



CASE STUDY SUMMARY: NORWAY

Number	SUMMARY	SECTOR
CS1	<p>CS1 Formal Recognition: The CS is based on the short story of an individual to illustrate the benefits of VNF-IFL carried out by county skills/ assessment centres (funded through the national Validation project). The CS relates the results of the study done through VOX (Norwegian Institute for Adult Education) about the impact of the new framework for formal recognition and accreditation at upper secondary level of NF-IFL outcomes, both on the assessors/ trainers and on the candidates, as well as providing details on the methodology and tools.</p>	3 rd Sector/AE
CS2 (1)	<p>CS2 (1) Validation-prisons: The CS is the first to address educational issues for prisons inmates. It sets the scene regarding the right of prisoners in Norway to the same education, provided in prisons by county schools, as other citizens. This has repercussions about prisoners' rights, in principle, to have their prior learning validated. The CS highlights the fact that Validation is particularly in this instance, as prisoners tend to have had little formal education, but often a wide range of practical experience.</p> <p>The CS then reports on the project's organisation and key actors: five prisons with different categories of inmates, inter agency collaboration, different roles taken by staff with different professional cultures; prison school staff, responsible for providing the validation and the information and guidance and employed by the local county school; guards and tutors in the prison workshops, in charge of daily schedules and routines.</p> <p>The CS also sets out the procedures and tools of the Validation process, highlighting three main aspects of the methodology: dialogue-based, assessment of portfolio and vocational "testing". It usefully comments that the latter form of validation is especially useful for migrants or those with learning and language difficulties, although it does require added inter-departmental co-operation between the education system, the employment service and social security agencies. Finally, It reports on the project evaluation which points towards the long term benefits for the prisoners, positive impact on validation practices in general, and on staff's own competence development and</p>	AE/3 rd Sector

	increased expertise.	
CS2 (2)	CS2 (2) Paul's story: This CS is an illustration of the previous CS "Validation-prisons" through a successful individual case, Paul's, who had been sentenced to prison for 6 years. It is the story of how he was able to have his practical skills and long experience in construction recognised, through the validation process; The process took place in prison with an outside assessor, with the offer afterwards to continue training in prison in order to gain a "journeyman's certificate", important for job seeking once released. The CS highlights through this individual example how two system cooperated, with the school staff giving him relevant information and guidance and the prison staff adjusting time-tables so that validation could take place.	VET/ 3 rd Sector