The National Support System for Special Needs Education
Norway

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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)
Statped
2013
Four multi-disciplinary regional centres
A multidisciplinary profile

- Complex learning difficulties
- Hearing impairment
- Deaf-blindness
- Significant language difficulties
- Acquired brain injury
- Visual impairments
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 prioritize areas for research and development and act as a cooperation partner for universities and university 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

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<th>ADAPTED EDUCATION</th>
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Diagram showing the relationship between Ordinary Education and Special Education.
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 increase
- 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 compulsary 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

General Education

Special Needs Education
Practice is first of all a question of creating opportunities for enriching variations within the common community. The school’s capacity for giving place for and participation to pupils with different learning behaviour will be emphasized.

Individualized Special Education

"An eye for everyone"
Practice is first of all a question of arrangements within prioritized fields for each pupil. Clarifying each pupil’s individual special needs and learning conditions will be emphasized.

Inclusion-oriented Special Education

"Room for all"
Municipality

Chief executive / Head of training

PPT

SCHOOL

Team for special education guidance

School administration

School class

Class teacher

Special educator

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**

Ordinary education

Special needs education

SUPPORT SERVICES

what?

how?

to whom?
Statped is supposed to contribute in many ways.

The Knowledge Triangle in Special Needs Education

Equality, Inclusion and Adaptation in Education