ICCDPP
THE INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

CATE
Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ

Tertiary Education Commission
Te Amorangi Mātauranga Matua

Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Norway

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?
Yes

Q2. I confirm that I am providing a response on behalf of my country.
Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.
Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?
Yes

Q5. Who have you consulted with before completing this survey?
Representatives from the University of Inland Norway

About you

Q6. What is your name?
Ingjerd Gaarder

Q7. What organisation do you work for?
The Norwegian Directorate for Higher Education and Skills

Q8. What is your job title?
Head of Departement

Q9. What is your email address?
ingjerd.gaarder@hkdir.no

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?
Yes

About your country

Q11. What is the name of your country?

Norway

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people	X			
Young people in schools	X			
Young people in Technical and Vocational Education and Training (TVET)	X			
Young people in university or higher education	X			
Young people not in education or work (e.g. NEETs)	X			
Adults in education	X			
Adults in work	X			
Adults not in education or work (e.g. unemployed workers and the economic inactive)	X			
Migrants	X			
People in the criminal justice system		X		
Employers/businesses			X	

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

In addition to the services offered to specific groups, we have two types of career guidance services that are accessible to all citizens and for free: career centres in each county for all adults over the age of 19, and a national digital career guidance service available for all citizens (see below for more information).

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.				X	
School leavers in my country are well prepared for successful transitions to			X		

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.				X	
work or further learning.					
There is a strong evidence base to support the provision of career development services in my country.			X		
AI is having a major impact on the education system in my country.		X			
AI is having a major impact on labour market in my country.			X		
AI is having a major impact on the provision of career development services in my country.				X	

Q15. Are indigenous groups involved in the design of career development services in your country?

No

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Career guidance is available and accessible to the population through career guidance in secondary schools, in the welfare system (PES), in higher education and through a system of free career guidance provision through regional career centres (for adults) and a national digital career guidance service.

The counties and municipalities are obliged to provide career guidance to all lower and upper secondary school students. The core of the service is access to individual career guidance for all students. In addition: In lower secondary school there is focus on career learning trough a mandatory subject with the aim to help students develop essential career competencies. In vocational programs in upper secondary education, students take part in hands-on projects in local businesses, to get a better understanding of the different options before they make their choice of specialities. When the students leave school after two years for a two-year apprenticeship, they can still receive career guidance delivered by one of the services in the county.

Career guidance is free and accessible to the entire population above 19 years of age through the county career centres. The counties are obliged by law to have such a service available for their population. Theres is a minimum of one centre in each county.

Some higher education institutions offer career guidance to their students. There is also a regulation that gives the HE-institutions an obligation to offer career guidance to early-stage researchers.

Norway has developed a national digital career guidance service that is accessible for all ages. The service offers career guidance trough chat, telephone and e-mail as well as providing different digital resources and digital workshops. There is also a national career information portal which provides information on education, work and career. The services are delivered bt the Directorate for Higher Education and Skills, and funded by the government.

Career guidance in the welfare system is connected to the social insurance system and labour market activities. The Norwegian Labour and Welfare Administration (NAV) is responsible for employability in

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Norway. All citizens applying for NAV services have the right to have their needs assessed and receive assistance in entering or re-entering the workforce. NAV is focusing on social and work inclusion, utilizing ordinary working life as a training and placement arena. NAV is also cooperating with the regional career centres.

The Integration act in Norway mandates that newly arrived refugees have a right and a duty to receive career guidance. The guidance is delivered by the regional career centres. The introductory program for refugees also includes a mandatory subject which includes career learning.

The Norwegian Directorate for Higher Education and Skills (a directorate under the Ministry of Education and Research) has the national systems responsibility and supports the development of career guidance services in Norway. The directorate has developed a cross-sectoral National Quality Framework for Career Guidance meant to support the development of high-quality career guidance and the professionalisation of practitioners in the country. The framework provides (voluntary) guidelines for practice, with qualification standards, ethical guidelines, career competencies and system for quality assurance. The framework is supported by a digital Quality lab with resources and inspiration to work with quality development.The framework was launched in 2020.

Career guidance practitioner is not a professional title with mandatory competency requirements attached to it in Norway. Two HE-institutions offer a specialised master's degrees in career guidance, and there are also some other subjects and courses in career guidance offered at other HE-institutions.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

In English:

The National Quality Framework for Career guidance:
https://hkdir.no/en/national-quality-framework-for-career-guidance

The Quality Lab:
https://kik.hkdir.no/en

The report behind the framework: National Quality Framework for Career Guidance:
https://hkdir.no/en/reports-ongoing-surveys-and-statistics/national-quality-framework-for-career-guidance-presentation-of-the-areas-of-competence-standards-career-competence-and-ethics

OECD report: Teenage career development in Norway. Insights from PISA Teenage career development in Norway:
https://hkdir.no/en/reports-ongoing-surveys-and-statistics/teenage-career-development-in-norway-insights-from-pisa

Career Guidance and Career Learning Interventions in Education and Educational Transitions: A Scoping Review of Empirical Research (January 2014−April 2025):
https://hkdir.no/en/reports-ongoing-surveys-and-statistics/career-guidance-and-career-learning-interventions-in-education-and-educational-transitions-a-scoping-review-of-empirical-research-january-2014-april-2025

Framework for Career Guidance for Early Stage Researchers:
https://hkdir.no/karriereveiledning-og-utdanningsvalg/rammeverk-for-karriereveiledning-for-forskere-i-tidlig-karrierefase

Unges utdannings- og yrkesvalg 2025:
https://hkdir.no/rapporter-undersokelser-og-statistikk/unges-utdannings-og-yrkesvalg-2025

Livsmestring i introduksjonsprogrammet:
https://hkdir.no/rapporter-undersokelser-og-statistikk/livsmestring-i-introduksjonsprogrammet-standardisert-intensjon-og-mangfoldig-iverksettelse

Statistikk om karrieresendtrenes aktivitet:
https://hkdir.no/rapporter-undersokelser-og-statistikk/forbedret-statistikk-om-karrieresentrenes-aktivitet

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

Kvalitet i karriereveiledning i skolen - En undersøkelse av kvalitet og kvalitetsutvikling i karriereveiledning i skolen:
https://hkdir.no/rapporter-undersokelser-og-statistikk/kvalitet-i-karriereveiledning-i-skolen-en-undersokelse-av-kvalitet-og-kvalitetsutvikling-i-karriereveiledning-i-skolen

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

The Norwegian career guidance system has been through a rapid and profound development since the millennium, and there is a wide range of services on offer for the population and career guidance is integrated in the Education act and the Integration act. There is also a quality framework to support career guidance providers and practitioners in their work, and a framework for career guidance for early stage researchers.

However, while the policy impetus has been strong to move the development of career guidance forward, the recent years have seen fewer policy initiatives, and some challenges are still to be adressed. Career guidance is seen as useful and important in a range of settings but there are few detailed requirements in the laws regulating the services, which means that the quality and prioritising of career guidance to a large extent is a matter of local strategy and resource management, especially in the education sector.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
Career development services contribute to workforce productivity.		X			
Career development services deliver a positive return on investment on public spending.			X		
Career development services support entrepreneurialism.				X	
Career development services help to address employers' skills and labour needs.			X		
Career development services can be accessed by small and medium sized businesses (SMEs).				X	
Career development services improve levels of job satisfaction.		X			
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).		X			
Career development services support equality of access to learning and work opportunities.	X				

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
Career development services contribute to the green transition.		X			

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

Career guidance has its place in institutions that aim to support citizens in their efforts to find a way to participate in society through work, e.g. the education system, the employment sector and the immigration integration process. As such, career guidance support productivity in Norway on a general level by supporting citizens transition to/within work-life.

More specifically:
For example, in instances where secondary schools have developed cooperation with actors in the local business sector, career guidance and learning activities in schools support recruitment and retention of workers and thus the productivity of the regional business sector.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

In the migrant integration process, career guidance and career learning is initiated early in the process to establish a focus on the transition to work later in the program, where migrants' participation in the workforce is of high priority.

In the welfare administration (NAV), career guidance is implemented as a necessary part of most labour market/activation programs, where career guidance is central in supporting citizens with health (or other) issues to (re-)enter the labour market.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

No Response

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills	X				
Career development services	X				

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills	X				
support people to access training					
Career development services support the uptake of TVET pathways		X			
Career development services support lifelong learning	X				

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

High rates of drop-out from TVET
Lack of ongoing career development support for learners studying TVET pathways
The influence of gender stereotyping on TVET choices
Shortage of employers offering training placements

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

At 16 years of age, through TVET programs in upper secondary (2+2 years of training and apprenticeship).

TVET upper secondary also gives access to higher technical education via the ‘work-route’, i.e. a separate set of requirements for candidates having accomplished apprenticeships so they can continue building their competence with higher education.

Q26. Does the age of pathway selection cause challenges for your TVET system?

No

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

Upper secondary education (including TVET) is now made available also to adults who have not completed such education, by a revision of the Education act, with a guarantee that they will receive support and facilitation to help them complete the education.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

Career guidance is provided in lower and upper secondary education, where counsellors facilitate the choosing of and transition to TVET. Counsellors are encouraged to help the recruitment of candidates for TVET.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

No Response

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.			X		
Vulnerable and disadvantaged groups can access career development services.		X			
Career development services support vulnerable groups to access decent work.			X		
Career development services support vulnerable groups to access the education and training system.			X		
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.				X	
Policies for social inclusion intersect with policies for education, training, and employment.	X				

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	X	
Women and girls	X	X
Men and boys		X
Ethnic minorities	X	
Religious minorities		
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds	X	
People with low skill levels	X	
Migrants	X	X
People with disabilities	X	

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

People with health and mental health challenges	X	
Younger people	X	X
Older people		
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

ulnerable and disadvantaged people have access to bespoke career services in labour market activities in the welfare system.
Upper secondary students and younger adults who are at risk of dropping out have access to a designated follow-up service, provided by county governments.

Newly arrived immigrants have both a right and an obligation to participate in career guidance sessions, and some of them have the opportunity to participate in career learning courses as part of their introduction programme.

In addition, the career centres and the national digital career service are free and accessible to all, which includes vulnerable and disadvantaged people.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

Livsmestring i introduksjonsprogrammet. Standardisert intensjon og mangfoldig iverksettelse: https://hkdir.no/rapporter-undersokelser-og-statistikk/livsmestring-i-introduksjonsprogrammet-standardisert-intensjon-og-mangfoldig-iverksettelse

Resultater og utbytte av karriereveiledning gitt i samarbeid med Nav: https://hkdir.no/rapporter-undersokelser-og-statistikk/resultater-og-utbytte-av-karriereveiledning-gitt-i-samarbeid-med-nav


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