
The Norwegian Model for Education for All in Upper Secondary School

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Norwegian Directorate for Education and Training

Responsibilities in the educational system

The Norwegian Parliament and Government define the goals and decide the budgets for Education.

The Ministry of Education and Research is responsible for carrying out national educational policy. National standards are ensured through legislation, regulations and national curriculum

The ministry manages the tertiary education institutions directly

The Directorate for Education and Training is an subordinate agency for the Ministry. Main tasks: administration, supervision, analysis, documentation and quality assessment and development in Kindergarten (age 1 – 5), primary (grades 1 – 10) and secondary education (grades 11 - 13)

The County Governor, Dep of Education is a link between local authorities and the Ministry and Directorate on educational issues

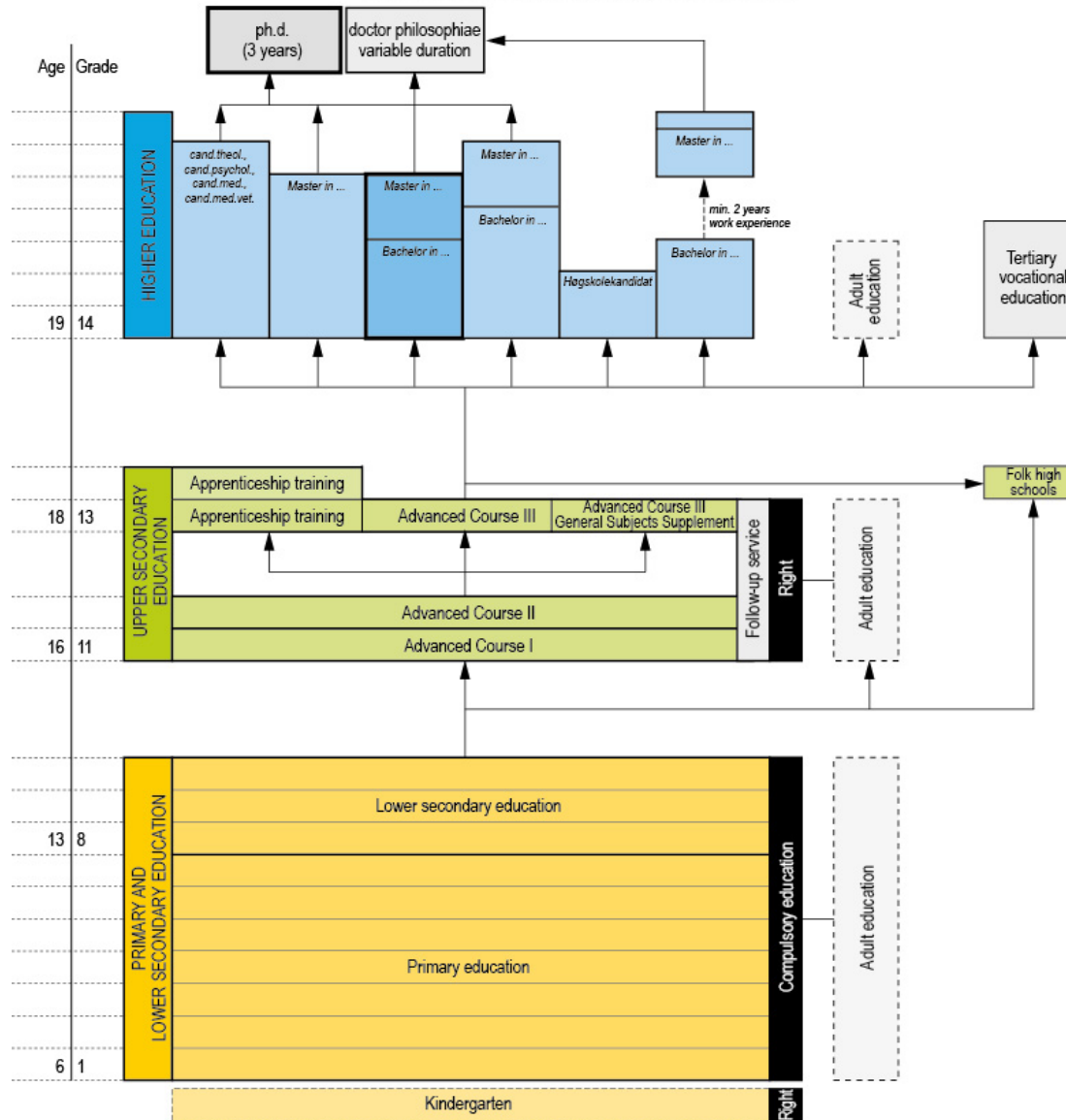
Municipality authorities manage compulsory education (grades 1 – 10)

County authorities are responsible for upper secondary education (grades 11 – 13)

Equity and adapted education

- The objective of the Directorate is to ensure that all pupils and apprentices receive the high quality education they are entitled to.
- All public education in Norway is free – including upper secondary.

The Norwegian education system 2011



1. The Norwegian model for VET and the learning candidate system and
2. A Norwegian success story of transition from secondary school to employment
3. The Norwegian system within the school and the support that is offered when the school request it
4. The Norwegian measures against the high dropout rate
5. Sharing ideas and experiences

Norway in Europe

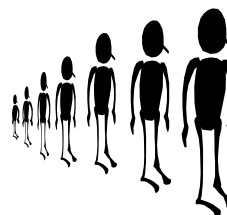


Norway – some facts and figures

Total population **5** mill in 2012

The population is **aging**

- In 1950: 8% above 67 years (in 2011: 13 %, in 2030: 17%)
- In 2025: 21% above 67 years



13,1% immigrants (1. and 2. generation). Immigrants from Poland make

- up the largest group (57 000). Other large groups are Swedes (33 000)
- and Germans (23 000). 33 % of immigrants have Norwegian citizenship



Unemployment 2.7 %

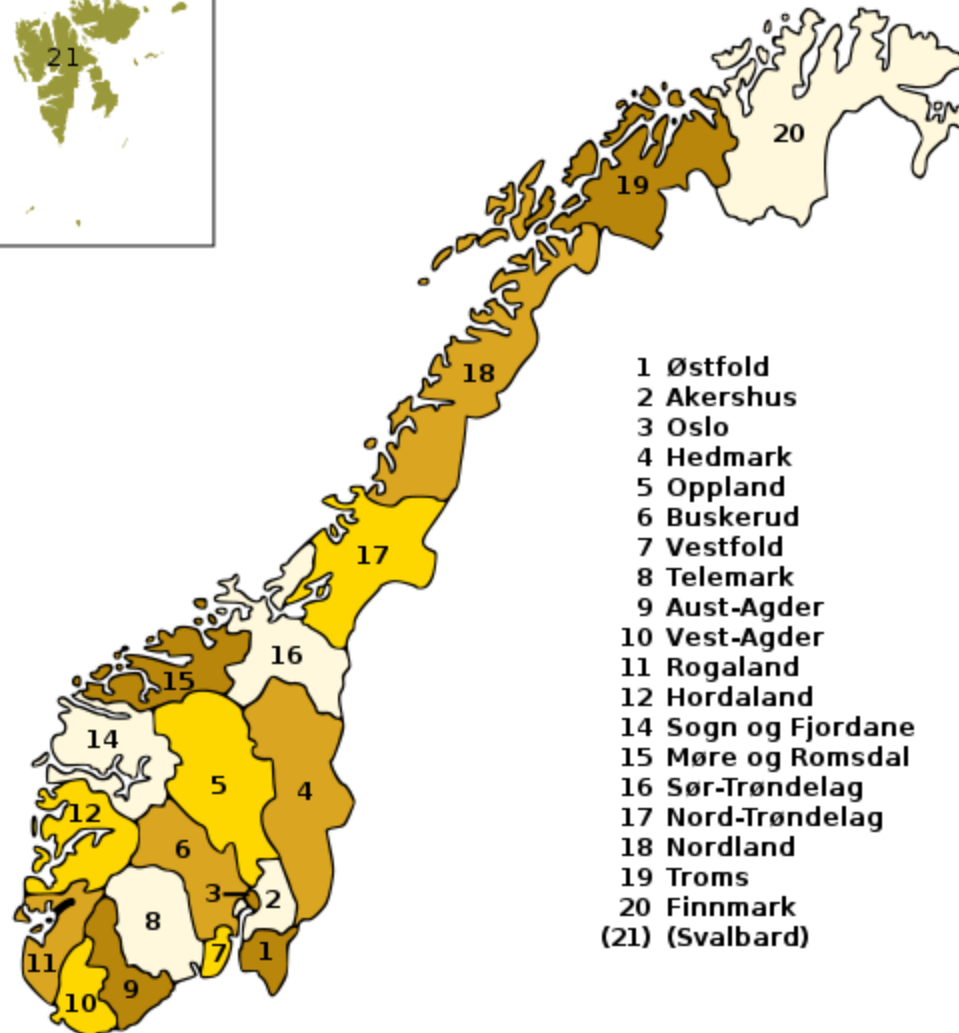
Norwegian business structure

- Big changes in business structure during the last 50 years.
- From farming, fish, forestry and industry - to transport, trade, financial services and ICT
- PRIMARY 1% , SECONDARY 43%, TERTIARY 56%
- Tertiary industries: trade, hotels and restaurants, transport, financial services and tourism - and in the public sector in social services, health care, teaching and administration

430 municipalities

- The municipalities are responsible for kindergarten and compulsory primary and secondary education (grades 1 until 10)
- The smallest municipality is [Utsira](#) with 216 inhabitants (15 km west of Karmøy in Rogaland)
- <http://www.utsira.kommune.no/besok-utsira/tourist-information-in-english>
- The largest is [Oslo](#) with med 599 230 innbyggere (per 1. januar 2011)

Norway: 19 counties - responsible for upper secondary education



Special educational needs

1976: One Education Act for all pupils

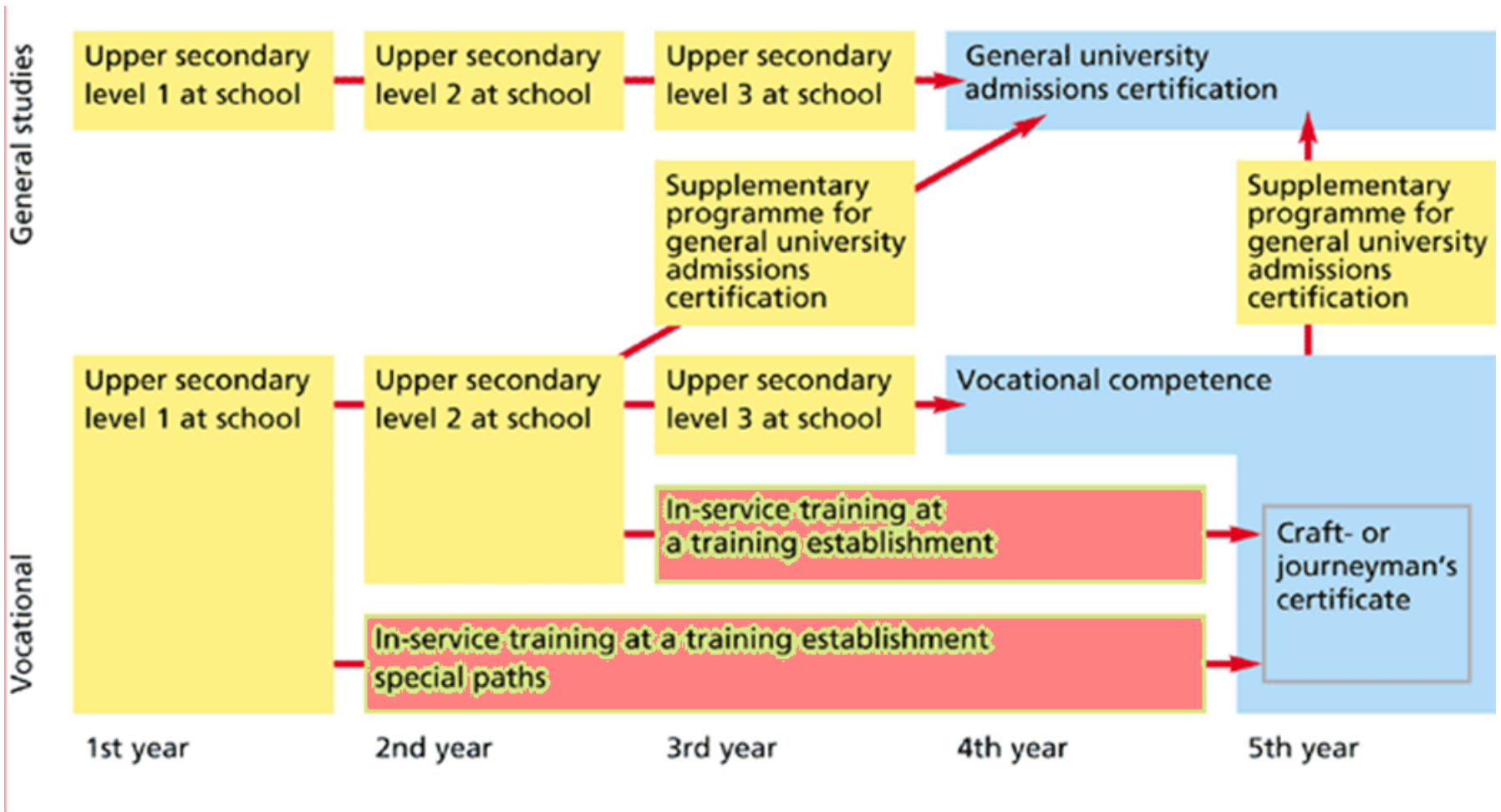
- All pupils were granted the right to suitable and adapted education – but gradually!
- In 1996, 99.5 percent of the pupils were included in local schools The process took 20 years.
- Special education for pupils who are in need of it
- Statutory right based on expert Statement
- All children with this right also have the right to an individual educational plan.
- Special needs education is as far as possible to be planned in collaboration with the pupil and parents.

Upper secondary education

- Everyone between the ages of 16 and 24 has a statutory right to three years' upper secondary education leading either to university admission certificate, vocational qualifications or basic competence
- Applicants are entitled to a place on one of the three foundation courses they apply for
- Pupils with special educational needs can be entitled to more than three years of upper secondary education (also some vocational programs). Up to five years in upper secondary school.

- Both the **Follow-up service**, who give guidance and follow-ups to young people who are entitled to education or training but who are neither at school nor at work and
- the **Youth guarantee** for 20- to 24-year-olds seek to ensure that no young people fall through the gaps. Special measures seek to strengthen their participation in education and competitiveness in the labour market.

Upper Secondary Education – alternative paths



Upper secondary education and training is comprised of 12 different programmes

3 general studies programmes: Sports and physical education, Music, dance and drama,

Specialization in general studies, with two alternatives the first year:

- specialization in general studies
- specialization in general studies with Arts, crafts and design studies

9 vocational programmes: Building and construction, Design, arts and crafts, Electricity and electronics, Health and social care, Media and communication (with the option of general studies in year 3), Agriculture, fishing and forestry (with the option of general studies in year 3), Restaurant and food processing, Service and transport, Technical and Industrial production.

In year 3 you can choose a supplementary programme for general university admissions certification in **all** the vocational education programmes.

Vocational versus general study programmes

- 97 % of pupils go directly from grade 10 to upper secondary education
- An increase in upper secondary education – and especially an increase among immigrant students
- Popular vocational studies: health and social care and engineering and industrial production (but fewer than before)

Alternative training options

- Combine education at school with placements at training establishments.
- Introductory year that combines several education programmes

Upper secondary school

- **Apprentice**: If you intend to sit for a [craft or journeyman's certificate examination](#) in a recognized trade, you can sign an in-service training contract with a training establishment.

Training Candidate

- Training candidates who do not have or are unable to benefit satisfactorily from the regular training options are entitled to special training.
- The necessity for special needs education must be confirmed by an expert assessment from the educational psychological counselling service (EPS)
- An individual training plan is to be prepared for the special needs education.
- This implicates a less comprehensive test than the craft or journeyman's examination – a skills test – he/she can sign a training contract with a training establishment.

-
- If, during the period of training, it becomes clear that he/ she can achieve vocational competence after all, then their training contract, with the consent of the vocational training board, can be changed to a regular in-service apprenticeship contract with a craft or journeyman's certificate as the goal.

Transition from education to employment

- **Trainee placement/Work experience** (a labour market measure) - provide adapted job training and follow-up. It is aimed at helping to try out the individual's opportunities in the labour market and to improve the participants' chances of finding work or starting an education.
- **Supported employment** (a labour market measure) Supported employment is aimed at providing suitable and necessary assistance with the objective of integrating a person with special needs into normal working life.
- **Assistance** may be given in the form of clarification and charting of the person's competence, assistance in finding a suitable workplace, the adaptation of the workplace, training in work-related and social skills as well as advice and guidance to the employer/scheme arranger.

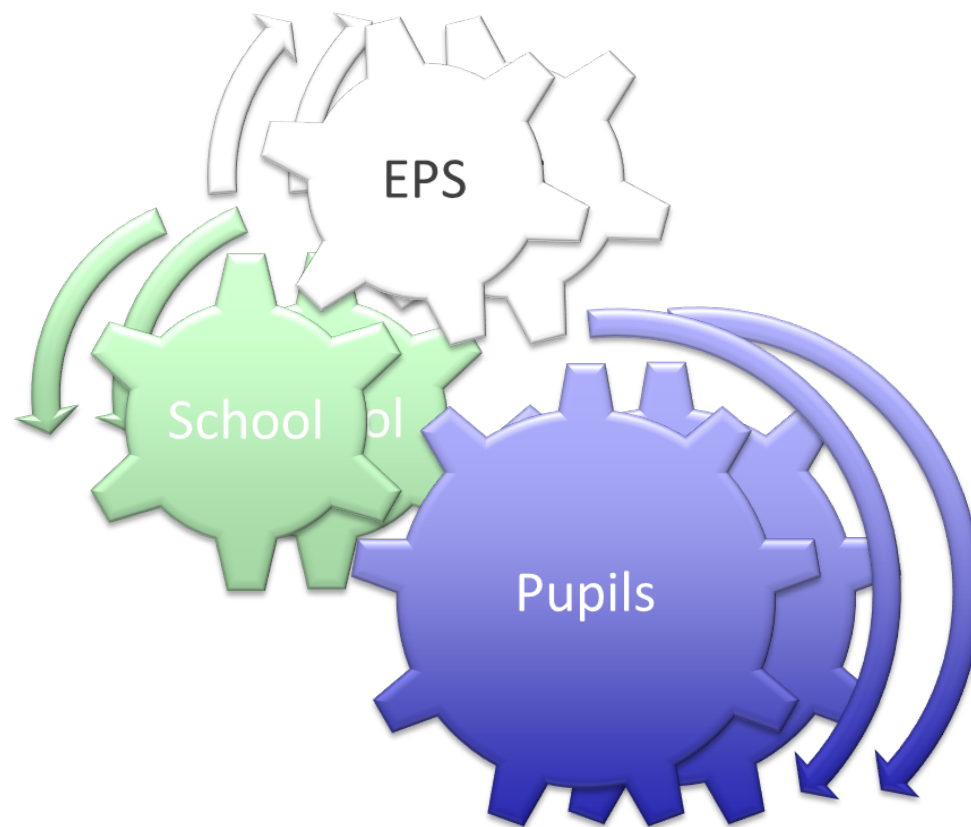
Wage subsidies to employers (a labour market measure)

- Wage subsidies are intended to help vulnerable groups of job seekers to be employed on ordinary wage and employment conditions.
- This is achieved by providing a time-limited wage subsidy to employers that employ persons in the target group on ordinary wage and employment conditions with the aim of establishing a permanent employment relationship.

Assistive/ technical aids

- Financial support is available under the National Insurance Scheme for assistive aids, conversion of machinery and adaptation of physical surroundings at the workplace when appropriate and necessary for the purpose of enabling the disabled person to obtain or keep suitable work.

- The collaboration with the **Vocational Training Board** is essential for giving the student the vocational training at the workplaces.
- **The Norwegian Labour Inspection Authority (Arbeidstilsynet)** is responsible for investigating whether the conditions in public and private enterprises are in accordance with the provisions in The Working Environment Act.



”April”

1

- Individual application
- Educational and psychological counselling service
- Expert assessment

2.

- County authority, consideration
- Decision
- Upper secondary school receive the decision
- "Singular decision" rel. to expert assessment
- Planning, resources



3.

- Teacher makes individual subject curriculum - individual education plan

3.1

- Planning for additional years
- Select individual curriculums, level and selected items
- Cooperation with companies
- In-depth studyproject (6hrs in 1.grade and 9 hrs in 2. grade can be used in company)
- All subjects are specified in the individual education plan

4

- Evaluation of 1. grade and the individual subject curriculum plan
- The student must send a new application for the 2.year
- The final exams can be multidisiplinary
- The student may then apply for apprenticeship in a company

5

Two directions into an apprenticeship

- Apply for a contract by yourself - CV
- Send an application via county authority. Your application will then be submitted to different companies



6

- The company make a training program based on the national curriculum plan
- Help from: Norwegian Labour and Welfare Administration (NAV), technical aids centre, Coordination Unit, Vocational training board. Former school, counsellor, teachers.

7

- The student may apply for more years in the company to reach his goals
- The company may apply for additional teachers help
- Examination - final examination/ test taken on completion of an apprenticeship/ training candidate at a workplace. Successful candidates are awarded a trade certificate (fagbrev) or a competence letter entitling them to practise the trade or in the trade concerned.

The support services

The Educational-Psychological Service (EPS)

- Every municipality is responsible for running an EPS, - an advisory body.
- Professionals:
 - psychologists
 - social workers
 - teachers in special education
 - educational psychological advisers
 - others

The functions of the EPS are to

- advice and follow up kindergardens, preschools, schools, teachers, parents and pupils
- give expert statements as a basis for Statutory right decision (which releases the funding)
- Individual education plan
- monitor and evaluate the situation for pupils with special needs in school

(Individuals with the need for support from **more than one** service are entitled to an Individual Plan.)

The coordination unit - healthcare system-

Norway also have service for habilitation – and rehab.

Roles and tasks

- The coordination unit (in the municipalities) will provide guidance and information for the user, families and service providers.
- The coordination unit will provide the user with a personal coordinator and keep the overview of all the individual plans.

The individual plan

- An individual plan is a **superior plan** for people with long-term and coordinated services, according to 7 different laws.
- An individual plan is **based on the user's needs and aims**.
- An individual plan is a **tool of coordination** that will secure and coordinate services. It helps create an equal partnership between the service provider and the person in need of service.
- An individual plan gives the possibility to prepare **different changes** in the users life, such as finishing school and find and begin a work, or from being a youth to become an adult.
- An individual plan is normally written for a **period of 3-4 years**, to cover transitions in the users life.

Norwegian Support System for Special Education (STATPED)

- The municipalities/ counties does not have the necessary competence regarding the needs of so called low incidence groups.
- In the early 90ies, the remains of the old system of special schools was finally removed. Most schools were closed, and some were changed into National Resource Centres.

- This national support system is meant to assure the quality of the education by offering counselling and support to the municipalities - schools and the local educational-psychological service.
- This system has been under evaluation – and there are some changes

Why did April succeed?

- Assessment and suitable, adapted education and training
- Collaboration between all involved
- The firms attitude and will
- Aprils personality, values and skills

The Participation of people with disabilities

is an important principle of the disability strategy. This means that:

- those affected by a decision, or those who use services, may influence the decision-making procedures and the organisation of services. This is a democratic right.
- Norway has an act that states that all municipalities and counties should have a council for persons with disabilities.
- NGOs are represented in
 - The Norwegian State Council on Disability
 - The Directorate of Education's Council for Equity in Education.

Challenges

Challenge

- A big challenge faced by the system today is to prevent young people from dropping out of upper secondary education.
- Only 70 per cent of pupils complete Upper Secondary Education within 5 years
- Those who drop out are at a high risk of unemployment as adults, so increasing the number of pupils who complete their education is important to prevent social exclusion and unemployment.
- It is important to ensure that youth from an ethnic or language minority background have a relatively equal representation in education and training compared to ethnic Norwegians, as well as to improve adaptation and differentiation in education and training offered locally especially for people with disabilities.

NEW POSSIBILITIES – NY GIV contain the following measures

- Intensified follow-up of pupils with the poorest results in the 10th grade and in Upper Secondary Education and Training
- Courses for teachers from all over the country in how to develop pupils' basic skills in reading, writing and numeracy
- Teacher networks to orient teachers' classroom practice in a more practical manner for the common core subjects Norwegian, English and Maths

- Pupils who are in danger of dropping out are offered summer jobs or summer school make the transition between different school levels easier to handle
- A common set of indicators has been established offering valid and credible statistics based on numerical information from all county municipalities
- Improved collaboration between the The Follow-Up Service and the Norwegian Labour and Welfare Administration to help young people between the ages 16 – 21 who are neither in school nor at work to return to school or apprenticeship

- Extensive dialogue with the social partners to obtain more apprenticeships both in the private and the public sector
- More relevant and practice oriented vocational education and training (VET), for example via:
 - 1. The Certificate of Practice:
 - a 2 year VET education programme (Lower Level Craft /Journeyman`s Certificate)
 - 2. Training Candidature:
 - individually adapted education and training scheme based on a reduced package of competence objectives, often both working place and school based.

Meld. St. 18 (2010-2011) 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



3 strategies

- Strategy 1: Identify – follow up
- Strategy 2: Target-oriented qualifications – improved learning outcome
- Strategy 3: Cooperation and coordination – better implementation

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 2013 Four multi-disciplinary regional centres



A multidisciplinary profile

- Complex learning difficulties
- Significant language difficulties
- Acquired brain injury
- Visual impairments
- Deaf-blindness
- Hearing impairment

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

Research and development - 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 Need for specialized Competence

- Changes in the society makes changes in the needs for expertise in Kindergarten and school
- The teachers are asking for knowledge in adapted education and special needs education
- Two new types of teacher training and evaluation of preschool teacher training
- We need to know more about "what works" (Meld. St.18: Learning Together)

“Vi sprenger grenser” (Breaking new ground)

- a drive to improve the education provided to pupils with general learning difficulties and developmental disabilities.
- The current situation for many of these children is that too little is expected of them when it comes to learning, and consequently they are not given sufficient opportunities for development.

Dear Ladies and Sirs!

Just for the record:

April succeeded his practical graduation test on May 19, and very good test it was.

From June 22. he get full time employment at Toyota Sulland Hamar as.

Now managing and supporting himself ahead.

Well done!

Look wide - and when you think you look wide - look wider still"

R.S.S. Baden - Powell

With best regards

Øystein G. (Gonsholt)
Toyota Sulland Hamar as