



**Inland Norway  
University of  
Applied Sciences**

# A starting point for the Norwegian journey

## OECD REVIEW OF CAREER GUIDANCE POLICIES



**NORWAY**

**COUNTRY NOTE**

Visit: February 2002  
Revised: April 2002

The weaknesses of the system include:

- (a) The fragmented nature of current provision, with many education-based services lacking strong enough links with the labour market, and with no coherent focus for strategic development.
- (b) Significant gaps in provision, particularly for adults.
- (c) Weak professionalisation.
- (d) Perhaps because of (c), a tendency to focus more on information than on guidance

# The situation in 2022

- National coordinating unit
- Regional partnerships for career guidance
- Lifelong, comprehensive quality assurance system
- National digital career guidance service
- Masters and further education programs in career guidance

# Some lessons learnt on the way as a inspiration for your further development



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# Establishment of National Unit for Lifelong Guidance

- The main objective of the Unit is to improve the quality in career guidance and to promote equal access to career guidance services for young people and adults in all life stages.
- The National Unit for Lifelong Guidance was established January 1st, 2011. They are involved in the development of evidence-based practice and in undertaking new and collaborative networks that lead to the advancement of theory, policy and practice in the career guidance field.

# Key areas of work

These are major focal points of the Unit:

- Cooperation and coordination between all the different career guidance provisions and the stakeholders involved
- Evaluation and documentation of systems and practice in the field
- Competence development and evidence based research, both to advance career guidance as a specific professional field and to enhance competence development for professionals
- Quality development and quality assurance

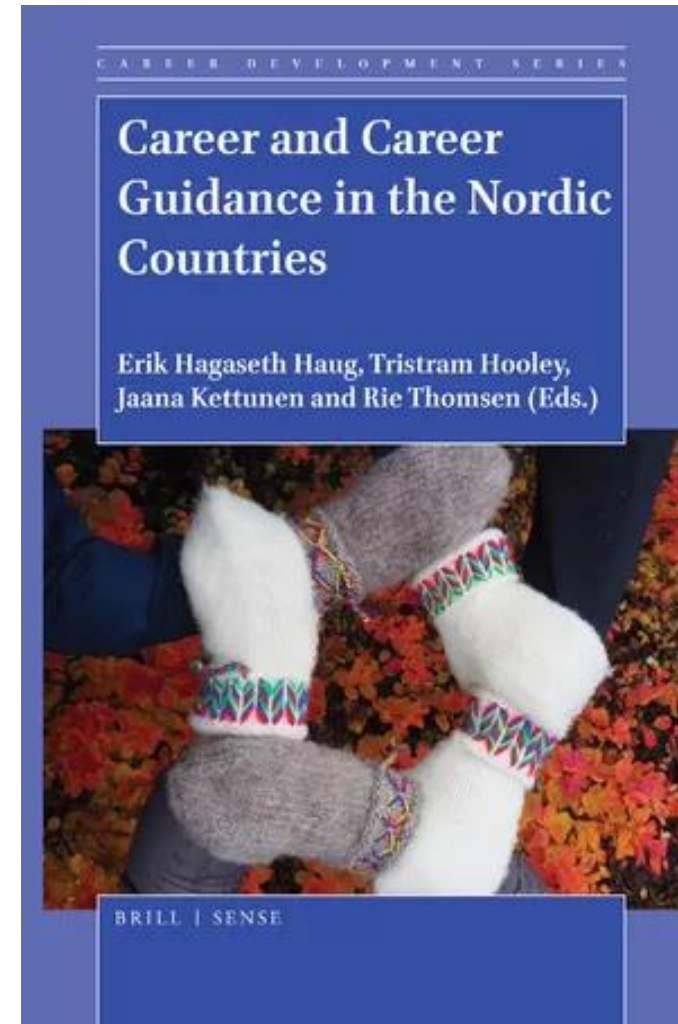
# *Collaboration* between policy, research and practice at a national level

- The Unit chairs a National Coordination Group at directorate level, which is set up to coordinate policy development and implementation in the different sectors.
- Also, a National Forum for Lifelong Guidance is established, including all relevant stakeholders. Participation in the National Forum reflects representation in the regional partnerships already established in the regions/counties.

# Overarching characterization of Nordic career guidance

The four COs:

- the acknowledgement of career and career guidance as embedded in *context*;
- community* as important resource for career guidance;
- co-construction* as the defining professional approach to career guidance; and
- collaboration* between policy, research and practice across the Nordic countries as the usual way in which career guidance is developed and managed.



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# Assignment

Develop a cross-sectoral,  
national quality framework  
for career guidance

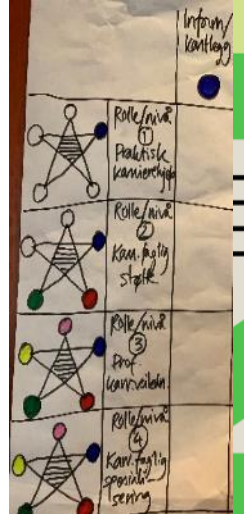
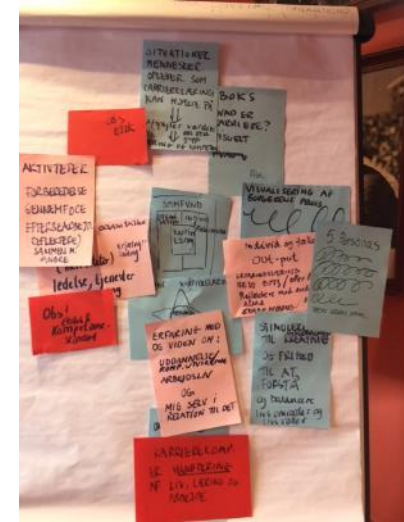
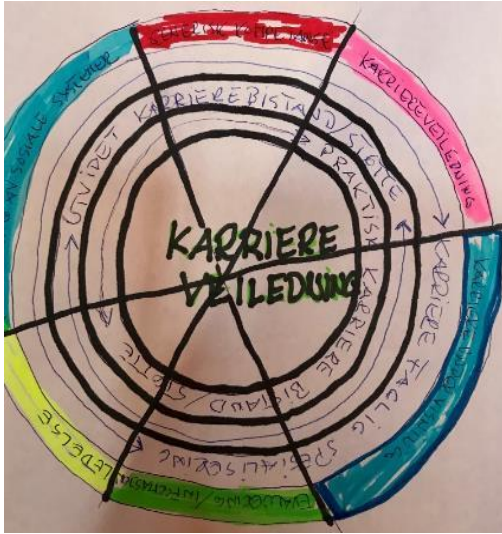
As a follow-up of NOU 2016:7

*Skills Norway has been charged with initiating efforts to describe and develop a **quality framework** for career guidance.*

*The goal is to provide all inhabitants with **equal opportunities for career guidance**.*

*The quality framework should be **cross-sectoral**, and include a definition of quality criteria for the services and competence standards for career advisors.*





# Participants from all sectors

## **Primary/lower secondary**

Reinhardt Jåstad Røyset  
Ruth-Wenche H. Vinje  
Tove Ann Hustveit  
Liv Hofgaard  
Ivar Landmark  
(fengselsundervisningen)

## **NAV/integration**

André Johansen  
Ingjerd Rindal  
Faten Lubani

## **Adult learning/integration**

Helene Fredriksen

## **Partnerships for career guidance in the counties**

Kjell Helge Kleppestø

## **Work and inclusion enterprises**

Monica Sivertsen

## **Career centre**

Tone Vassbotn  
Marija-Christin Jurin  
Birgitte Daae  
Clare Seville

## **Directorate of Labour and Welfare**

Marie Refseth

## **Directorate of Education**

Lone Lønne Christiansen

## **Career services in higher education**

Bodil Innset

## **Research and teaching in universities/univ. colleges**

Lars Gunnar Lingås  
Roger Kjærgård

## **Subject experts from universities and university colleges:**

Erik Hagaseth Haug (subject coordinator)  
Torild Schulstok  
Anne Holm-Nordhagen  
Rie Thomsen

## **Participants from Skills Norway:**

Line Wiktorja Engh  
Tonje F. Gravås  
Gry Eilen Bakke  
Marianne Almbakk  
Anne-Lene Andresen  
Ingjerd Espolin Gaarder





# Regional Partnerships

- Career Guidance Partnerships have been established in most counties in Norway. The objective is to develop cooperation and coordination between the different career guidance services in each county, as well as to enhance the quality of the services.
- Partnerships include regional authorities, the educational sector, the work and welfare sector, the social partners and other relevant stakeholders. Their main task is to ensure equal access to career guidance services for everybody throughout the lifespan: for young people; for adults and for the “third age”.



# *Structured* Cooperation showing the benefits for schools, pupils and cooperations

## Skolene:

- › Får dekket mål i lærerplanen.
- › Tar seg av det pedagogiske arbeidet på skolen.
- › Arbeider med forberedelse, informasjon og søknad i forkant. Dette gjøres i undervisningstid på skolen, i tillegg gjerne hjemme, gjerne sammen med foreldre.
- › Lar elevene presenterer for medelever og levere inn oppgaver i etterkant.

Lærerne får faglig påfyll ved å følge elever til forskjellige Fagdager i bedrift.

## Elevene:

- › Får økt kunnskap om utdanningsmuligheter og yrker.
- › Får egen erfaring med å prøve et yrke.
- › Blir bevisst på egne interesser og evner.
- › Blir plukket ut på bakgrunn av skriftlig søknad.
- › Inntrykkene modnes gjennom presentasjon og oppgaveløsning i etterkant.

## Bedriftene:

- › Legger Fagdag i bedrift inn i sine langsiktige rekrutteringsplaner.
- › Har fokus på det faglige opplegget på arbeidsplassen.
- › Legger til rette for at elevene får komme inn på kontorer, verksteder og laboratorier og får prøve faglige, relevante og konkrete arbeidsoppgaver.
- › Lar elevene bruke profesjonelt utstyr, under veiledning av fagfolk.
- › Får kontakt med ungdommer som ønsker å lære mer om deres fag.



Illustrasjon: Colourbox

# Thank you

Feel free to contact me for further elaboration at  
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