

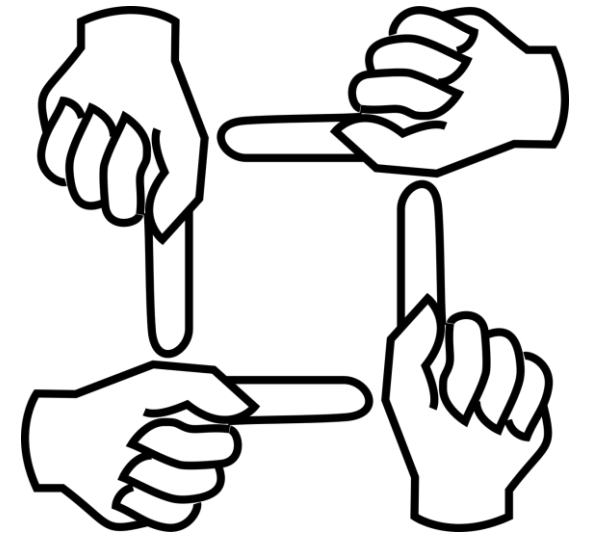
Government assignment:
***develop a cohesive data infrastructure for
skills provision and lifelong learning***

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The government assignment

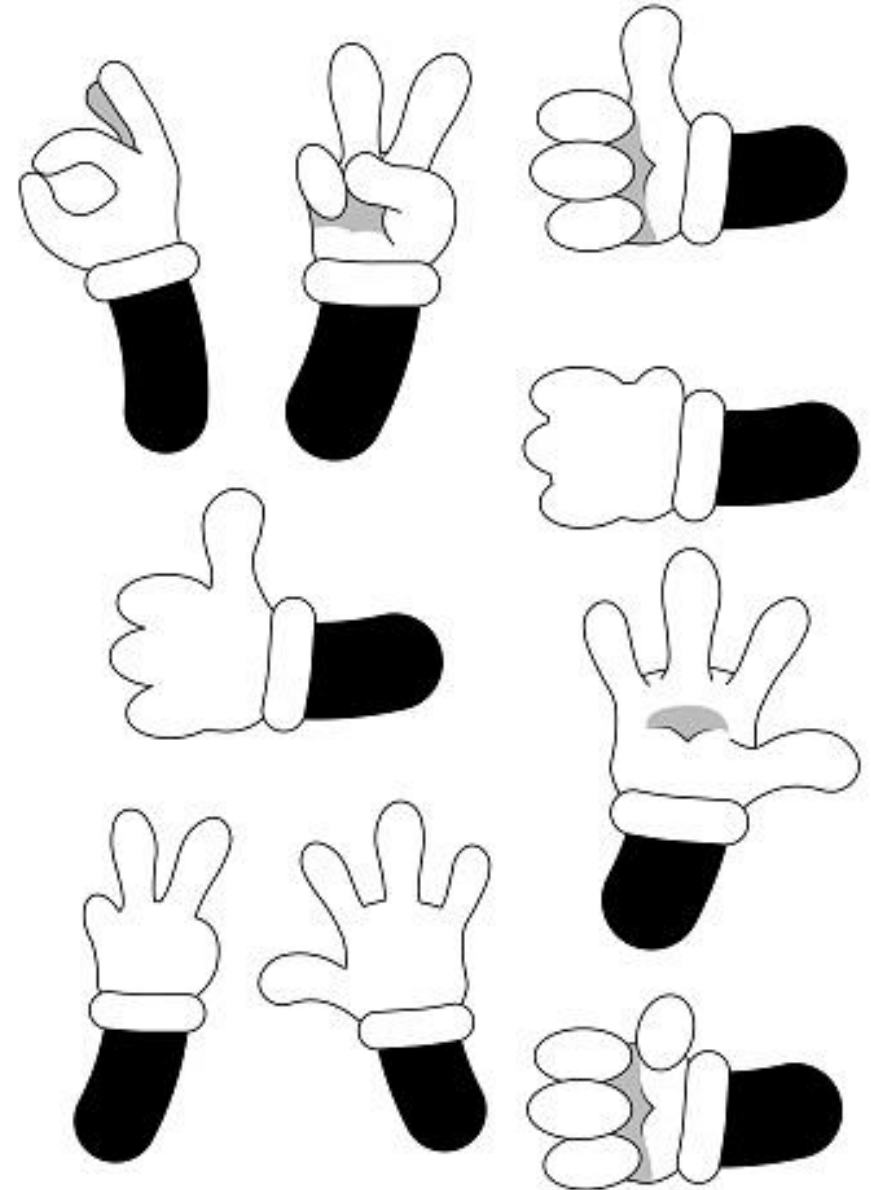
Develop a cohesive data infrastructure for skills provision and lifelong learning

- Given to eight National Agencies in June 2021.
- Cooperation in education, labour market, digitalization, statistics and innovation.
- Provide open data for career guidance, validation and matching peoples skills and job opportunities.
- Explore and suggest how to establish and administrate a cohesive infrastructure i. e a sustainable data ecosystem.
- Report back to government in January 2024.



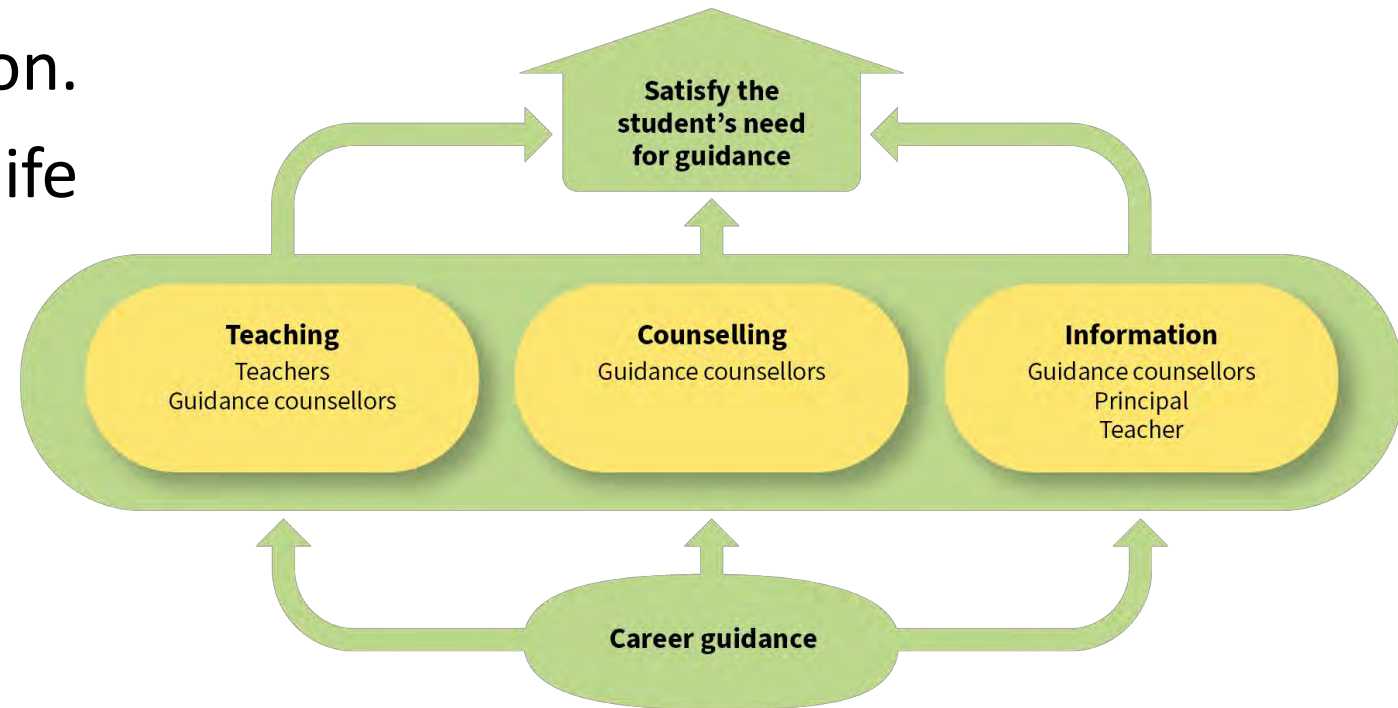
What's the problem?

- Weak governmental steering
- Culture, ways of working
- Knowledge about open data access
- No dedicated resources
- Interoperability
 - legal
 - semantic
 - organizational
 - technical



New scenes for lifelong guidance

- Perspective change in society – from personal career management to skills provision.
- Technology changes in work life – reskilling and upskilling.
- Transversal skills or general competencies are often required for a job.
- Validation and recognition of prior knowledge to ease free movement and migration.



Strengthen conditions
for authorities and other
actors to create and
provide digital services
for guidance, validation
and skills provision

Make data on
qualifications
available

Development
of a database
of publicly
funded
education

Data sharing
to stimulate
innovation

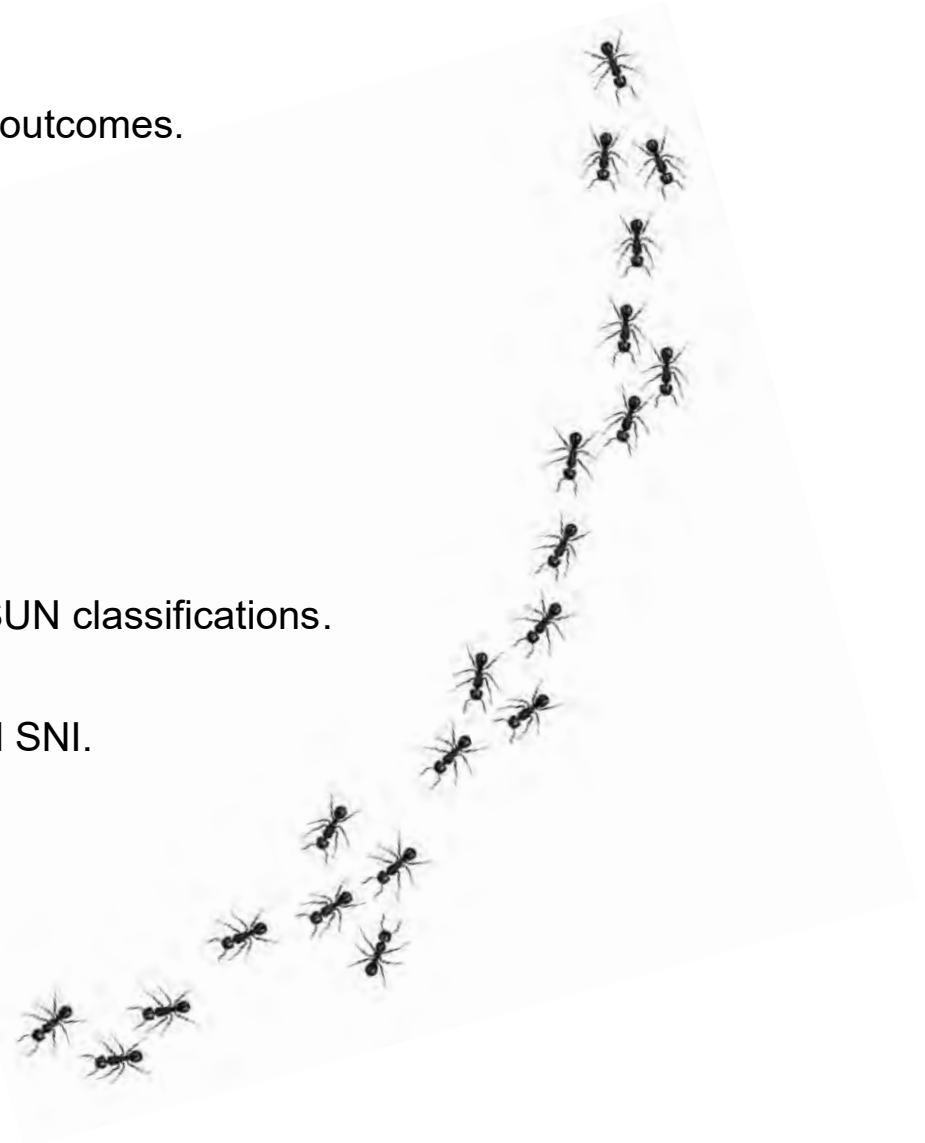
Development
of common
terminology

Development and
administration of
a cohesive data
infrastructure

Development of
secure methods
for handling
individual data

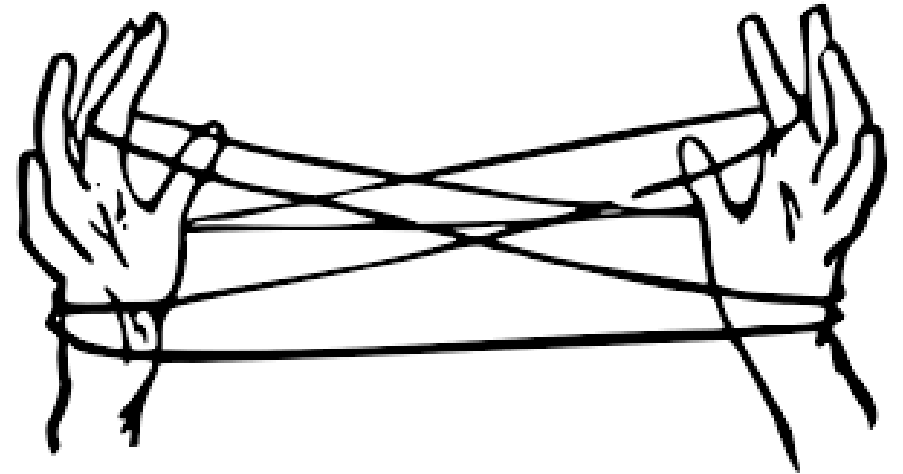
Projects 2023

- Wiki-POC: A common source of translation keys between tasks and learning outcomes.
Project owner: Swedish Public Employment Service
- Development of the database Susa-navet.
Project owner: Swedish National Agency for education
- Human centered digital infrastructure.
Project owner: Swedish Public Employment Service.
- Development of a databas for qualifications 2.0.
Project owner: Swedish National Agency for higher vocation
- Improve reliability and introduce model-based procedures in the SSYK and SUN classifications.
Project owner: Statistics Sweden
- Explore and analyse machine reading data in classifications SSYK, SUN and SNI.
Project owner: Statistics Sweden
- Promote sharing data – Lower the thresholds.
Project owner: Agency for Digital Government
- POC - digital career guidance.
Project owner: Swedish Public Employment Service



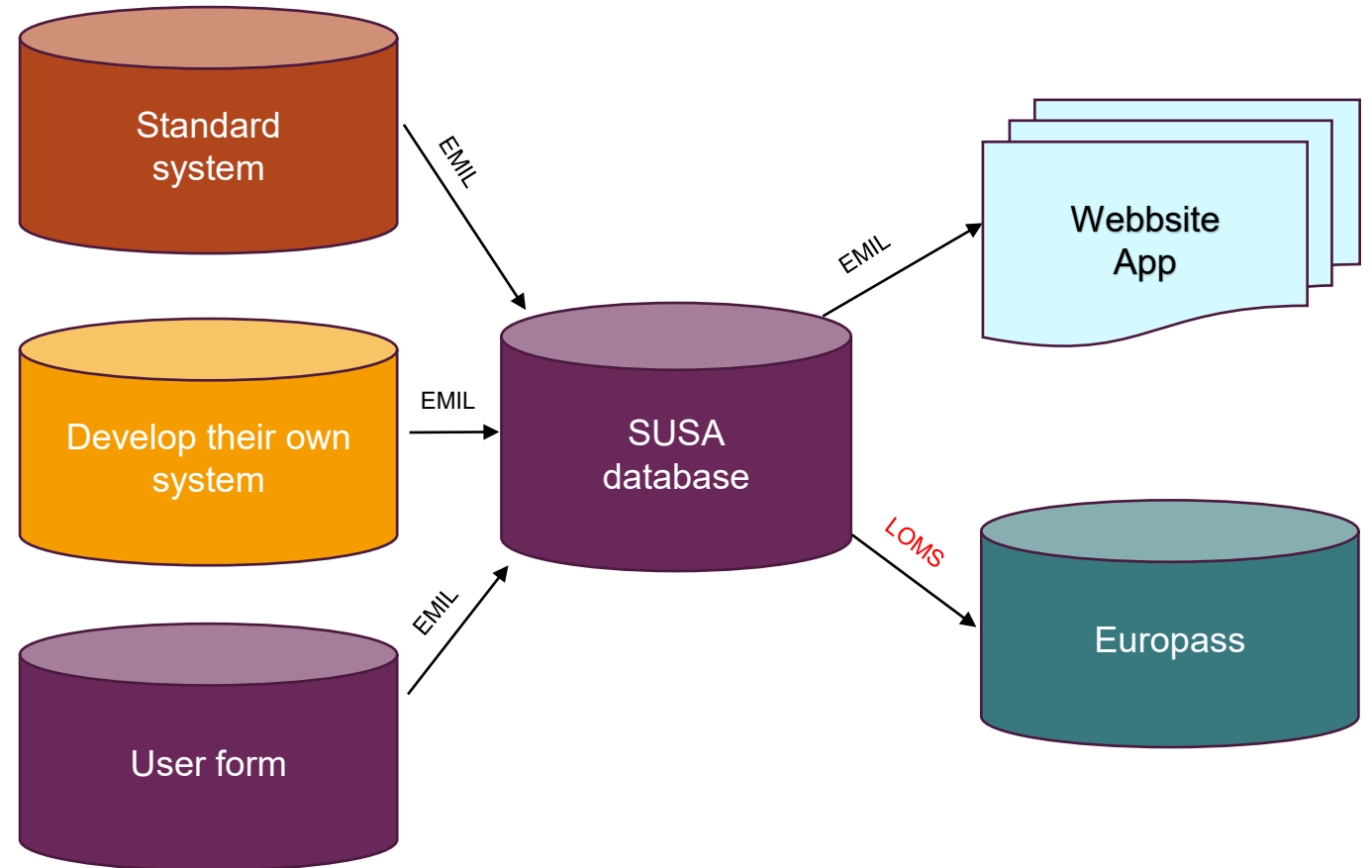
Susa-navet – database for education

- Planned education, learning opportunities
- Publicly funded education i.e.
 - Compulsory school
 - Upper secondary school
 - Municipal adult education
 - Higher vocational education
 - University and University college
- A collaboration that started in 2002



How does it work?

- Susa-navet is connected to servers at the providers of education.
- EMIL – Education Information Markup Language.
- Auto update every night.



Why and who?

- Susa-navet is shared open data.
- The database can be used by anyone who wants to show information about education on a website or an app.
- Authorities as well as businesses and private initiatives uses the data.
- The purpose is to make information more available for individuals to choose a school for their child or an education for themselves.



New scenes for career guidance

Workshop inspiration

- **Education systems in Sweden - focus on Higher vocational Education**
- **Differences create challenges for guidance and for the**
cohesive data infrastructure for skills provision and lifelong learning



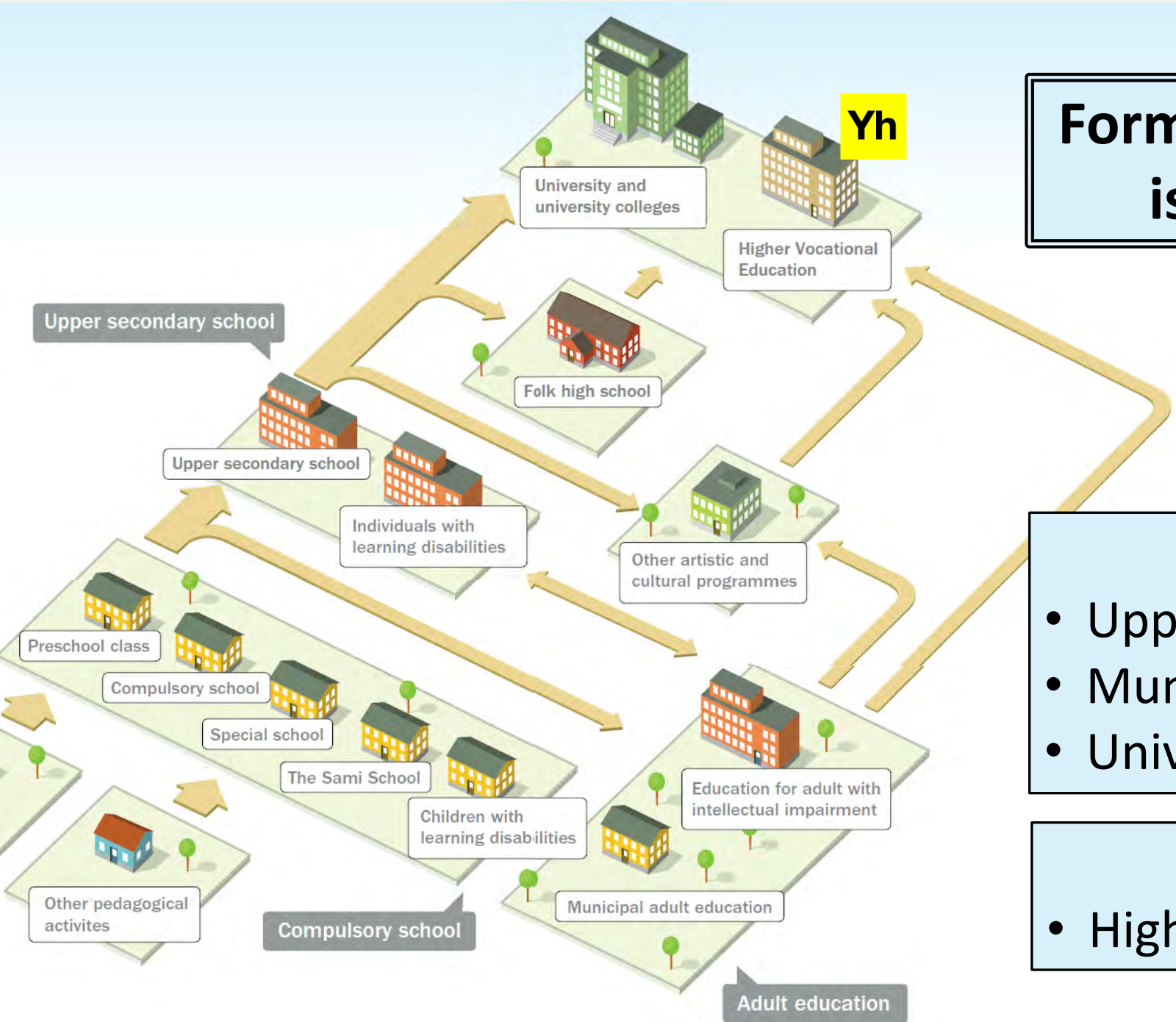
**Higher vocational education
in Sweden**



Myndigheten för yrkeshögskolan

**Swedish National Agency for
Higher Vocational Education**





Formal education in Sweden is regulated by laws §

- Detailed legislation**
- Upper secondary school
 - Municipal adult education
 - University and university collage

- Framework legislation**
- Higher vocational education

Framework legislation of **Yh** Yrkeshögskolan

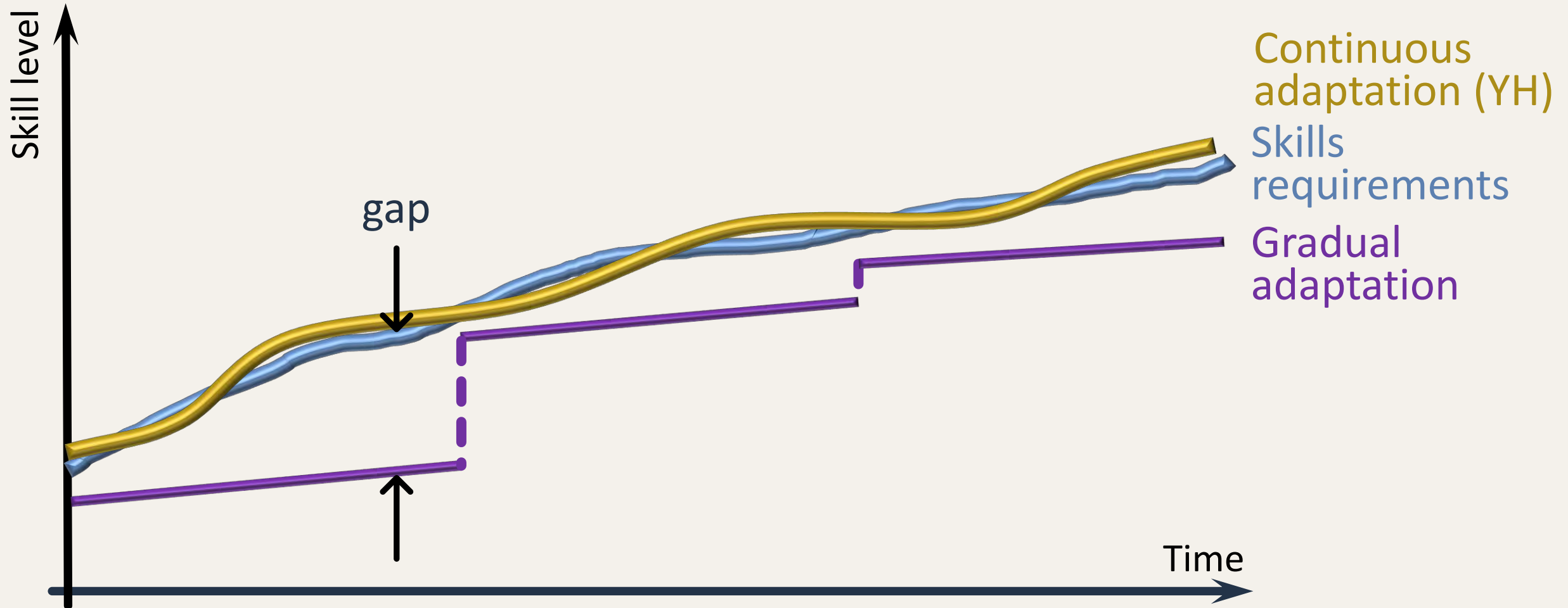


1 §

... vocational education and training programs that are responsive to the demands of the labour market ...

Detailed vs framework legalisation

- The YH portfolio of programs change every year
- Education content delegated to the YH program provider



Differences in guidance - YH vs University

- Different and no transferable credit system between YH and university
- Different rules for eligibility
- According to the YH framework legalisation the YH provider is obligated to offer guidance to prospective and existing students

Creates challenges for guidance - specific in a data infrastructure

Workshop questions

Discuss around the tables, pls let someone take notes. Start with pg 1 and go to next question if there is time.

How do you work today with open data regarding career guidance and lifelong learning? What are the current initiatives in your country?

What challenges for development of skills provision and career guidance do you see in regard to open data (accessibility, interoperability, organisational etc)?

What do you think about the need for career guidance when it gets easier for individuals to find digital information?

What conclusions, in relation to the development of guidance policy and/or practice can we make out of what we just heard?