

What?

Why?

How?

What for?

**The National
Support System
for Special Needs
Education
Norway**

**Odense,
13.-15.juni 2012**

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Statped Vest



Statped

A National Support System for Special Needs Education

2004-2012

- 12 resource centres owned by the State, carrying out most of the service production within the enterprise.
- 2 units for special education where Statped buys services, offering services according to contracts between each unit and the State.

Learning together

Meld.St.18 (2010–11)
Report to the Storting
(white paper)



Meld. St. 18

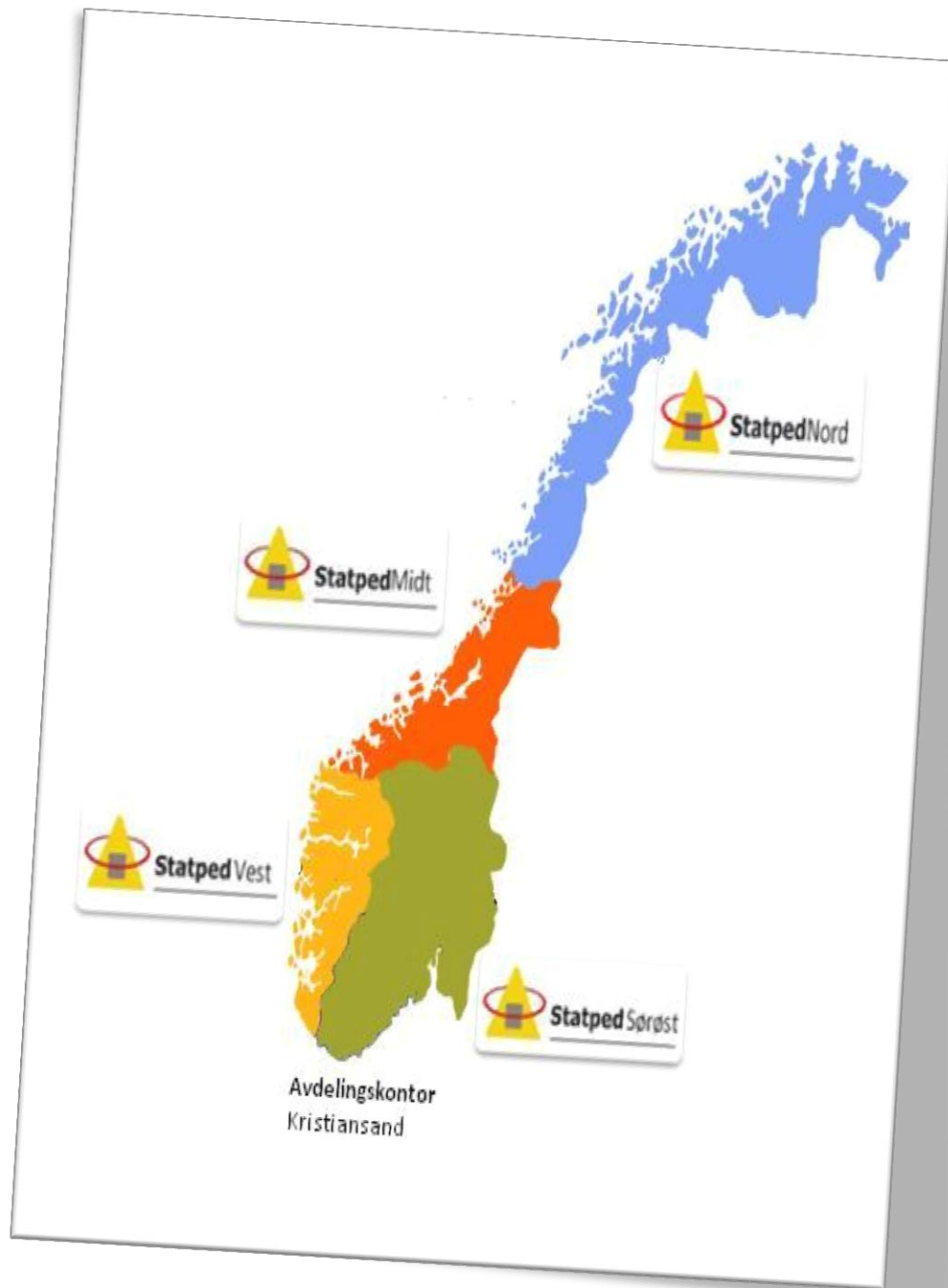
(2010–2011)

Melding til Stortinget

Læring og fellesskap

Tidlig innsats og gode læringsmiljøer for barn,
unge og voksne med særlige behov



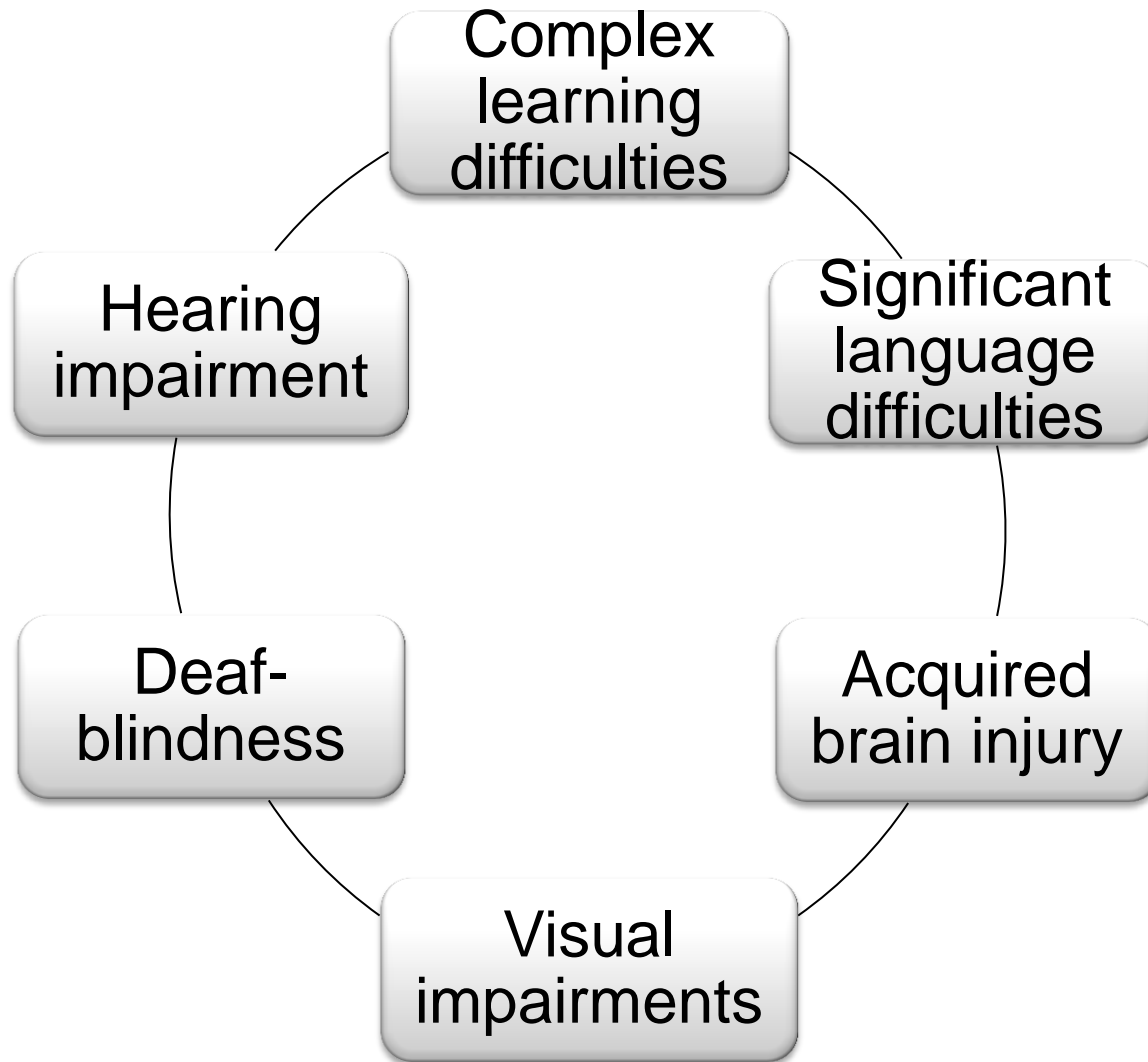


Statped

2013 →

Four multi-disciplinary regional centres

A multidisciplinary profile



Three specified objectives

Support services

- A clear and accessible provider of special education support services to local and regional authorities

Knowledge dissemination

- Possess top expertise in the fields of special education and contribute actively to the dissemination of knowledge and competence in these fields

R&D work

- Have a strategy for how to priorities areas for research and development and act as a cooperation partner for universities and uniniversity colleges

The Ministry will ...

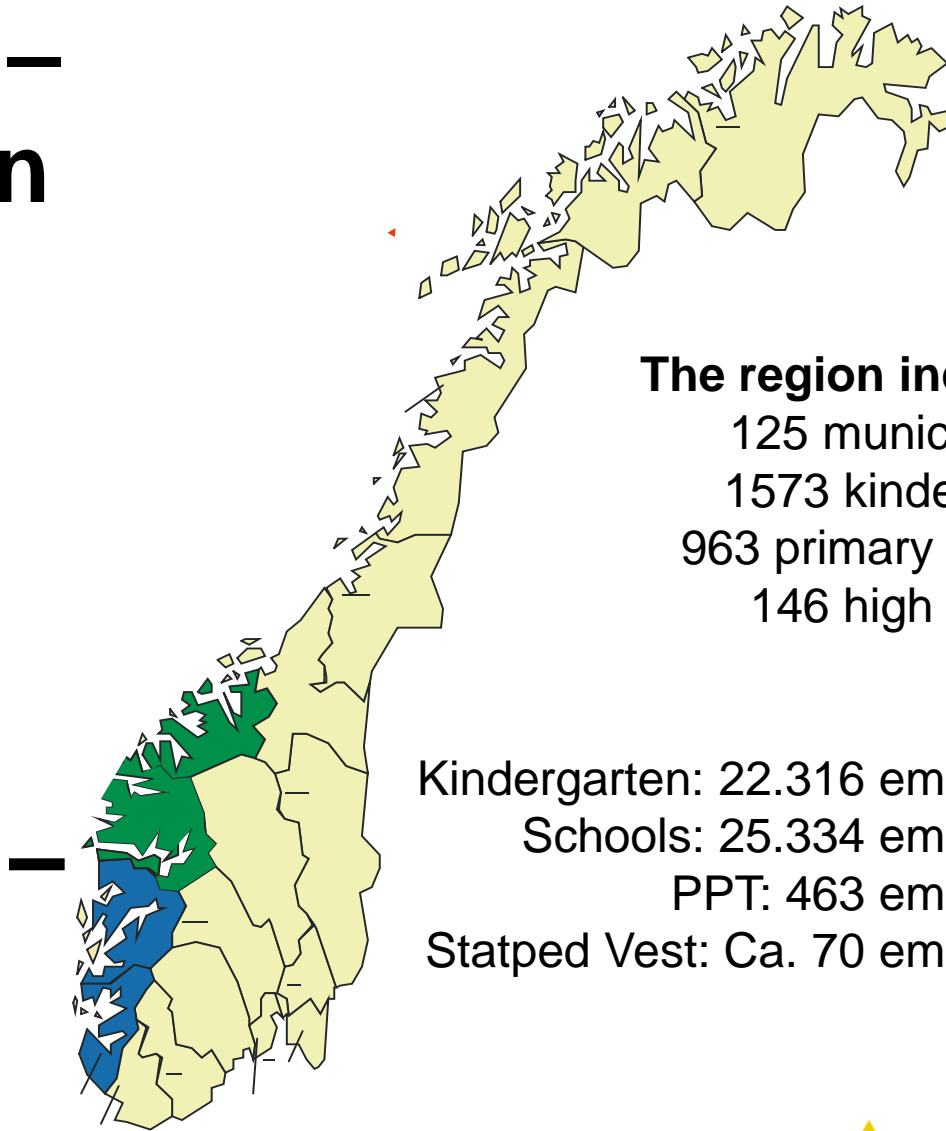
- Establish a new centre for learning environment and behavioural research.
- Close down the national primary schools for the hearing impaired, apart from one.
- Continue Sami Special Education Support (SEAD) as part of the multidisciplinary Statped.
- Statped will be given a central management that will make sure the objectives for Statped as a whole are being met, that the regional centres develop in the same direction and have a clear, common profile.
- The service profile will be changed to achieve a uniform approach to Statped's work with local and regional authorities.

Statped Vest – service region

The counties:

Møre & Romsdal,
Sogn & Fjordane,
Hordaland and
Rogaland.

This region has 26%
of the population in
Norway



The region includes:

125 municipalities

1573 kindergarten

963 primary schools

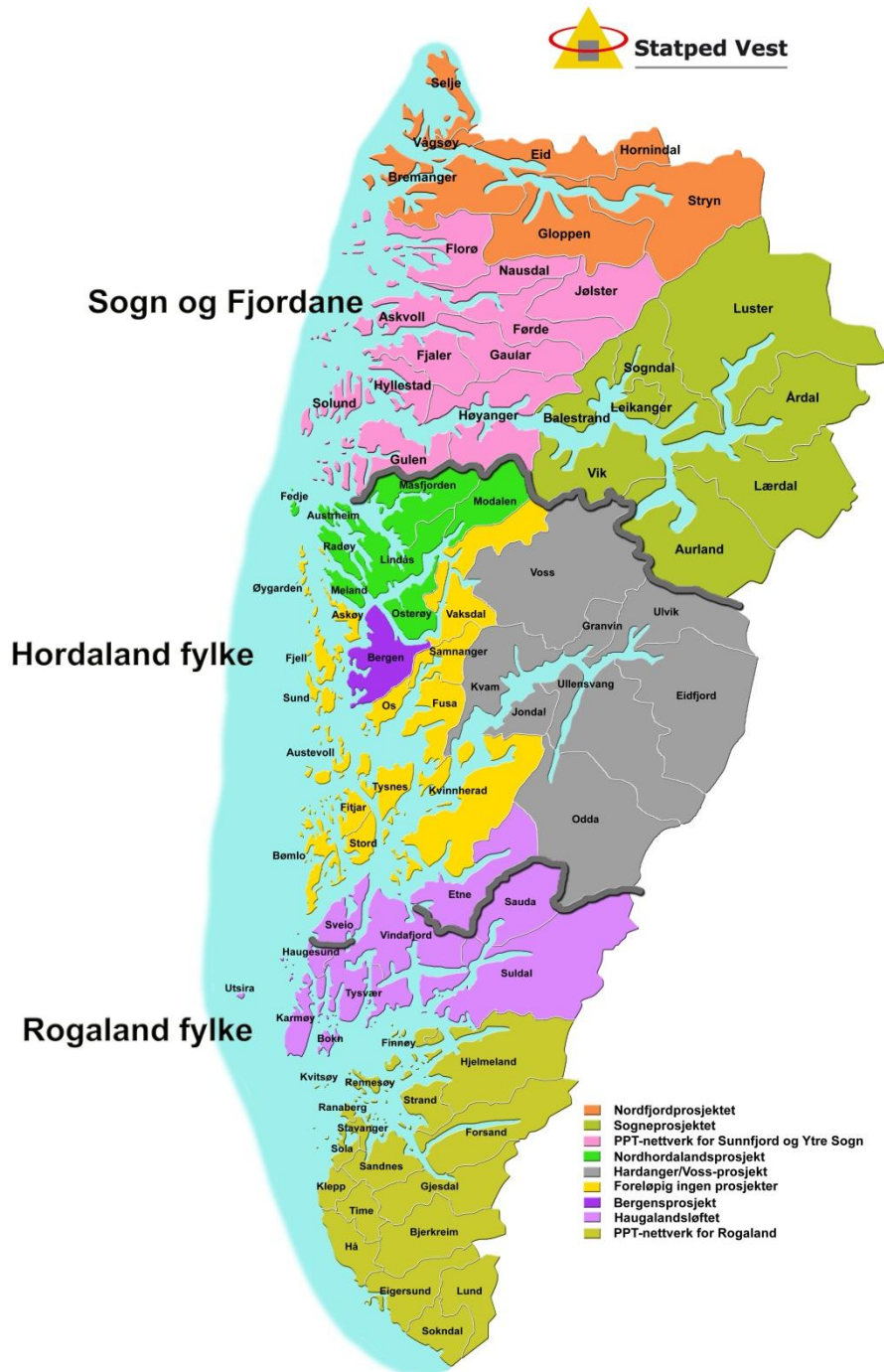
146 high schools

Kindergarten: 22.316 employees

Schools: 25.334 employees

PPT: 463 employees

Statped Vest: Ca. 70 employees

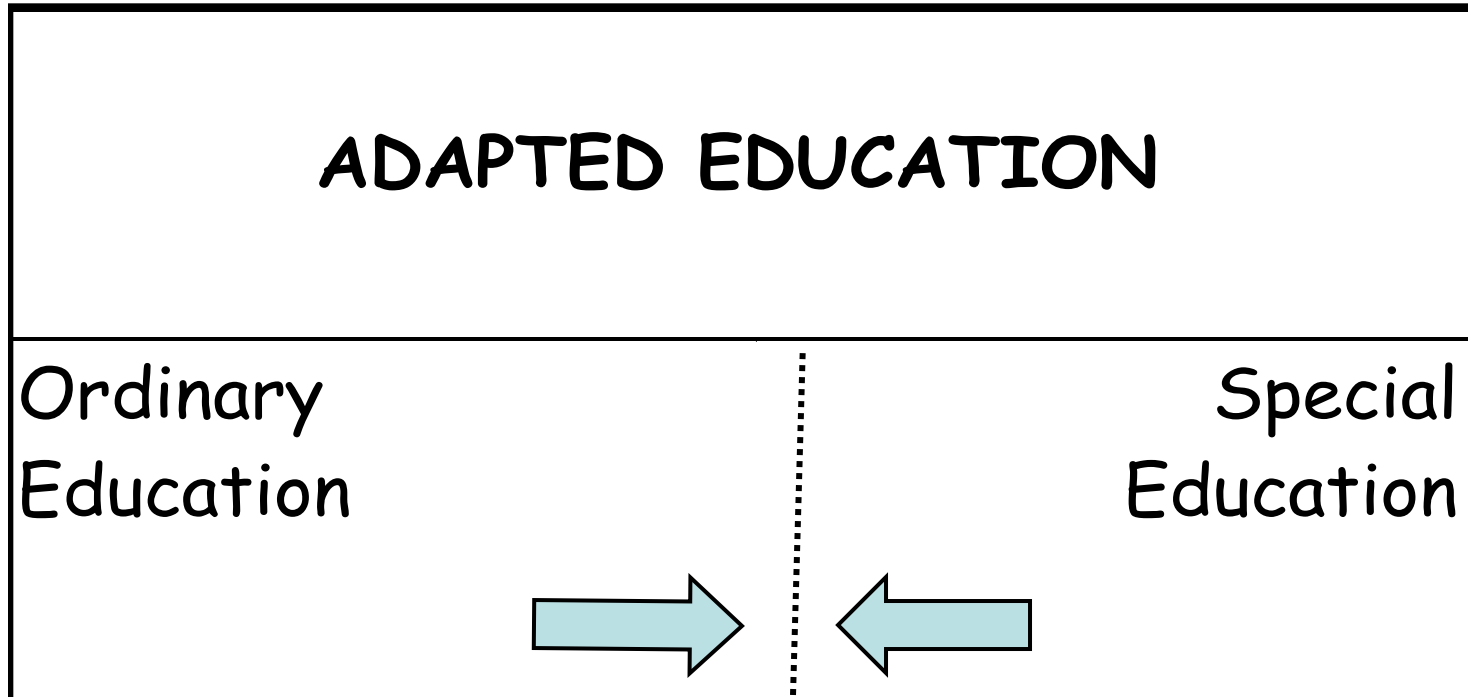


**IN ORDER TO GIVE
THE BEST AND
RIGHT SUPPORT
SERVICES STATPED
VEST HAS DURING
THE LAST YEARS
MADE
COOPERATION
AGREEMENTS WITH
CLUSTERS OF
MUNICIPALITIES IN
WESTERN NORWAY**

”Statped – a clear Special Education Profile”

- It must fit the challenges of today
- A medical paradigm – *A facilitator paradigm*
- The general in the special – the special in the general
- Research-based - meet the needs in the classroom

Adapted education for all



Special education in Norway today

The majority
of pupils in
ordinary
schools

The amount of special
education increasing

Special education
increasing with age

Segregated education
increasing

It seems to be an agreement among politicians and researchers that

We have the necessary legal rights

The economic resources will not encrease

The critical point is competence!

But what sort of competence...



".. Improvements of the general systems are the most important steps when it comes to children with special educational needs"



"... We need specialized expertise to facilitate for learning for the whole diversity."



(NOU 2009:18)

The development of schools in Norway

A compulsory school for "all"

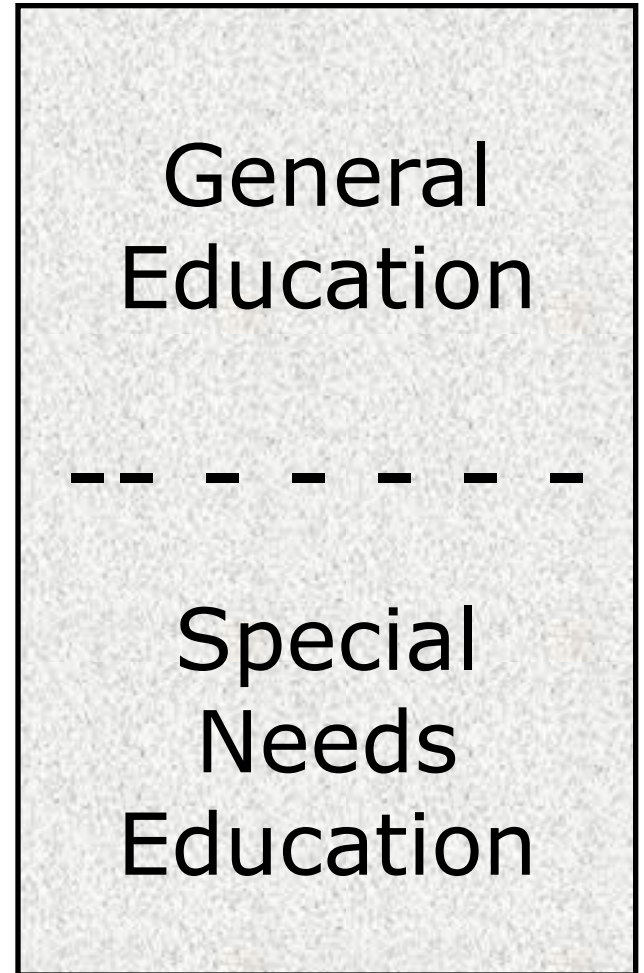
Other schools for "others"

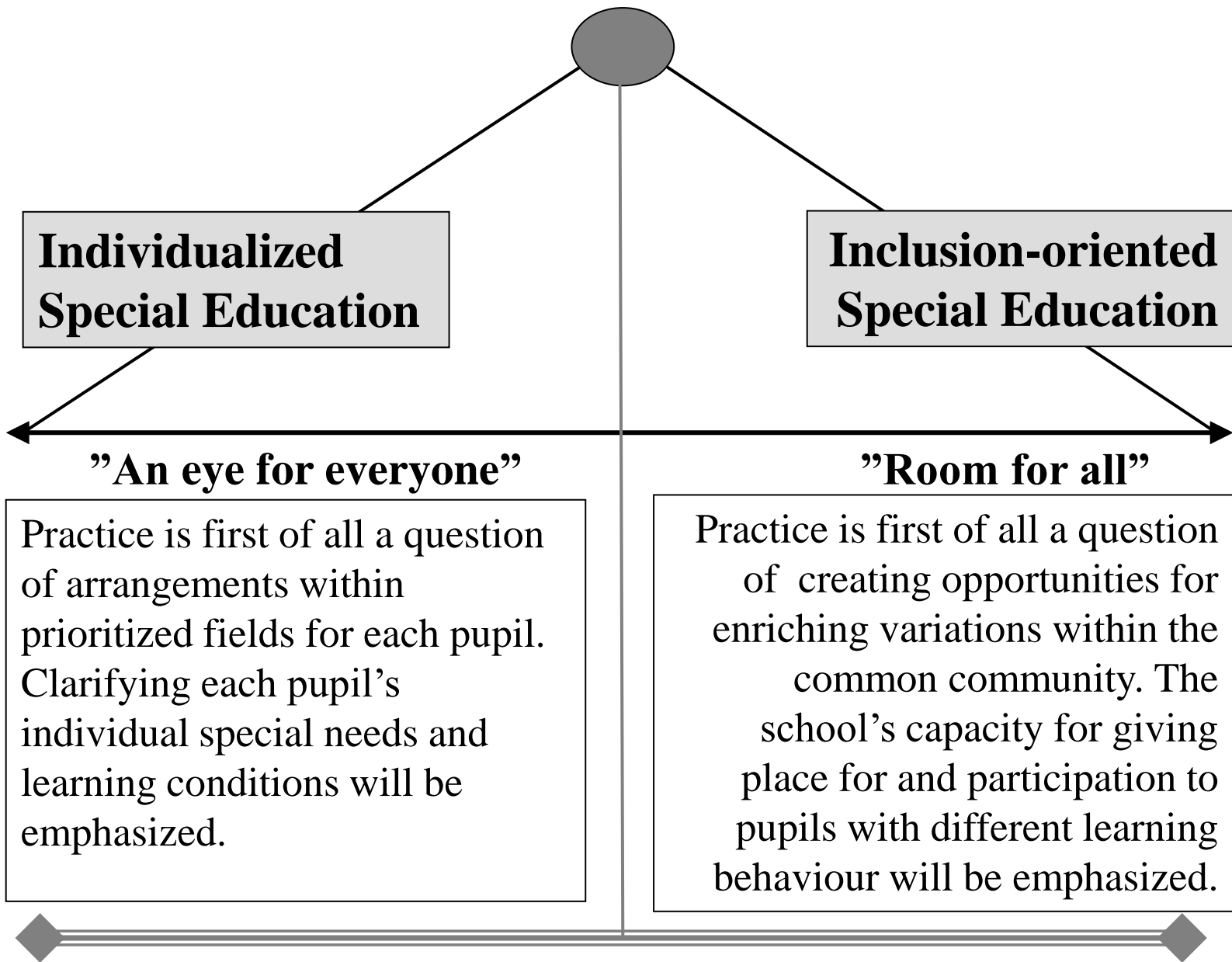
An inclusive school with adapted education for all students

Implications for the development of disciplines

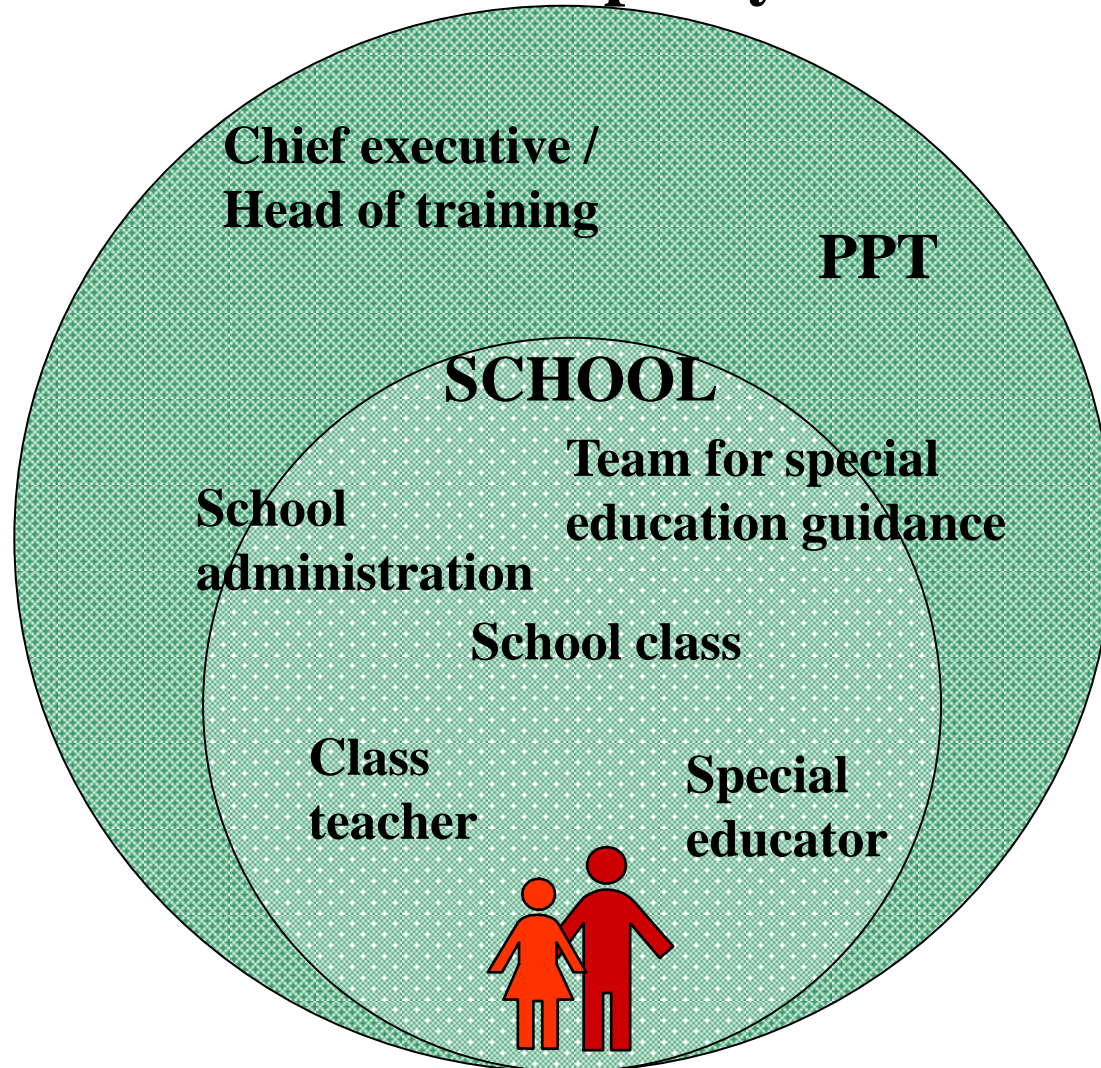
General Education

Special Needs Education





Municipality



**Statped gives
support
services**

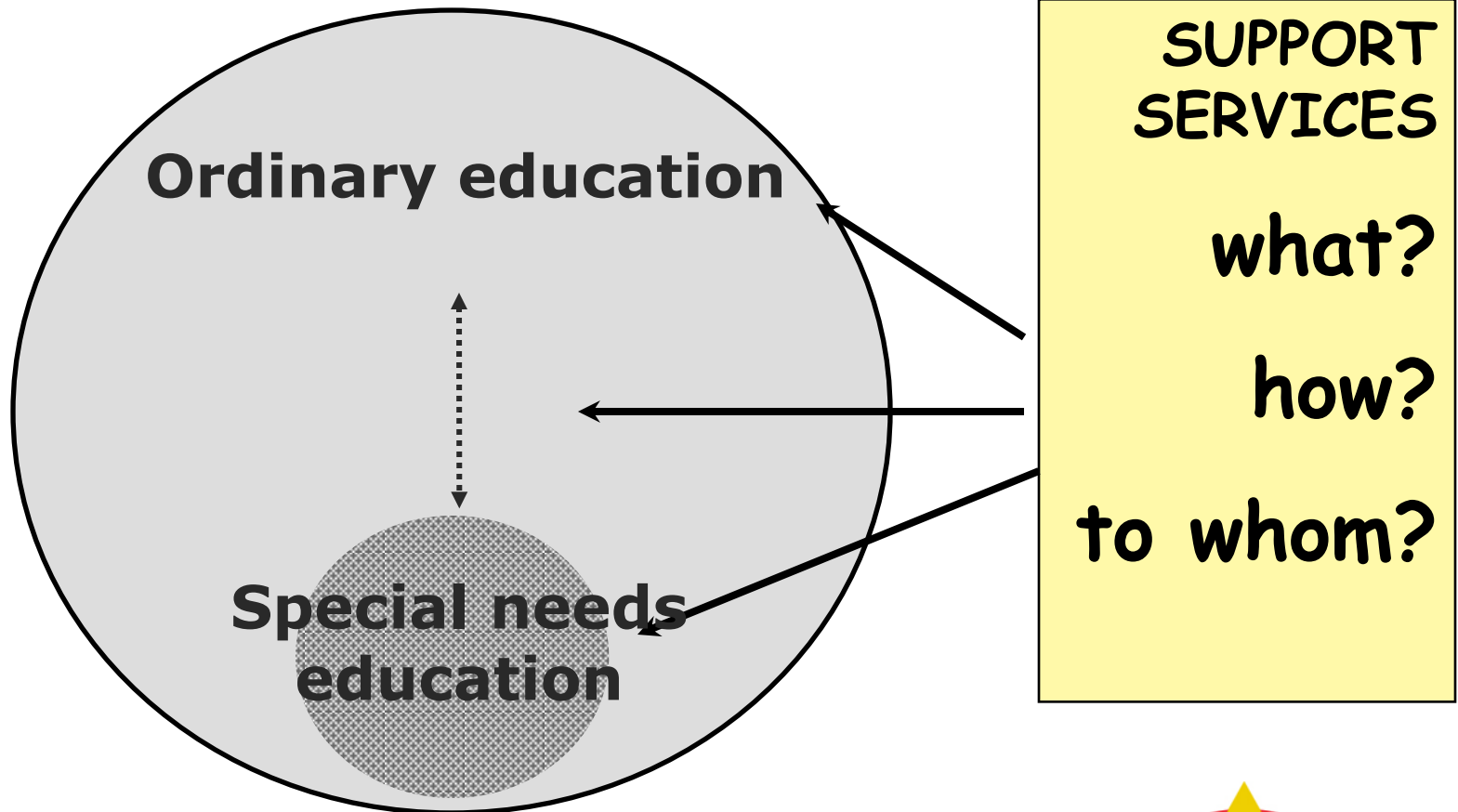
Based on
individual needs

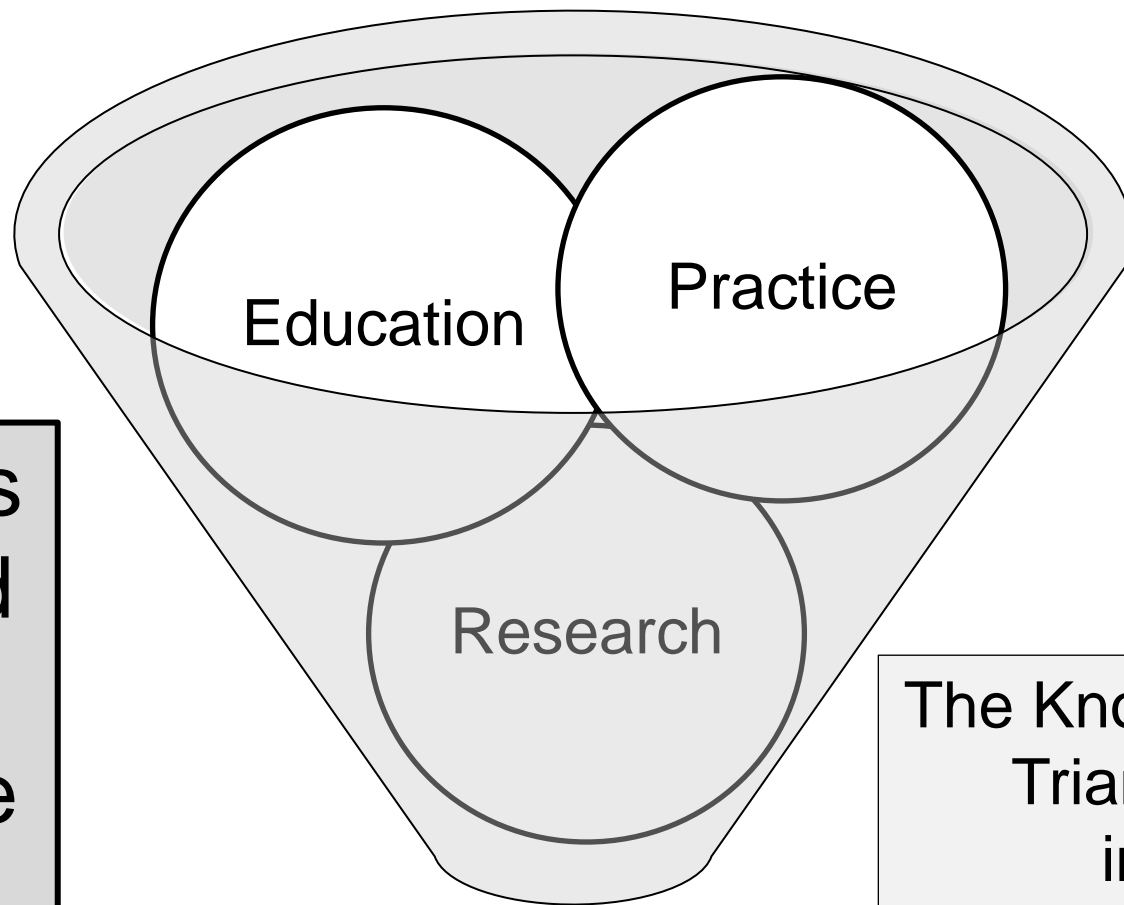
AND

The need for
system changes
in school /
kindergarten /
municipality

Consequently Statped has to deal with some dilemmas

ADAPTED EDUCATION





Statped is supposed to contribute in many ways

The Knowledge Triangle in Special Needs Education

Equality, Inclusion and Adaptation in Education