

# Norwegian Strategy for Skills Policy 2017-2021

<https://www.regjeringen.no/contentassets/3c84148f2f394539a3eefdfa27f7524d/strategi-kompetanse-eng.pdf>



# Skills policy as a separate policy domain

## **Step 1:**

Establish the acceptance and understanding that skills policy is broader than education policy

## **Step 2:**

Clarify the content and the limitation of skills policy towards other policy domains

# A coherent adult learning strategy within a skills policy framework



- **Coherent:** to ensure lifelong learning opportunities for every adult person, transition and progression between different pathways and learning systems
- **Policy framework:** to ensure concurrent actions, funding and supporting regulations at national level
- **Strategy partners / Skills Policy Council:** Government (5 Ministries), Social Partners (4 Employers Federations and 4 Trade Unions Federations), The Norwegian Association for Adult Learning, The Sami Parliament
- **Norwegian Committee of Skills Needs:** Social Partners (8), Government (3), Analysts/researchers (7)

# Categories of skills development by purpose – responsibility - funding

| Purpose                                 | Responsibility                               | Funding                 | Challenge   |
|---|--|-------------------------|---|
| Basic skills                            | Government                                   | State                   | <ul style="list-style-type: none"> <li>• Attract target groups</li> <li>• Similar standards in education and workplace</li> </ul> |
| Key competences (soft skills)           | Government<br>Enterprises<br>Social partners | Split agreement         | <ul style="list-style-type: none"> <li>• Common understanding on content</li> <li>• Standards?</li> </ul>                         |
| Performance in current job              | Employers                                    | Employers               | <ul style="list-style-type: none"> <li>• Strategic management of skills and skill needs</li> </ul>                                |
| Internal mobility/career                |  |                         |   |
| Mobility and career outside current job | Employees<br>Government                      | Employees<br>Government | <ul style="list-style-type: none"> <li>• Effective and efficient funding mechanisms</li> </ul>                                    |

The strategy aims to ensure that individuals and businesses have skills that provide Norway with a competitive business environment, an efficient and sound public sector and an inclusive labour market.

## Priority areas

Contribute to making informed choices for the individual and for society

Promote learning in the workplace and effective use of skills

Enhance skills among adults with weak labour market attachment

## Areas of actions

Kompetansebehovsutvalg (KBU)  
Regionalt nivå  
Karriereveiledning  
Samarbeid utdanning og arbeidsliv

Digital kompetanse  
Kunnskapsgrunnlaget  
Yrkesfaglige utdanninger  
Better systems for documenting skills acquired in the workplace  
SMB og klynger  
Utenlandsk utdanning

Fleksibel opplæring  
Kompetanse+  
Opplæring styrkes i arbeidsmarkeds- og integreringspolitikk  
Målrette og effektivisere tiltak  
NAVs opplæringstilbud  
Frivillig sektor

# A Balancing Act

Describing skills acquired in  
the workplace



Tormod Skjerve | Eleni Simeou

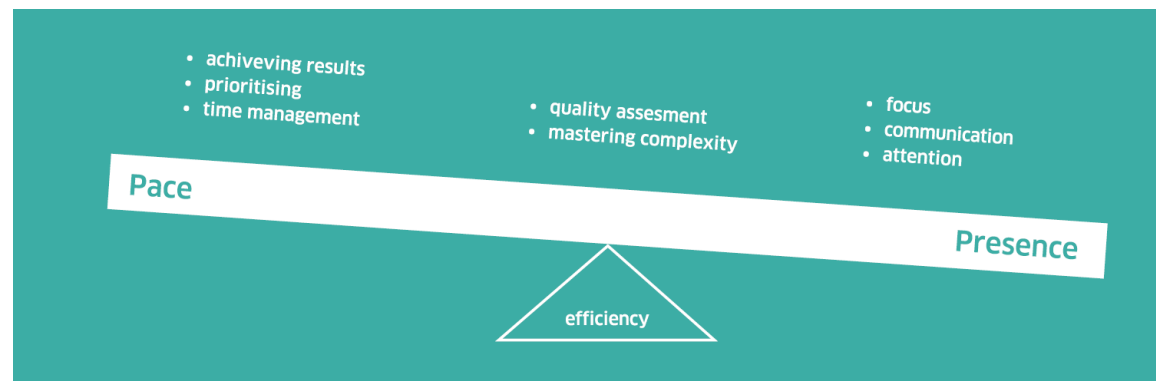
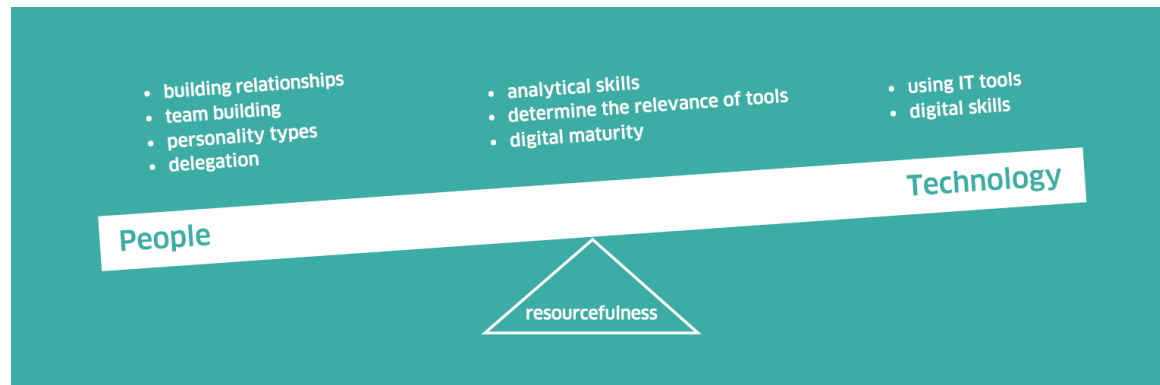


The objective of this project was to develop a model and method to describe skills acquired in the workplace, so that they can be understood in a wider working life context as well as in the formal education system.

This project aims to make it possible to define skill standards in the workplace in the same way as standards are defined in the formal education system



# BALANCE POINTS





## The four-step method



### STEP 01

#### THE BALANCE MODEL

Identify the skills for the role/function, and use the balance model to help create a comprehensive picture of all the skills required



### STEP 02

#### KEY SKILLS

Determine the 10-15 most important skills for the role/function



### STEP 03

#### LEARNING OUTCOMES

Write learning outcomes for all key skills



chain/sector

### STEP 04

#### QUALIFICATIONS

Fill out the information required for the skills standard to qualify as a qualification

# «A Balancing Act» - contributions to skills policy and lifelong learning

## Improving understanding of skills – activation of skills – skills match

- Validation of prior learning
- Integration and inclusion
- Mobility
- Cooperation and transition between education and working life
- Career guidance

**Thank you for your attention!**

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For further information visit:

<https://www.virke.no/var-politikk/politiske-artikler/vi-er-balansekunstnere>