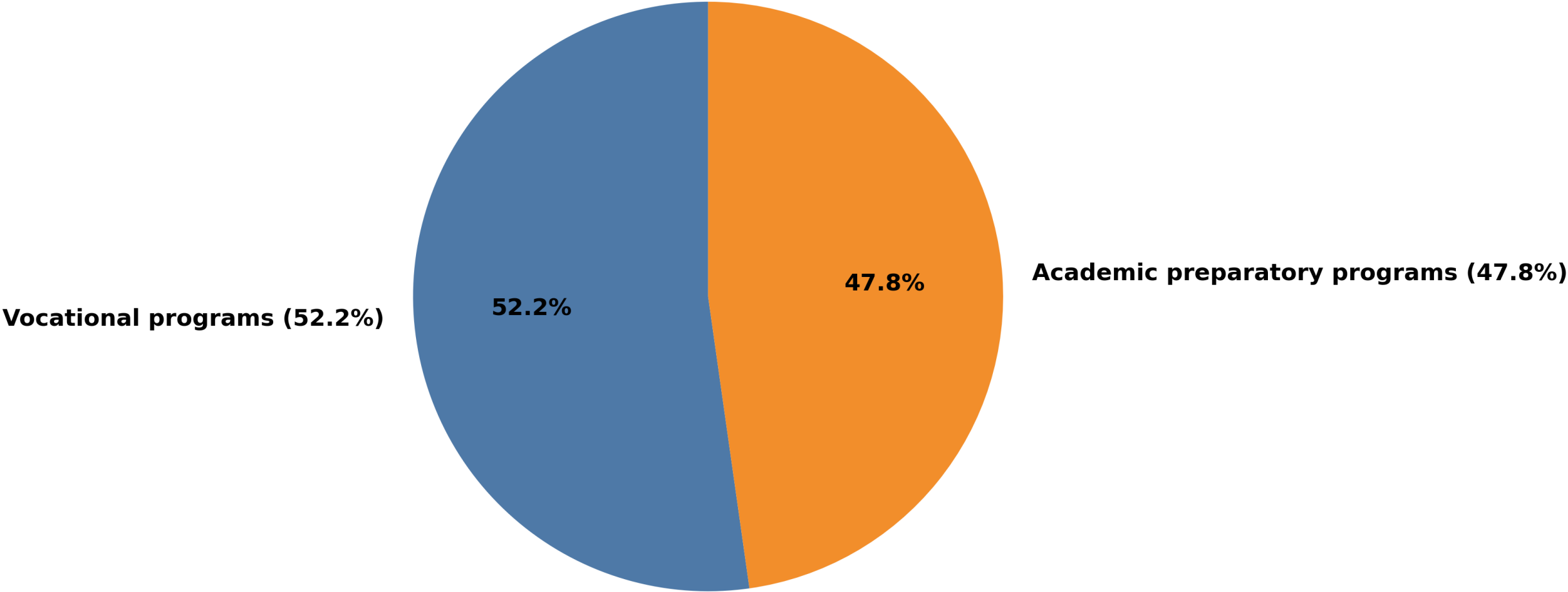


Workshop Goals

- Gain deeper insight to political advocacy work and share experiences.
- Understanding the similarities and differences in H-VET institutions including qualification and quality systems and tools across several countries.
- Initiate collaboration toward shared goals.

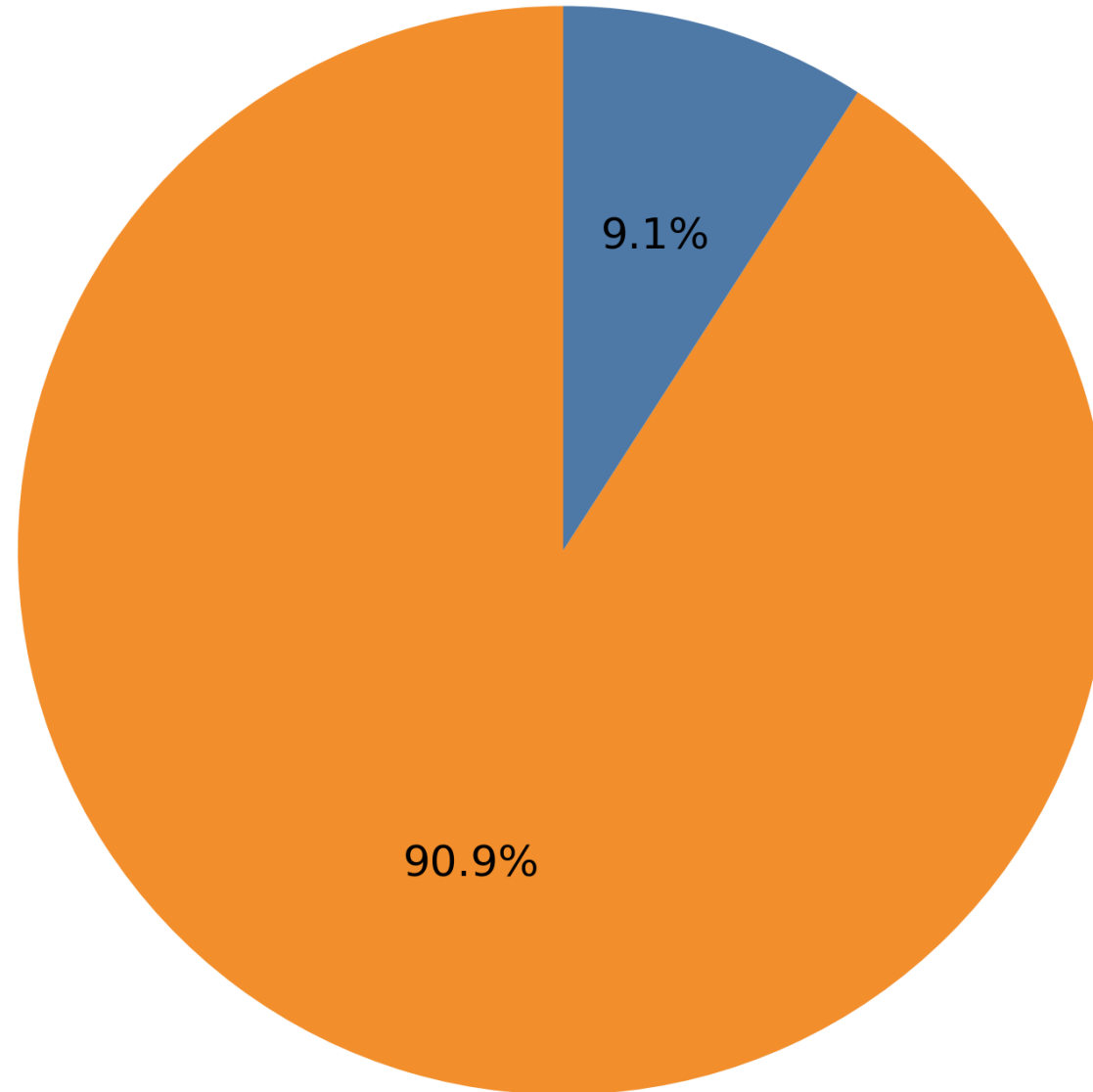


Students' Choice of First-Year Upper Secondary Programme in Norway (2024)



Students in Norway by Type of Institution (2024)

Vocational Colleges (9.1%)

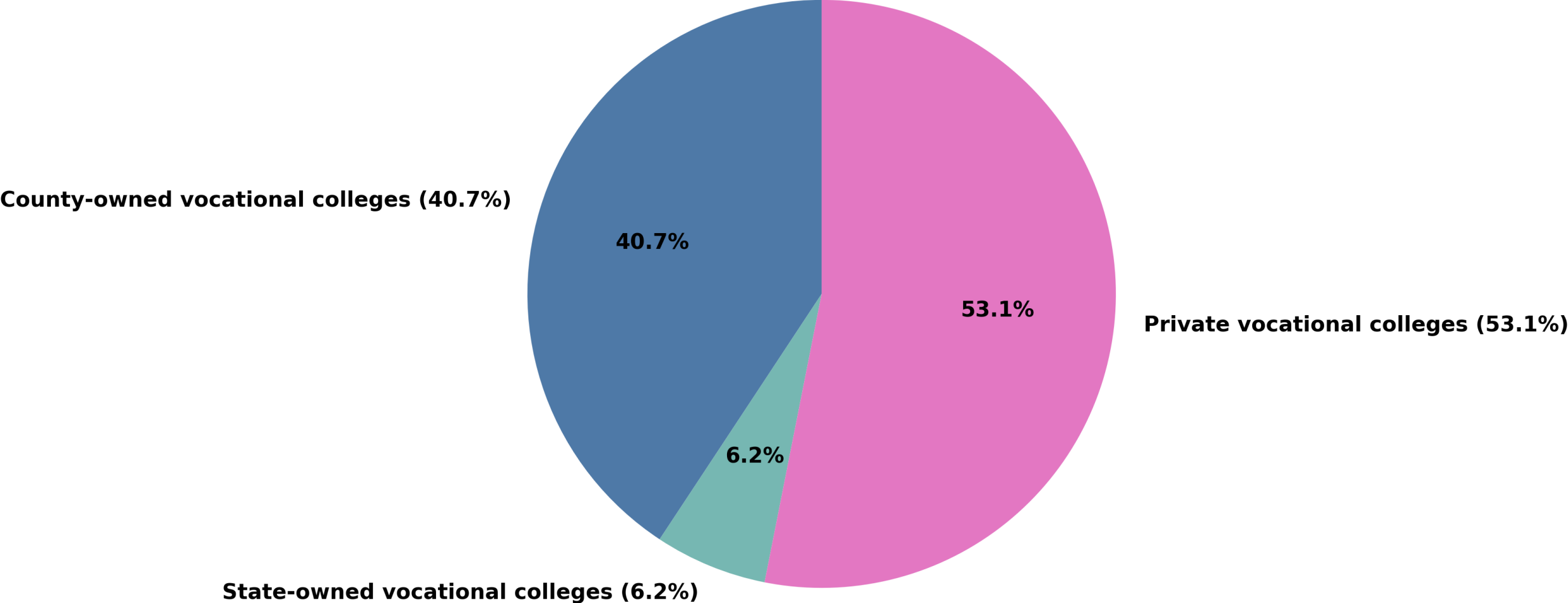


90.9%

9.1%

Universities and University Colleges (90.9%)

Students at Vocational Colleges in Norway by Ownership (2024)





Major reform in Higher Vocational Education

- *Schools are presently allowed to offer programs at EQF level 5, but will – in the foreseeable future, be able to offer programs at EQF levels 5, 6, and 7.*
- *Study credits from H-VET will be aligned with ECTS.*
- *How did we reach from dreams and ambitions to resolutions passed by Parliament paving a new way for H-VET in Norway?*
- *How do we translate political decisions into practical change? What impact will new opportunities have on institutions?*
- *And how can Norwegian stakeholders cooperate with the Chain5 network to achieve our long-term goal: a “**Bologna Process for H-VET**”!*

1. *How many of you work with VET at EQF levels 5, 6, or 7?*
2. *What is the biggest challenge you face in developing H-VET in your country/institution?*



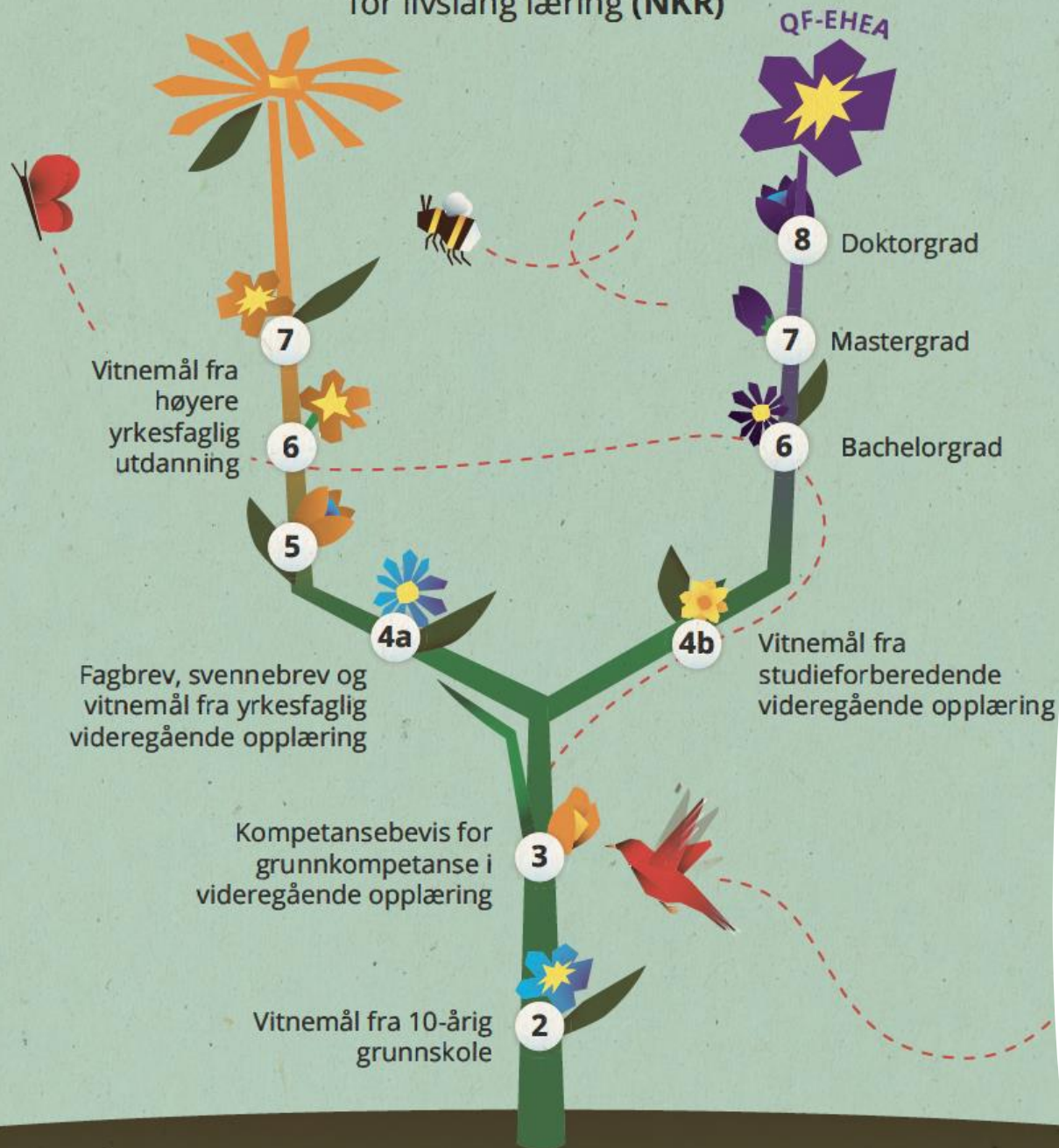


- **Politicians** and party policies.

- 1. How have political processes shaped H-VET in your country?*
- 2. Who have been the key drivers of change in your context?*



Nasjonalt kvalifikasjonsrammeverk for livslang læring (NKR)



What does the Reform entail?

- Expansion from EQF level 5 to levels 6 and 7 for HVET.
- Dual system - Uniqueness
- Alignment with ECTS and increased mobility.
- Opportunities for institutions and students.

1. *What does ECTS alignment mean for quality and recognition in your system?*
2. *How can we ensure that expanding to higher levels doesn't compromise the practical and labour relevance of H-VET?*



From Policy to Practice: Making it Happen!

- Cross sectoral team victory!
- Collaboration between institutions, bureaucracy, ideology driven politicians and advocacy groups.
- Implementation experiences.



- 1. How do you translate political decisions into practical change?*
- 2. How are students involved in shaping H-VET in your country?*



An illustration on the left side of the slide depicts a person wearing a brown hard hat, a brown jumpsuit with yellow reflective stripes, and a white backpack. They are holding a grey hose and spraying a blue stream of water onto a stylized landscape. The landscape includes a green path, a purple flower, a yellow flower, a bee, and a butterfly. In the background, there are green trees, a red bird, and a white airplane flying in the sky. Dashed blue lines suggest movement or paths.

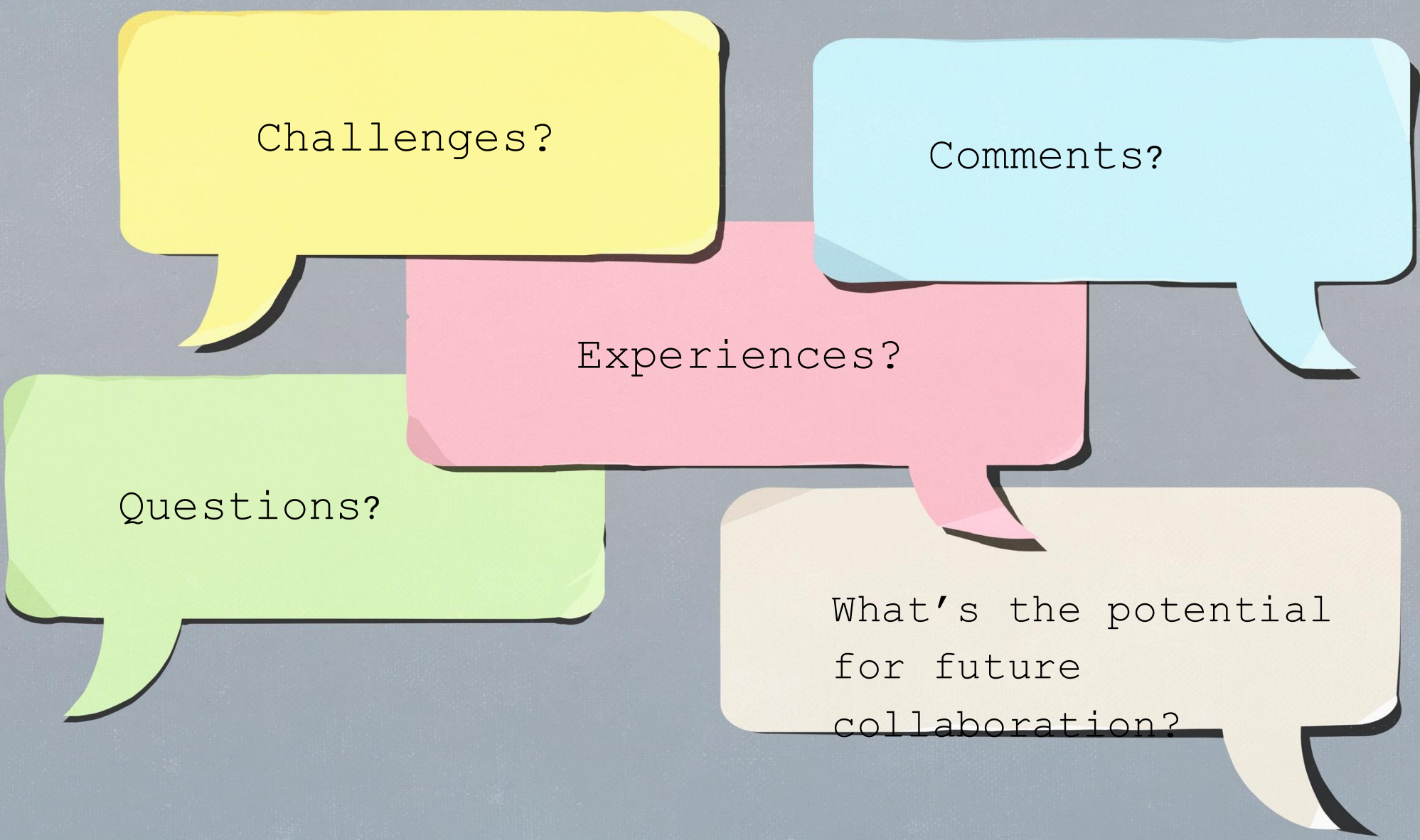
European Perspective and Collaboration

- Desire to align Norway's education system with European systems.
- However, great diversity in the European systems.
- Dual, not dual?
- Dimension: Which areas of study belongs to which levels and in what type of institutions?
- Discussion about the term "higher education" and VET's place.
- Implications of connecting to the Bologna framework, and how can we benefit from the *Herning Declaration* ?
- Opportunities for cooperation through the Chain5 network?

- 1. What are the degrees for level 5 and 6 called in your country?*
- 2. What is the name of the type of institution?*
- 3. Are your level 5 (and 6) programmes connected to the QF-EHEA Bologna qualifications framework?*
- 4. Do your students get ECTS credits?*

Should we aim to align VET language and systems across Europe, and how can we use the Chain5 network to promote shared goals?





Challenges?

Comments?

Experiences?

Questions?

What's the potential
for future
collaboration?

Muito obrigada!



Anja Johansen
anja@abelia.no
www.abelia.no



Ingrid Marie Aarre
Ingrid.aarre@fagskolestudent.no
www.fagskolestudent.no



Elin Dahling
elin.dahling@hoyio.no
www.hoyio.no