

Policy and strategies for the inclusion of (young) immigrants – within working life

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 Direktoratet for
høyere utdanning
og kompetanse



Stjórnarráð Íslands



 Nordisk Nettverk for
Voksnes Læring



Agenda

Introduction

Challenges

Measures

Key numbers

Foreign-born population has increased

- 6,5 % of total population in 2000 – 16 % in 2020
- 4 of 10 from EU countries
- 22 % of the arrivals are refugees
- 68 % of immigrants in employment in 2020 (76 % among people from within th EU and 62 % from countries outside)
- 9 % of jobs in the Norwegian labour-market filled by non-skilled workers, 50 % in these kinds of jobs are immigrants



Source: *Skills and labourmarket integration among Immigrants and their Children* (OECD 2020)

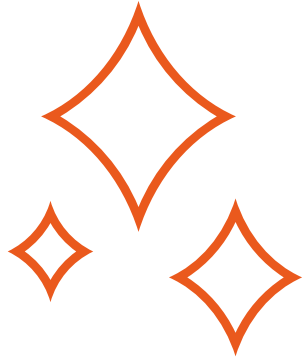
https://www.oecd-ilibrary.org/social-issues-migration-health/skills-and-labour-market-integration-of-immigrants-and-their-children-in-norway_589c4c2c-en

The Integration Act

Purpose: Integration and Economic independence through

- Better Norwegian skills
- Knowledge of Norwegian Society and Culture
- Formal Qualifications
- Sustainable connection to education and working life

Introduction programme



- **The introduction Act – legal framework for integration work**
- **For persons granted asylum – status refugee**
- **Municipality arranges the programme**
- **Content**
 - Language training and test
 - Social studies training
 - Preparation for further training and/or work
- **Goals**
 - increase possibility – and prepare for – participation in work and society
 - Increase financial independence
- **Mandatory and “pays off” – participation > benefits**

Responsibility changing between Ministeries

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

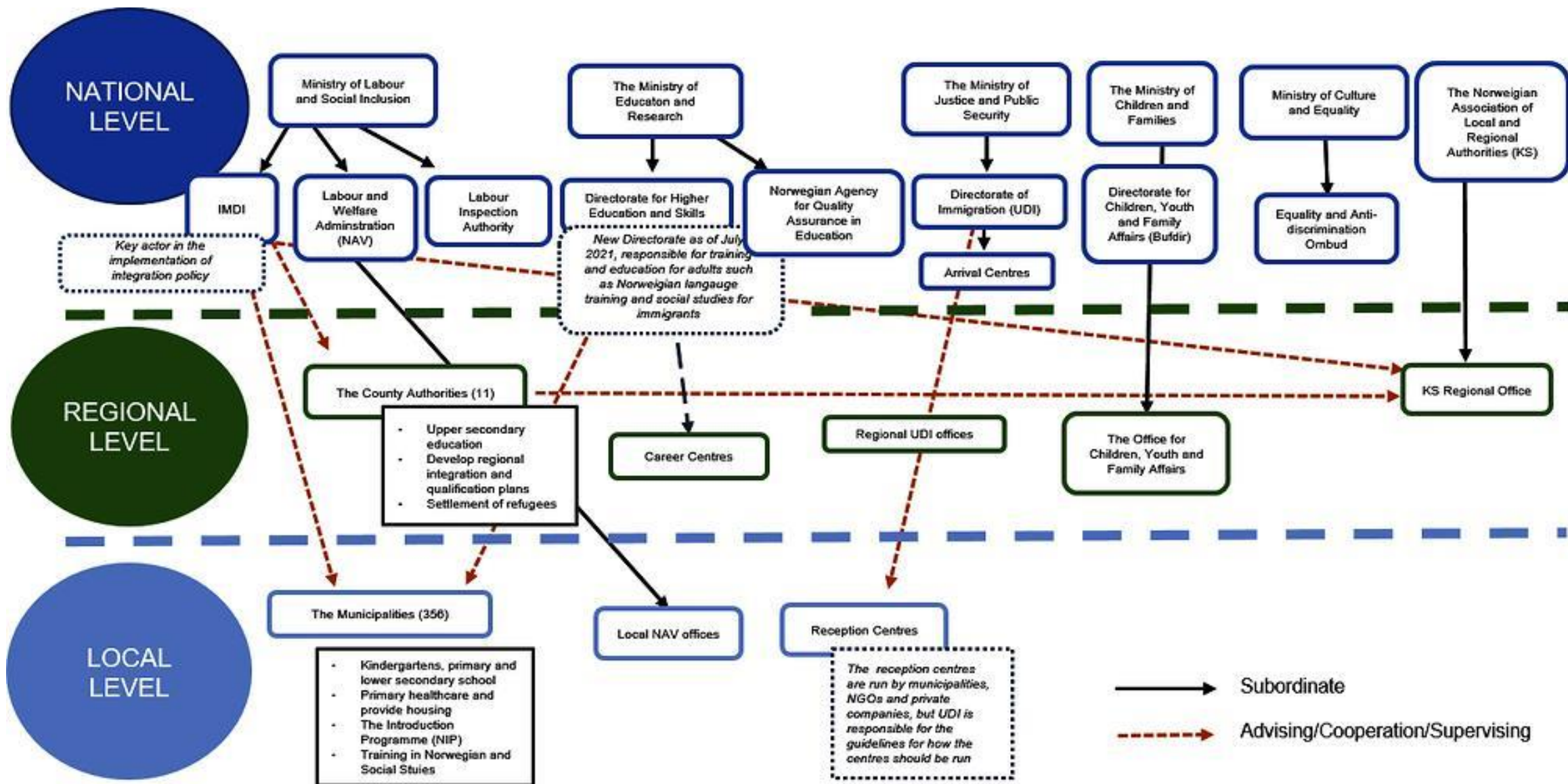
Education and
Research

2018-2021

Labour and
Social
Inclusion

2021-

.... and perhaps showing changes in emphasis (integration and/or inclusion)



Different perspectives – common goals (1/3)

The Directorate for Integration and Diversity (IMDI) (www.imdi.no/en/): Strengthen municipalities, sector authorities, and other collaborative partners **in the field of integration and diversity.**

- Settlement
- Interpretation services
- Negative social control
- Voluntary work
- Diversity in **Labour market**



New Youth Panel: www.imdi.no/om-imdi/aktuelt-na/nytt-ungdomspanel-etablert/

Different perspectives – common goals (2/3)

The Directorate for Higher Education and Skills (HK-dir)

www.hkdir.no/norwegian-directorate-for-higher-education-and-skills

- Enhance the quality of education, knowledge and skills
- Lifelong high-quality education and learning to all and
- Ensure that **working life** has access to a **competent work force**

Different perspectives – common goals (3/3)

The Labour and Welfare Agency (NAV) (www.nav.no/hva-er-nav):

- Social and economic security
- The transition to **work** and activity
- An inclusive society and **working life** and a well-functioning **labour market**



Challenges



What are the societal challenges?

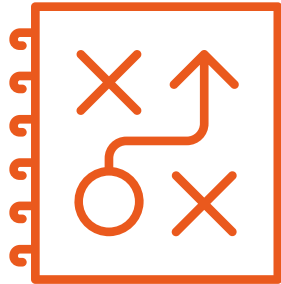
The education system

- High demand, too few study places, drop out rate and lack of adult education offers

Working and social life

- Low application rate and many vacant jobs (problem of attractiveness)

Barriers for worklife and social life (1/2)



- Fewer immigrants in work than the rest of the population
- Employed in part time and temporary jobs
- Were in jobs specially affected by the pandemic
- Reasons why fewer immigrants have jobs:
 - High requirements for skills, competence and productivity
 - Refugees have generally less education
 - Discrimination in job recruitment and hiring
 - Refugees struggle with previous trauma and suffering
- Other obstacles
 - Hired in sectors (companies) struggling with downsizing and closure
 - Overqualified for their work
 - Traditional gender roles



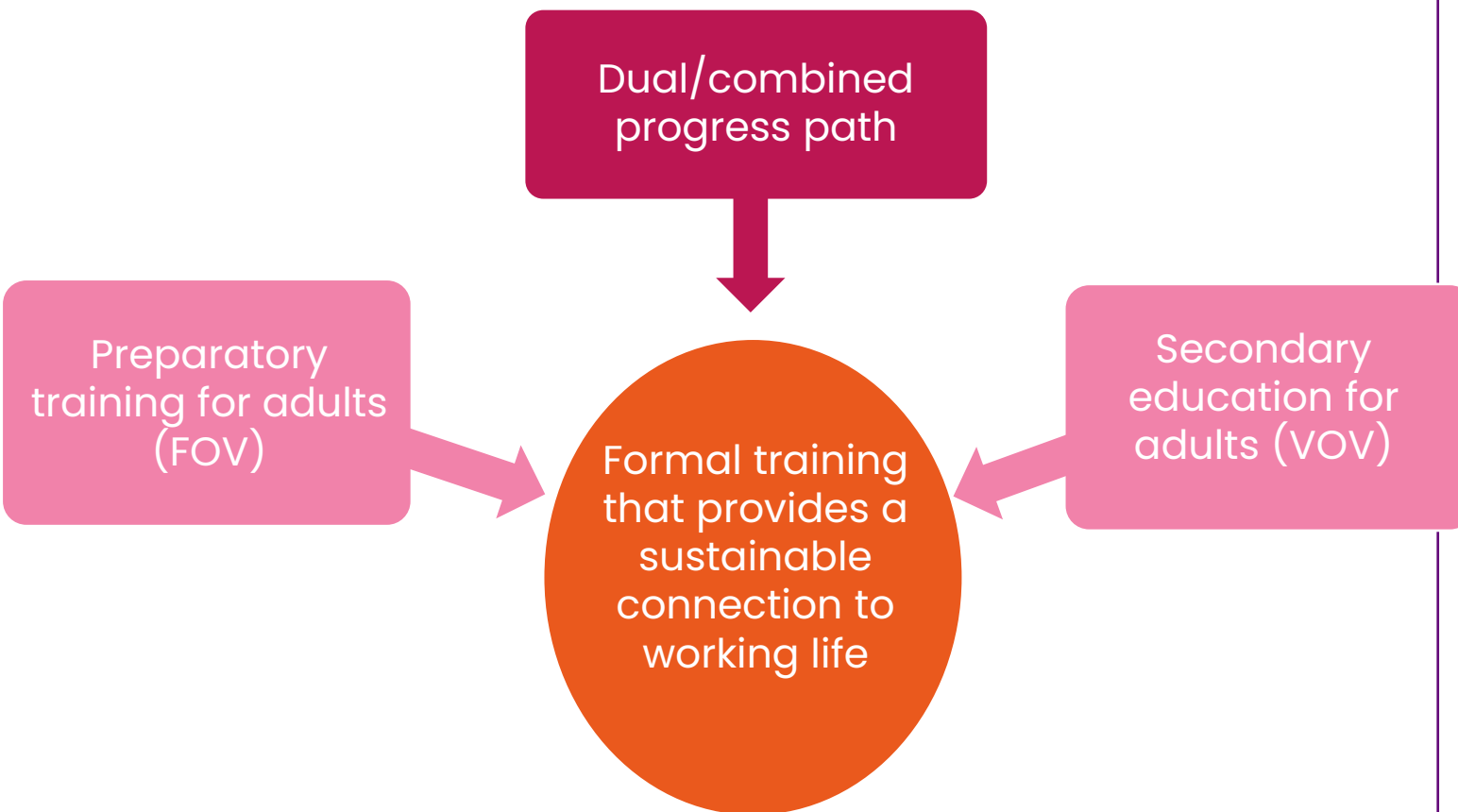
Barriers for worklife and social life (2/2)

- Few jobs for people without formal education
- Mismatch between competencies and skills among immigrants and labour market needs
- Introduction programme is time consuming



Measures supporting inclusion

Education – secondary and upper secondary education



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 programme, 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](#)

Subsidy schemes managed by HK-dir



Flexible and
decentralized education

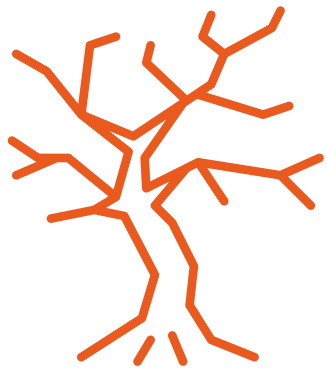


Competence Plus



Threepartite Industry
programmes

Recognition Procedure for Persons without Verifiable Documentation



- Good coverage and systematic arrangements for assessment and approval of foreign education
- National admission to higher education through *Samordnet opptak*
- Good foundation for equal treatment and automation without unnecessary bottlenecks
- **But:**
- HK-dir/NOKUT is one of 16 'authorities for approval' for around 170 legally regulated professions
- The field of recognition and authorization is fragmented – need for cooperation
- Great potential in a possible future joint of coordinated approach to recognition and the authorization schemes/measures



Need of competence

How to reduce the immigrants' barriers in working life

- Data for improving the introduction programme
- Better knowledge on the employment decline statistics
- More data on effects from non-participation in working life
- Increase the knowlegde on measures that are effective



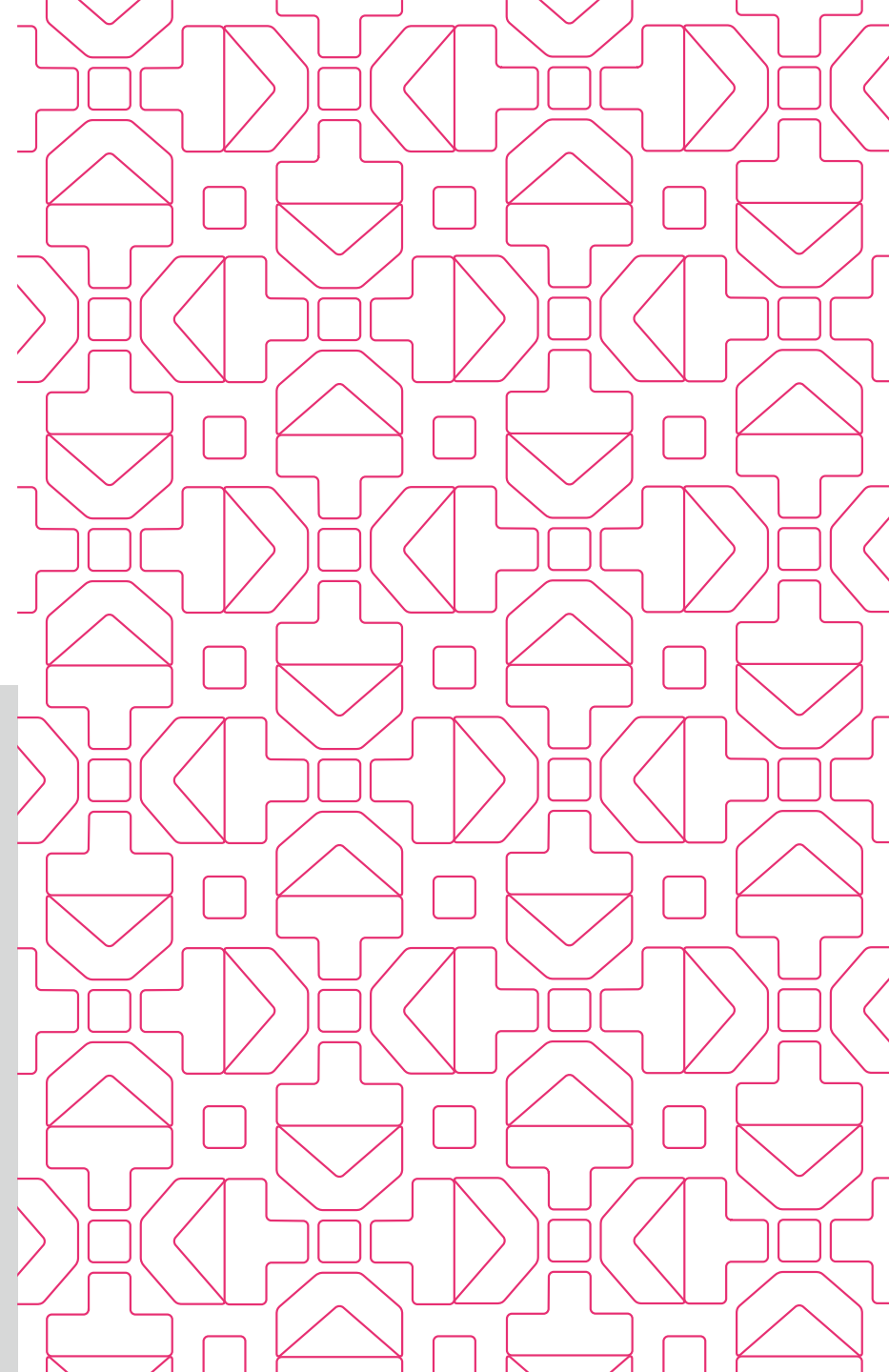
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Thank you!

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Attachments – some numbers and statistics

Participants in Norwegian language training and social studies

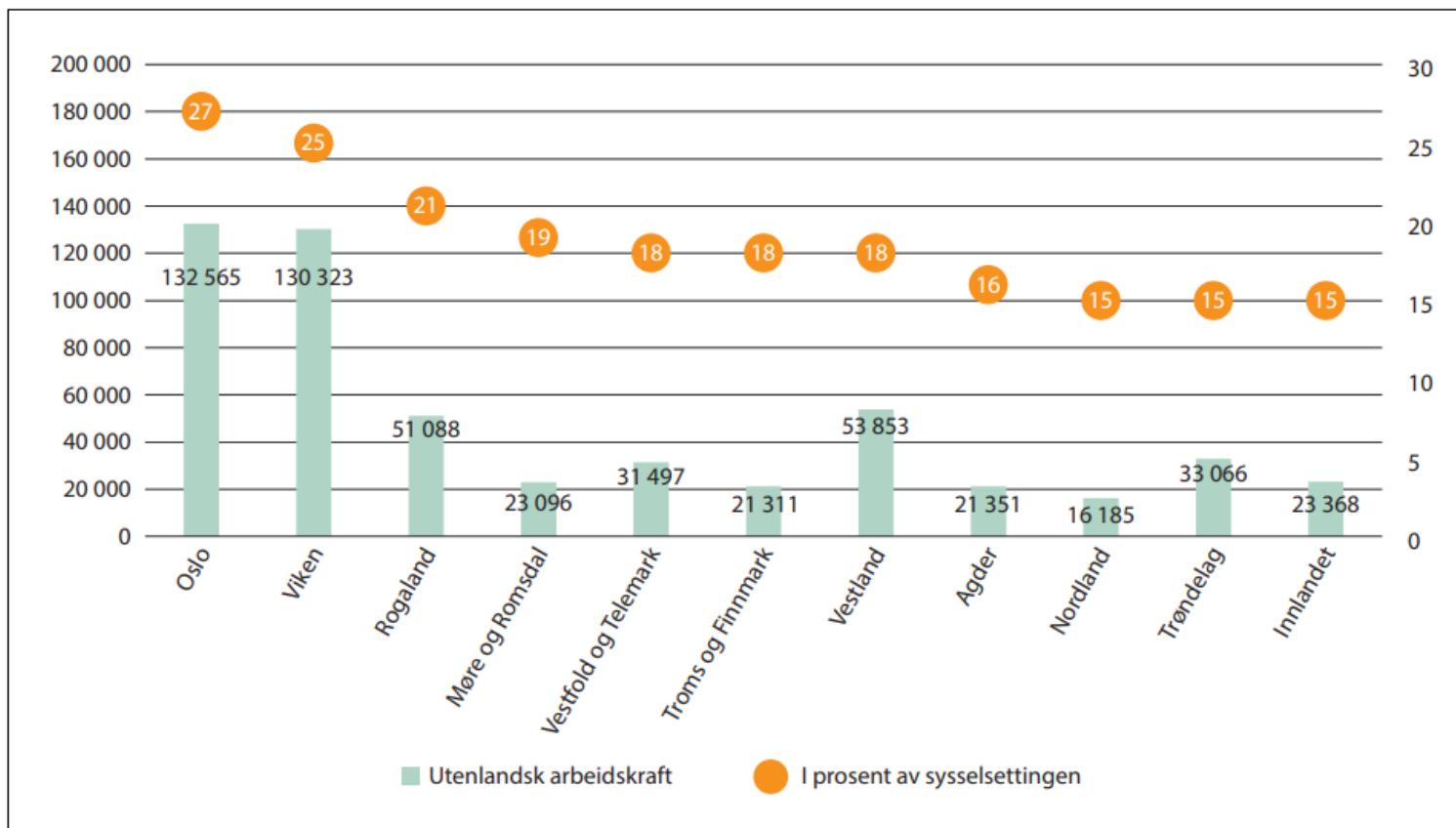
2021

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 studies ¹	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 seekers ¹	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.

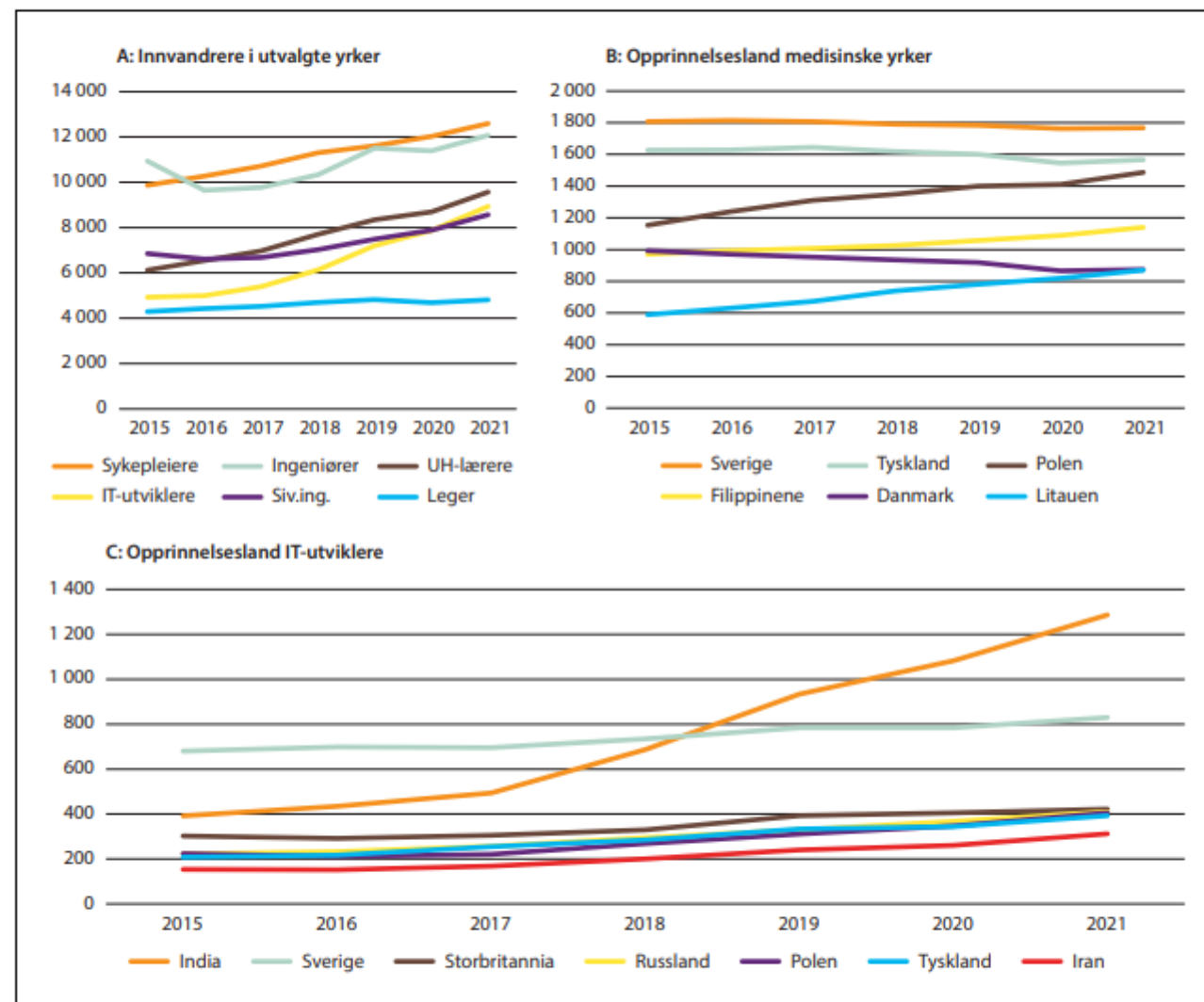
Kilde: SSB 11610

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

Other

- Children of immigrants complete higher education levels than their parents