

COUNTRY POLICY REVIEW AND ANALYSIS

Norway



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Please note that legislation may have changed since the analysis grid was completed. Anyone using the grid should [contact the Representative Board Member](#) for more details.

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Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

Country priorities

According to the Kindergarten Act, the entitlement to a place in a kindergarten¹ applies to all children who turn one before the beginning of the kindergarten year². The Kindergarten Act gives children with special needs the right to priority for admissions to a kindergarten. The wishes and needs of users should be emphasised.

The Kindergarten Act states that all kindergartens shall take account of children's age, level of functioning, gender and social, ethnic and cultural background, incl. the language and culture of Sami children in designing the content of the kindergarten.

The Education Act states that all children in Norway have a right to attend their neighbourhood school receive special educational assistance and special needs education where this is required. It is the responsibility of the authorities to ensure that these rights are met for every child, regardless of their ability and capacity.

Inclusion is the basic principle and goal of the government's educational policy and targets private and public kindergartens, public schools and private schools with state funded support. This means that children from different backgrounds and with different needs and abilities come together in the same kindergartens and common schools of high quality, and that each child is met with high expectations, which can be adapted to the circumstances and abilities of each child.

Three overall goals apply to all pupils in primary and secondary education (Parliamentary Bill 1S 20014-15):

1. All pupils should master basic skills and achieve high learning outcomes
2. All pupils should have an inclusive learning environment

More pupils and apprentices should complete upper secondary education and training.

¹ Kindergartens in Norway are pedagogical institutions providing early childhood education and care for children between 0 and 5 years of age. Children start school the year they turn 6 years.

² The regulation gives statutory right to children who turn one year old no later than the end of August in the year that they apply for a place. The right must be fulfilled from August in the year that a place was applied for. Children born after 1 September will be entitled to a place from August in the following year (but already a large number of children without statutory right goes to kindergarten)



Section 2: Analysis grid

Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
<p>1.1 There is a clearly stated policy for the promotion of quality in inclusive education.</p> <p><i>(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)</i></p>	<p>1.1.1 The overall objective of the Norwegian educational system is to provide all children and young people with education and training of a high standard, independent of gender and ethnic, religious, sexual, social, economic and geographical factors. Norwegian schools are based on the principle of equal and adapted education for all in an inclusive, unified school. (ICT4I, p. 1)</p> <p>1.1.2 The Framework Plan for the Content and Tasks of Kindergartens is a regulation of the Kindergarten Act. The Framework Plan states that all kindergartens must work towards the goal of children’s development and learning, and stimulate children’s linguistic and social competence. Childhood is a phase of life with intrinsic value; kindergartens must be inclusive fellowships with space for each child. (OoP example, p. 1)</p>
<p>1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD.</p> <p><i>(Legislation and policy and upholds the right of all learners to full participation in school with their own local peer group.)</i></p>	<p>1.2.1 Norway ratified the UN Convention on the Rights of Persons with Disability in June 2013. (www.fn.no/Bibliotek/Avtaler/Menneskerettigheter/FNs-konvensjon-om-rettighetene-til-personer-med-nedsatt-funksjonsevne)</p> <p>1.2.2 The Education Act gives all children the same statutory right to ten years of schooling. The Act concerns primary, lower-secondary and upper-secondary education in publicly maintained schools and training establishments, unless otherwise specifically laid down. The right to Special Education is found in chapter 5 of the Education Act. (OoP, p. 1)</p> <p>1.2.3 According to the Education Act, young people who have completed primary and lower secondary education or the equivalent have, on application, the right to three years’ full-time upper secondary education and training. In subjects where the curriculum requires a period of instruction that is longer than three years, such young people have the right to education in accordance with the period of</p>



Agency recommendation	Findings
	<p>instruction determined in the subject curriculum. If a pupil, apprentice or training candidate has special difficulties in following the chosen course, the county authority shall offer another course. A pupil, who, in accordance with the provisions given in Chapter 5, has the right to special education, has the right to a maximum of two years' additional upper secondary education and training if this is necessary with regard to the pupil's individual educational objectives. (section 1-3)</p> <p>1.2.4 The National Curriculum Regulations [require teacher candidates] to have:</p> <ul style="list-style-type: none"> • knowledge about the legal basis, including the objective of education, the value basis, curricula and all the pupils' rights; • knowledge about children in difficult circumstances and about children's rights in a national and international perspective (TE4I example, p. 5)
<p>1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners.</p> <p><i>(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)</i></p>	<p>1.3.1 White paper 'Learning Together' 2010-2011: Inclusion forms a basic tenet of the Government's educational policies. Inclusion as a goal in educational policy means that children and young people from different social backgrounds and multiple ethnic, religious and linguistic origins come together in kindergartens and common schools of high quality and with high expectations that everyone will learn. This calls for positive discrimination.</p> <p>For the individual kindergarten and school, inclusion will mean actively taking into consideration and accommodating for the variation in the abilities and capacities of children and young people, with respect to both organisation and teaching ... Thus, the Education Act stipulates that the educational system must be of equal quality and adapted to the circumstances and abilities of each child. The inclusive kindergarten and school is based on values and a view of humanity with a fundamental respect for human rights and equality. These values are deeply embedded in our society and laid down in the purpose clause for our school and kindergarten legislation. This provides the statutory basis for ensuring that schools and kindergartens are inclusive.</p> <p>www.regjeringen.no/contentassets/baeeee60df7c4637a72fec2a18273d8b/en-</p>



Agency recommendation	Findings
	<p>gb/pdfs/stm201020110018000en_pdfs.pdf p. 4-5)</p> <p>1.3.2 The right to education and training is a universal entitlement in Norway, as is special education for pupils ‘who either do not or are unable to benefit satisfactorily from ordinary teaching’. (ICT4I, p. 11)</p> <p>1.3.3 In 2007, a committee (Midtlyng Committee) was appointed, to contribute to better learning for children, young people and adults with special needs. The committee’s report was received by the Ministry of Education in July 2009 – an Official Norwegian Report (NOU), ‘Right to Learning’. This report is part of the basis for the White paper ‘Learning together’ that was adopted by the Norwegian parliament in 2011. Inclusion is a main principle in the NOU and the White Paper. According to the reports, actions leading to inclusion are the teacher’s relations with the students, relations among students, participation, differentiation and securing for all students an education that gives results – in Norwegian termed ‘adapted education’, which is similar to the relatively new international concept of ‘personalised education’. (TE4I, p. 1)</p>
<p>1.4 Legislation and policy for inclusive education is cross-sectoral.</p> <p><i>(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)</i></p>	<p>1.4.1 Norwegian governments base their policies in relation to persons with impairments on mainstreaming, meaning that each administrative sector has responsibility for creating and enforcing policies toward persons with impairments in its own area (labour, education, transportation, municipalities, etc.). Generally, policies that involve more than one authority depend on negotiations and co-operative agreements between the Ministries, counties and municipalities involved. (VET, p. 15)</p> <p>1.4.2 Norway has an act that states that all municipalities and counties should have a council for persons with disabilities. (VET, p. 15)</p> <p>1.4.3 The school shall, when it is necessary in order to safeguard the pupils’ need for an overall, co-ordinated and individually adapted service provision, participate in the work of preparing and following up measures and aims in individual curricula pursuant to other laws and regulations.</p>



Agency recommendation	Findings
	<p>1.4.4 The Ministry may issue regulations concerning medical supervision and assistance for pupils who receive special education. (section 5-8)</p> <p>Assistants, social workers, child care workers, etc., may work in close co-operation with the teachers in both kindergartens and schools.</p> <p>The municipalities are obliged to have health centres and school health service, free of charge for the children and families. They are to have routines for co-operation with doctors and other relevant municipally based services.</p> <p>Examples of the range of stakeholders actively involved in schools are further provided in point 2.5.</p>
<p>1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.</p>	<p>1.5.1 The administration of the education system is divided into three levels (central level, county level, municipal level) with different responsibilities. (OoP, p. 8)</p> <p>1.5.2 The Norwegian Parliament and Government are responsible for developing the policy, defining the goals and deciding the budgets for education. The Ministry of Education and Research is responsible for implementing national educational policy. National standards are ensured through legislation, regulations and national curricula. On behalf of the Government, the Ministry issues a yearly letter of tasks to all the agencies involved, such as higher education bodies and the Norwegian Directorate for Education and Training. The Ministry directly manages the tertiary education institutions. The Directorate for Education and Training is a subordinate agency of the Ministry and is responsible for the development of Norwegian kindergartens and schools. It is also in charge of the national resource centres and Statped, the national service centre for special needs education. The County Governor's Department of Education is a link between local authorities, the Ministry and the Directorate on educational issues. (ICT4I, p. 1)</p> <p>1.5.3 There is a clear connection between the Framework Plan for kindergartens and the curricula for Norwegian primary and secondary schools. The learning areas are largely the same, as children will encounter them again as subjects at school. (OoP, p. 2)</p>



Agency recommendation	Findings
1.6 Policy outlines how education policy-makers need to take responsibility for all learners.	–
1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.	<p>1.7.1 Education shall be adapted to the abilities and aptitudes of the individual pupil, apprentice and training candidate. (Education Act section 1-3)</p> <p>1.7.2 Schools and training establishments shall meet the pupils and apprentices with trust, respect and demands, and give them challenges that promote formation and the desire to learn. All forms of discrimination shall be combated. (Education Act section 1-1)</p> <p>1.7.3 Kindergartens shall meet the children with trust and respect and acknowledge the intrinsic value of childhood. They shall contribute to well-being and joy in play and learning and shall be a challenging and safe place for community life and friendship. The kindergarten shall promote democracy and equality and counteract all forms of discrimination (Kindergarten Act section 1)</p> <p>1.7.4 Kindergartens shall nurture children’s curiosity, creativity and desire to learn and offer challenges based on the children’s interests, knowledge and skills. (Kindergarten Act section 2)</p>
1.8 Policy requires learning material to be accessible.	<p>1.8.1 Schools shall have access to necessary equipment, furniture and fittings and educational resources. (Education Act 9-3)</p> <p>1.8.2 The Ministry shall ensure that textbooks and other teaching aids are prepared for special education. (Education Act section 5-9)</p> <p>1.8.3 Pupils who are partially or totally without functional speech and who require alternative and supplementary communication, shall be allowed to use their own forms of communication and the necessary means of communication in their education.</p> <p>When a pupil does not benefit or is unable to benefit satisfactorily from the ordinary educational facilities, the pupil is entitled to special education pursuant to the provisions in Chapter 5. This</p>



Agency recommendation	Findings
	<p>includes necessary training in the use of alternative and supplementary communication. (Education Act section 2-16, 3-13)</p> <p>1.8.4 Visually impaired and blind pupils have the right to necessary instruction in the use of Braille and necessary technical aids. Such pupils have also the right to necessary orientation and mobility tuition in connection with movement at school, to and from school and at home. (education Act 2-14, 3-10)</p> <p>1.8.5 Pupils who have sign language as their first language or who on the basis of an expert assessment need such instruction, have the right to primary and lower secondary instruction both in the use of sign language and through the medium of sign language. (Education Act 2-6)</p> <p>1.8.6 Young people who have the right to upper secondary education pursuant to section 3-1 and who have sign language as their first language or who, following expert assessment, need such instruction, have the right to choose upper secondary education and training in and through the medium of sign language in a sign language environment as defined in the second subsection or the right to use a sign language interpreter in ordinary upper secondary schools. The same applies to adults admitted to upper secondary education without rights pursuant to section 3-1. Before a decision is made by the county authority, an expert assessment shall have been submitted. (Education Act 3-9)</p> <p>For the purposes of this Act, the term sign language environment shall refer to schools that have specially adapted educational provisions both in the use of sign language and through the medium of sign language for hearing impaired pupils.</p> <p>The right to instruction both in the use of sign language and through the medium of sign language pursuant to the second subsection is limited to the education programmes and programme areas provided by these schools. Parts of this instruction may be provided with the help of an interpreter.</p> <p>1.8.7 The government agency for special needs education – Statped – is in charge of providing equitable services to municipal and county authorities that require assistance. (In 2013, Statped developed around 250 teaching aids and sold 3,200 teaching resources. The agency lent more than</p>



Agency recommendation	Findings
	50,000 audiobooks and produced 450 Braille books.)
<p>1.9 Policy describes an effective framework of support for schools to implement inclusive education.</p> <p><i>(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)</i></p>	<p>1.9.1 Local and regional authorities are responsible for ensuring that children and young people are given appropriate adapted tuition in an inclusive learning environment. (Education Act 5-3)</p> <p>1.9.2 Each municipality and county authority shall provide an educational and psychological counselling service. The educational psychology service (PPT) has a double mandate. It is responsible for producing expert assessments where the law demands it, both in respect of school pupils and children under compulsory school age (individual-based work). The service also has a statutory responsibility for contributing towards the development of competencies and organisational development in schools (system-based work). (Education Act 5-6)</p> <p>1.9.3 The mandate for the National Centre for Learning Environment, National Centre for Mathematics in Education, the National Centre for Reading Education and Research and the National Centre for Multicultural Education now also include the educational and psychological counselling service as their target group. (See www.regjeringen.no/contentassets/baeeee60df7c4637a72fec2a18273d8b/en-gb/pdfs/stm201020110018000en_pdfs.pdf, p. 16)</p> <p>1.9.4 The national service for special needs education – Statped – is in charge of providing equitable services to municipal and county authorities that require assistance. (www.statped.no/Spraksider/In-English/)</p>
<p>1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners’ needs.</p>	<p>1.10.1 See 1.9</p> <p>1.10.2 Children below compulsory school age with a specific need for special educational assistance, have the right to such assistance. The assistance shall include an offer of the provision of advice for parents. The assistance may be attached to kindergartens, schools, social and medical institutions, etc., or be organised as separate measures. The assistance may also be provided by the educational and psychological counselling service or by another expert body. (Education Act section 5-7)</p>



Agency recommendation	Findings
	<p>In 2014, there were 7,700 children who received special educational assistance. This is 2.7% of children in kindergartens in Norway.</p>
<p>1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.</p>	<p>1.11.1 Inclusion forms a basic tenet of the Government’s educational policies. See 1.2.1.</p> <p>1.11.2 The Ministry has given the Directorate the task to have a council for inclusive education. In this council user organisations are given place. Statped has organised themselves a wide user participation system. Parents are to be heard when making iEPs. Parents are part of Individual plans (health based). Political and administrative level in local administration has to discuss status in schools.</p> <p>1.11.3 Pupils have by law the right to be heard (Constitution law § 104) and Education Act Chapter 11 states the different councils and systems schools must have in order to engage and influence.</p>
<p>1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners.</p> <p><i>(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)</i></p>	<p>1.12.1 As described in the white paper ‘Learning together’, Statped is under reorganisation 2012-2016. Statped (earlier divided into 12 resource centres) has been restructured and given a central management to make sure the objectives for Statped as a whole are met, that the regional centres develop in the same direction and have a clear, common profile. Three objectives were specified in the White Paper:</p> <ul style="list-style-type: none"> • Statped must be a clear and accessible provider of special education support services to local and regional authorities. Statped must deliver services at individual level as well as system level, and all local authorities must have the same access to Statped’s services • Statped must possess top expertise in the fields of special education and must contribute actively to the dissemination of knowledge and competency in these fields • Statped must have a strategy for how to prioritise areas for research and development (R&D work) and act as a co-operation partner for universities and university colleges <p>1.12.2 Three of the five state-run schools for students with hearing impairments have been</p>



Agency recommendation	Findings
	<p>closed/turned municipal as a follow-up of the White Paper 'Learning together'.</p> <p>1.12.3 Local and regional authorities are responsible for facilitating education in the manner they, the pupil and the parents find most appropriate.</p> <p>In the 2014/15 academic year, just under 4,000 pupils were part of a dedicated special needs unit. This represents 0.6 percent of all pupils in primary and lower secondary and 8 percent of all pupils receiving special needs education. There were dedicated units in 352 schools. In most schools, pupils in the dedicated special needs unit only accounted for a small percentage of all pupils. At 53 of the 352 schools, all pupils were part of a dedicated special needs unit. In addition, there were eight schools where more than half of all pupils were part of the dedicated unit. Almost 1,500 pupils attended these 61 schools, which are in essence designated special needs schools.</p> <p>32 percent of the pupils receiving special needs education were given special needs education within their ordinary class. The remaining 68 percent received this education in small groups (55 percent) or alone (13 percent).</p> <p>In addition to the 4,000 or so pupils in dedicated units in the 2014/15 academic year, there are just over 1,500 pupils on placements in alternative learning environments outside ordinary education one or more days a week. More than 80 percent of them are boys. These learning environments could involve outdoor pursuits, canteen work, agricultural activities, car workshops, etc. (GSI)</p>

Measure 1 evaluative comments

We acknowledge that there is still some work to be done, and improvement, in areas of data collection regarding upper secondary schools. There are also some arguments issues regarding a system that cannot identify nor follow students who receive special need educations in primary and lower secondary schools. This is, amongst other, discussed in the EASIE-project in European Agency.

This might indicate a need for more monitoring as a prevention policy initiative.



Measure 2: To support improved co-operation, including greater involvement of parents and local community

Agency recommendation	Findings
<p>2.1 The full involvement of families in all educational processes is outlined in legislation and policy.</p>	<p>2.1.1 The Learning Poster, as part of the quality framework, includes 11 basic commitments, mandatory in all primary and lower-secondary schools, as well as in upper-secondary schools and apprenticeship training workplaces. All schools shall: prepare for co-operation with the home and ensure parents’/guardians’ co-responsibility in the school (OoP, p. 4)</p> <p>2.1.2 According to the Education Act, at each primary and lower secondary school there shall be a co-ordinating committee with two representatives for the teaching staff, one for other employees, two for the parents’ council, two for the pupils and two for the municipality. The co-ordinating committee has the right to express its views on all matters relating to the school.</p> <p>2.1.3 According to the Education Act, at each primary and lower secondary school there shall be a school environment committee. The pupils, the parents’ council, the employees, the school management and the municipality shall all be represented on the school environment committee. The school environment committee shall be composed in such a way that the representatives of the pupils and the parents together comprise a majority.</p> <p>2.1.4 According to the Education Act, at each primary and lower secondary school there shall be a parents’ council where all parents who have children at the school are members.</p> <p>The parents’ council shall promote the parents’ shared interests and help to ensure that pupils and parents take an active part in working to create a satisfactory school environment. The parents’ council shall work to promote an atmosphere of solidarity between home and school, lay a basis for well-being and positive development for the pupils and foster contact between the school and the local community.</p>
<p>2.2 Policy for inclusive education places learners and their families at the centre of</p>	<p>2.2.3 According to the Education Act, before carrying out an expert assessment and before taking a decision to commence special education, the consent of the pupil or the parents of the pupil shall be obtained. The pupil or the parents of the pupil have the right to acquaint themselves with the content</p>



Agency recommendation	Findings
all actions.	<p>of the expert assessment and to state their views before a decision is made.</p> <p>As far as possible, the special needs education that is provided shall be planned in collaboration with the pupil and the pupil's parents, and considerable emphasis shall be placed on their views.</p> <p>2.2.2 Once every year, the school shall prepare a written summary of the education received by the pupil and an assessment of the pupil's development. The pupil's development must be assessed on the basis of the aims stipulated in the pupil's individual curriculum. The school shall send this summary and the assessment to the pupil or to the pupil's parents and to the municipality or county authority. (The Education Act)</p>
2.3 Sharing information among professionals and families is a policy priority.	<p>2.3.1 Information to parents/families, primarily through the responsibility group. Information to the family through the different external contacts in relation to needs. The responsibility group is ultimately responsible that the child is taken care of in accordance with the child's individual plan. (ECI example, p. 14)</p> <p>2.3.2 According to the Education Act, the school shall, when it is necessary in order to safeguard the pupils' need for an overall, co-ordinated and individually adapted service provision, participate in the work of preparing and following up measures and aims in individual curricula pursuant to other laws and regulations.</p> <p>2.3.3 The Norwegian Directorate for Education and Training has recently developed a user-friendly digital guide on the Education Act relating to special educational assistance, adapted education and special needs education. This guide contains templates, descriptions of routines and examples from local authorities. The digital guide is also to reach the adult target group as well as parents by e.g. including a poster for parents showing an overview of rights and user involvement.</p>
2.4 Policy has the goal of supporting parental interaction and communication	<p>See 2.1</p> <p>2.4.1 National curriculum – main points: Schools will have increased flexibility in how they organise co-</p>



Agency recommendation	Findings
with professionals.	<p>operation with parents. (OoP, p. 4)</p> <p>2.4.2 The National Parents' Committee for Primary and Secondary Education (Norwegian abbreviation FUG) is a national committee for parents who have children in primary and/or secondary education.</p> <p>FUG's role involves: Home-school partnership, safeguarding the interests of parents in connection with school, distributing information on how the home-school partnership works, distributing information on how parents can support their children, setting the agenda and supporting parents as regards key issues such as indoor climate, bullying, parent meetings, schoolwork, etc.</p> <p>FUG is appointed by the King in the Council of State for a period of four years. FUG consists of a chairman, a vice chairman and five members. The members come from different parts of the country and have children at school. Members must have worked actively as a parent representative at school or municipal level. FUG was established in 1976 and is legally founded on Sect. 11-9 of the Education Act.</p> <p>The National Parents' Committee for Kindergartens was appointed in 2010 and is to work for stronger parental involvement and for close co-operation between kindergartens and families.</p>
2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.	<p>2.5.1 National curriculum – main points: Co-operation between schools and the local business community will be further stimulated. (OoP, p. 4)</p> <p>2.5.2 The Learning Poster, as part of the quality framework, includes 11 basic commitments, mandatory in all primary and lower-secondary schools, as well as in upper-secondary schools and apprenticeship training workplaces. All schools shall: prepare for the local community to be involved in education in a meaningful way. (OoP, p. 4)</p> <p>2.5.3 School health services serve school children and youth under 20 years of age. The school clinics provide vaccinations, health promotion and social and psychological support in the school environment. The clinics for schoolchildren are usually located at schools, while the youth clinics are strategically located elsewhere in the municipality. They have flexible hours of consultation. A nurse, a</p>



Agency recommendation	Findings
	<p>doctor and a physiotherapist usually run the local health care at school. All children in the municipalities are covered by the school health care. It involves health examinations and follow up, as well as a vaccination programme. In the same way, the Pedagogical psychological services are working within the child's school district. Children attend kindergarten in their school district (as far as possible). For children with special needs, who are not attending the kindergarten, the nurse is the contact person responsible for the child and its responsibility group.</p> <p>helsedirektoratet.no/Lists/Publikasjoner/Attachments/388/veileder-til-forskrift-kommunens-helsefremmende-og-forebyggende-arbeid-i-helsestasjons--og-skolehelsetj-.pdf</p>

Measure 2 evaluative comments

There is an established good relationship with education authorities and employers' organisation, representing the school owners. There are regular meetings at various levels between the parties, on Ministry-level, directorate and county governor. There are also established good relations with authorities and trade unions at various levels.

In addition:

Nasjonal faglig retningslinje for helsestasjon- og skolehelsetjenesten (National guidelines for health service and school health service expected finalised in 2016)

Target groups: local level administration and politicians, employees at health service centres and school health services, those to co-operate with and users. Also, universities and university colleges. (*Målgruppe: Kommunens politiske og administrative ledelse. Ansatte i helsestasjons- og skolehelsetjenesten, deres samarbeidspartnere og brukere. Høgskoler og universiteter.*)



Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

Agency recommendation	Findings
<p>3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.</p>	<p>3.1.1 A quality framework defines the principles for developing optimal learning environments and learning achievements. (OoP, p. 3)</p> <p>3.1.2 The national curriculum sets out collective objectives and principles for teaching in primary and lower-secondary schools. The curriculum includes the following: Core Curriculum; Quality Framework; Subject curricula; Framework regulating the distribution of periods and subjects. (OoP, p. 3)</p> <p>3.1.3 The Norwegian Directorate for Education and Training is an executive subordinate agency for the Ministry of Education and Research. The Directorate’s main tasks are to promote quality development, quality assessment, analysis and documentation in primary and secondary education and training and to perform administrative tasks connected with primary and secondary education and training in addition to bearing the overall national responsibility for supervision of primary and secondary education and training. (VET, p. 16)</p> <p>3.1.4 The objective of the Norwegian Directorate for Education and Training is to ensure that all children, students and apprentices receive the high-quality education to which they are entitled. The Directorate is responsible for all national statistics concerning primary and secondary education. Based on these statistics, it initiates, develops and monitors research and development. The Directorate has the assigned operative responsibility for curriculum development, national examinations and assessment. (OoP, p. 9)</p> <p>3.1.5 Special needs education:</p> <p>Pupils and training candidates who do not benefit sufficiently from ordinary tuition are entitled to special needs education. In ordinary tuition, pupils are not entitled to special adaptation. Special needs education, which is enshrined in Section 5-1 of the Education Act, is a more comprehensive form of adapted tuition. Under this statutory provision, pupils are entitled to specially adapted tuition. There is a tendency that of a stabilisation of the number of pupils receiving special needs education (SNE) the</p>



Agency recommendation	Findings
	<p>last years.</p> <p>As a goal for the student who are entitled to SNE an Individual Subject Curriculum (IOP in Norwegian) is set which include learning goals and content of the special education. It is also as an aid and tool for teachers. The IOP is revised once a year.</p> <p>Education Act § 5-5: the school shall once a year make a written overview of the education the pupil has received including a view of the development of the pupil. This development shall be judged up to the goals set in the individual education plan of the pupil. The school send this to the pupil/parents (depending of the age) and to local authority.</p> <p>3.1.6 The County Governor’s supervisory and appellate role</p> <p>The County Governor provides advice and information to the general public and owners of kindergartens and schools in accordance with the provisions of the Education Act, the Private Education Act, the Kindergarten Act and associated regulations. The County Governor is also responsible for hearing appeals about individual decisions in this area and for carrying out inspections in accordance with the Education and Kindergarten Acts.</p> <p>3.1.7 Grants for schools and kindergartens. In general, it is the school or kindergarten owner or the local municipality that is entitled to receive state funding. The County Governor has responsibilities relating to the auditing and follow-up of such funding and also hears appeals about funding-related issues.</p> <p>www.fylkesmannen.no/en/Kindergartens-and-education/</p> <p>3.1.8 The Education Act §13-10 outlines how the school owners and head teachers must evaluate the running of the schools. It also mentions the annual status report.</p>



Agency recommendation	Findings
<p>3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.</p>	<p>3.2.1 2003 the Education Act got a new article targeting the students' school environment. According to this article, all students are entitled to a physical and psychosocial school environment that promotes a healthy development as well as learning (The Education Act §9a). This implies the right to be free from bullying and all forms of discrimination. Through guidelines, schools are told how to put this article into practice and they have to report their work in this area. (TE4I, p. 1)</p> <p>3.2.2 The Education Mirror is an annual publication providing an insight into the educational status quo. (OoP, p. 7)</p> <p>3.2.3 Additional state subsidies and provisions are given to avoid regional disparities, e.g. to schools or vocational courses where recruitment is so low that courses otherwise cannot be organised in each county, and to schools for students with special needs. There are also special measures for the three northernmost counties. (OoP, p. 5)</p> <p>3.2.4 County governor: Supervision – Inspections</p> <p>The County Governors are to act as links between the Ministry of Education and Research and the Directorate for Education and Training on the one hand and the education sector in municipalities and counties on the other. The County Governors are responsible for supervision and dealing with complaints related to regulations, participation in quality development, information, guidance and various administrative matters</p> <p>County Governors are responsible for conducting national and local inspections of the public school owners and the Directorate is responsible for the inspection of private school owners. The main legal basis for inspections is the requirement for school owners to have a system in place to assess and subsequently follow up school compliance with legal requirements as defined in the Education Act and the Private Schools Act. The Directorate and County Governors have developed guidelines on the number of municipalities and/or schools that each County Governor must inspect during the national inspection. The County Governor implements supervision in schools after complaints and concerns.</p> <p>www.udir.no/globalassets/upload/rappporter/educationmirror/the-educationmirror_english.pdf</p>



Agency recommendation	Findings
<p>3.3 Accountability measures that impact upon educational professionals' work reflect the importance of wider learner achievements.</p>	<p>3.3.1 The Learning Poster, as part of the quality framework, includes 11 basic commitments, mandatory in all primary and lower-secondary schools, as well as in upper-secondary schools and apprenticeship training workplaces. (OoP, p. 4)</p> <p>3.3.2 The school environment is of great importance for students' well-being and learning results. Chapter 9a of the Education Act establishes that: <i>all students in primary, lower-secondary and upper-secondary schools are entitled to a good physical and psycho-social environment that will promote health, well-being and learning.</i> The schools must work systematically to monitor the students' school environment and implement measures to comply with the requirements of the Education Act. (OoP, p. 2)</p> <p>3.3.3 The primary source of information about the learning environment in Norwegian schools is the Pupil Survey, carried out every year by the Norwegian Directorate for Education and Training. Furthermore, international surveys like PISA also picks up on aspects of the learning environment. Schools are obliged to conduct the Pupil survey every year in Year 7, Year 10 and at Level Vg3 of upper secondary. The Pupil Survey is an Internet-based questionnaire in which the pupils have an opportunity to express their opinion about factors that are important to learning and well-being in the school.</p> <p>The pupil survey was established on the basis of a Ministerial decision. The pupil survey shall be done each spring and autumn. It is mandatory for the schools to run the survey for students in grades 7 and 10, and year 1 in upper-secondary school. However, it is not mandatory for the pupils to answer.</p>
<p>3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.</p>	<p>–</p>



Agency recommendation	Findings
<p>3.5 Policy outlines how to involve families in the process of evaluating quality of services.</p>	<p>3.5.1 Regulated in the Education Act, section 5, families are to be involved in the process of their child to receive special needs education. Families can demand the school to look into whether the child needs special education. Families are to expect of the school to be involved and consent before the school requests PPT assess your child. Families are also to be involved and give consent before the school rules your child is to receive special education.</p> <p>Individual Subject Curriculum (IOP in Norwegian) An IOP shall include the learning goals and content of the special education and is an aid and tool for teachers. Is to be revised once a year.</p>
<p>3.6 Policy describes mechanisms to evaluate demand for services.</p>	<p>–</p>
<p>3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and development activities.</p>	<p>3.7.1 The school owners are responsible for the quality of the training and for assessing and following up compliance with the requirements in the Education Act and the associated regulations. The school owner's own initiative is important to ensure that the commitment areas have an effect in the classroom. The measures in the strategy will contribute to support the school owners in their local development work. The directorate has developed some tools to be used aiming this. Please see: www.udir.no/Utvikling/Verktoy-for-skoleutviklinganalyser/</p> <p>3.7.2 The national quality assessment system was introduced in 2004. The objective of the system is quality improvement and learning. It is mandatory to take the national tests, the Pupil Survey and the National Apprentice Survey. In addition, the individual municipal and county authorities may conduct their own tests, surveys and observations that may be included in forming a basis for assessment of the education and training. The school-based assessment and the annual status report from the school owner are statutory parts of the system. At the national level, the results of international surveys, supervisory reports, analyses and research reports also provide important information about education and training in Norway.</p> <p>The responsibility for quality assessment is divided among the various levels of the education system.</p>



Agency recommendation	Findings
	<p>Therefore, dialogue and co-operation are necessary in order to further develop the system and promote learning. We have a national supervisory body that oversees compliance with the regulations, but our quality-assessment system is primarily based on trust, so it is important to have good local assessment processes. The fact that the responsibility for control is clearly divided is a necessary condition for ensuring that the system will function as intended. Another key part of the system is the offer of a guidance and assessment tool to ensure good processes. Quality assessment includes the education and training in both schools and training establishments. National goals (political goals, laws, regulations, budgets), municipal and county goals, goals for education and training in each individual school and training establishment and goals for the individual pupil and apprentice are the basis for the assessment. In the quality-assessment system, the participants assess what actually occurs against the goal. (Education mirror 2013 chapter 6, www.udir.no/Upload/Rapporter/TheEducationMirror_2013.pdf?e_pslanguage=no)</p> <p>3.7.3 (Example) Many schools work actively to enhance quality and analyse the challenges they are facing, for example through use of 'Ståstedsanalysen' (the Situation Analysis) and 'Organisasjonsanalysen' (the Organisation Analysis). Some schools have received support from the national 'Veilederkorpset' (Guidance Corps) in their development processes, or have participated in the school development programme (the Knowledge Promotion Reform from words to action) (2005-2009)¹¹, or the four-year campaign 'Vurdering for læring' (Assessment for Learning) or have participated in 'SKUP-skole and kommuneutviklingsprosjektet' (the School and Municipality Development Project).</p> <p>The directorate is now implementing the Strategy for Lower Secondary Education in Norway, namely Motivation and Mastery for better Learning. Joint effort to improve classroom management, numeracy, reading and writing.</p> <p>www.regjeringen.no/globalassets/upload/kd/vedlegg/grunnskole/strategiplaner/f_4276_e_web.pdf</p>



Measure 3 evaluative comments

3.4 Critical factor is that the regulations do not regulate the office hours the health workers are to work at the schools.

3.5 The policy does not outline how to involve families in every school services are to offer.

Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion

Agency recommendation	Findings
<p>4.1 National level inclusive education strategies are linked to long-term financial support.</p>	<p>4.1.1 Kindergarten, Child care education:</p> <p>As of 1 January 2011, most government funding earmarked kindergartens has been incorporated into the block grants paid to municipalities. Municipalities finance around 80 percent of the cost of running kindergartens (Lunder and Eik2013). The remainder is primarily paid by the parents. The government provides additional smaller grants to Sami kindergartens and to schemes designed to improve language comprehension among minority language children.</p> <p>The government states the maximum monthly parental fees for kindergartens.</p> <p>As of 1 May 2015, parental fees are set at 6 per cent of the family income with a fixed ceiling of NOK 2 580. This applies both in private and public kindergartens. To ensure better availability for children in families with low income, 20 hours' free attendance is introduced for 4- and 5-year-old children in families with a yearly income lower than NOK 405 000 as of 1 August 2015.</p> <p>To increase flexibility and support the municipalities in meeting the needs of families, also with children without a statutory right, an additional block grant has been made.</p> <p>4.1.2 Schools:</p> <p>Public primary and lower secondary schools in Norway are predominantly funded by municipalities, but there are some government grants available. Examples include a funding scheme implemented from the 2013/14 academic year to increase teacher-to-pupil ratios in lower secondary education.</p>



Agency recommendation	Findings
	<p>There are also separate government funding schemes for Sami teaching in primary and lower secondary schools, and funding for school camps.</p> <p>Private primary and lower secondary schools approved under the Private Education Act receive government funding equivalent to 85 percent of the operating costs of public sector schools. Private schools can charge school fees of up to 15 percent of the operating costs of public schools. Subsidy rates vary depending on the number of pupils and on their distribution across the primary and lower secondary stages. In the autumn of 2013, they ranged from NOK 59,700 to NOK 142,200 per pupil.</p> <p>4.1.3 The county mainly finances upper-secondary schools through income taxes. (OoP, p. 5)</p> <p>4.1.4 Training establishments receive state grants through the county authorities to cover the cost of the training component during the period of apprenticeship in the establishment. They receive no financial assistance towards the component of productive work in the apprentice's programme. (OoP, p. 5)</p> <p>4.1.5 There is no financial support for students' families, since compulsory (primary and lower-secondary) education and school materials are free in public schools. The Norwegian state pays a family allowance to all families with children aged 0–18 years. (OoP, p. 5)</p> <p>4.1.6 There also exist <i>special</i> provisions aimed at qualifying students with 'special needs' for further studies or work. These are: special admission practices, special educational programmes, adapted learning and teaching aids, the opportunity to use extra time to finish studies (up to five years), adaptation of exams and subsidised apprenticeships. VET-companies that accept apprentices with special educational needs can receive extra financial aid from the county if granted by the Directorate for Education and Vocational Training. (VET example, p. 17).</p> <p>4.1.7 Training establishments providing training for apprentices receive government grants. Additional grants will be given to enterprises that increase the number of apprenticeships and to enterprises that take on apprentices for the first time. Furthermore, enterprises that take on disabled apprentices get</p>



Agency recommendation	Findings
	additional grants. (VET example, p. 17).
4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.	<p>4.2.1 The municipalities administer the financing and have flexibility to organise provision to meet local needs.</p> <p>4.2.2 Kindergartens are mainly publicly financed through annual block grants to the municipalities. Parents fees contribute to 13,8 per cent of the funding. All approved kindergartens (both private and public) are entitled to public funding.</p> <p>See 4.1.1</p> <p>4.2.3 The head teacher is responsible for the school budget within the framework established by the municipality and county authorities. (OoP example, p. 10)</p> <p>4.2.4 There are no funding arrangements in the State Educational Loan Fund or elsewhere to cover extra expenses that students with impairments might have in higher education, but there are provisions to counterbalance the incentive to complete studies in the prescribed time frame. (VET example, p. 17)</p>
4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.	<p>4.3.1 Local level has the responsibility for both schools and local support systems (PPT). The states support system, Statped, is state financed and gives support to local level free of charge. See: www.statped.no/Stottemeny/Om-Statped/Fag--og-tjenestetilbud1/Statped--en-del-av-opplaringssektoren/</p>
4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.	<p>4.4.1 The primary and Lower Secondary School Information System (GSI) is a system for registration of information on primary and lower secondary education. For information on upper secondary, data is collected in the central database of Vigo, which is run by Vigo Inter-Municipal Corporation on behalf of the county municipalities. The collection of data is founded on the regulations of the Education Act § 2-2 and the regulations of the Private Schools Act § 2-2: 'The school owner shall contribute in establishing administrative systems, and in collecting statistical information and other information</p>



Agency recommendation	Findings
	<p>necessary for assessing the conditions and development within education and training'. The municipalities are school owners of primary and lower secondary, and the county municipalities own the upper secondary schools.</p> <p>In GSI you can find information about the number of pupils, annual hours, resources, special needs education, language minorities, language variants, foreign languages, physical activity, homework help service, after-school programmes, optional subjects and educational-psychological service. The schools register data in GSI by the 1st of October every year. These data are made available for the public by the end of December. The schools are followed up by the municipalities, and the data quality is assured by the County Governor (the state's representative in the counties), Statistics Norway and the Directorate for Education and Training. The routines in registering data are well established and integrated. The schools are generally good at registering the information they are supposed to register, and receive guidance if they need it. We are continuously working on improving the questionnaires and the instructive guidance in GSI to make it easier for the schools to register the data.</p> <p>GSI contains information dating from 1992, which is when the collection of data began. The Norwegian Directorate for Education and Training decides, in co-operation with Statistics Norway, the premises for which data is to be collected. The Directorate for Education and Training is also responsible for the collection. Statistics Norway also uses these numbers in KOSTRA (Municipality-State-Reporting: www.ssb.no/en/offentlig-sektor/kostra).</p> <p>In the central database of Vigo, you can find information about the number of pupils, results, applications for pupils and apprentices, apprenticeship contracts, etc. On the basis of the data collected, Vigo publish indicators at school, county and national level. The data is used for local development of quality and for national policy development. Statistics Norway and the Directorate for Education and Training also receive several of these data files, and Statistics Norway use these numbers in KOSTRA. The routines in registering data are well established and integrated. The schools are followed up by the county municipalities, and the Directorate for Education and Training check the</p>



Agency recommendation	Findings
	data to assure the quality of the data for upper secondary. The Registration Handbook is a guide for the schools in how to register information in the Vigo data-base. The Registration Handbook is a co-operation between Vigo, the Directorate and Statistics Norway, and is continuously being improved.

Measure 4 evaluative comments

There is a strong loyalty and trust in the system that school owners are to implement the goals Norwegian education in the best possible local way.

Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education

Agency recommendation	Findings
5.1 Policy clearly respects the rights and the needs of children and their families.	<p>5.1.1 Parents are members of the responsibility group. This group is responsible for developing an individual plan that will describe the measures necessary for the different arenas and thus they are heavily involved in all decisions. (ECI, p. 15)</p> <p>5.1.2 UNICEF Norway and The Ombudsman for Children have developed a Norwegian <i>Child Rights Education Toolkit</i>. It is suitable for from the level 5 to 10. www.unicef.no/nyheter/12303/norge-gir-ikke-barna-kunnskap-om-rettigheter</p> <p>For teachers: www.unicef.no/undervisning</p> <p>The Ombudsman has also published a site targeted children explaining their rights at school. This includes all areas at school, e.g. health care, bullying, assessment, the right of privacy in school. barneombudet.no/dine-rettigheter/pa-skolen</p>



Agency recommendation	Findings
<p>5.2 Support is available for families to recognise and understand the needs of their child.</p> <p><i>(Support focuses upon and what is in the child's best interests.)</i></p>	<p>5.2.1 'Family-centre': Low-threshold service for children and parent, where concerns for children's development can be discussed with the interdisciplinary team (health, social, educator). (ECI, p. 13)</p>
<p>5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.</p>	<p>5.3.1 If there is a need for special co-ordinated services, an Individual plan (IP) is developed and a responsibility group is established. The family is provided with a primary contact who is responsible for all information and for co-ordinating the interdisciplinary work around the child. They must ensure that the child at all times receives adequate follow-up and that all the co-operative partners, including parents / guardians receive the required and available information. (ECI, p. 15)</p> <p>5.3.2 The goal of early intervention – 'the right help at the right time' (ECI, p. 19)</p> <p>5.3.3 The decision as to whether a child's development requires special consideration or support rests upon a concrete assessment in each individual case. In line with chapter 5 of the Education Act, the decision shall be made based on educational and psychological counselling (PPT) and consultation with the student and their parents. (OoP, p. 7)</p>
<p>5.4 Policy states that in risk situations, the child's rights should come first.</p>	<p>–</p>
<p>5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.</p>	<p>5.5.1 The Framework Plan for the Content and Tasks of Kindergartens is a regulation of the Kindergarten Act. The Framework Plan states that all kindergartens must work towards the goal of children's development and learning, and stimulate children's linguistic and social competence. Childhood is a phase of life with intrinsic value; kindergartens must be inclusive fellowships with space for each child. The Framework Plan has seven learning areas that children should become acquainted with in kindergartens (OoP, p. 1)</p>



Agency recommendation	Findings
5.6 Early childhood guidance is developed jointly by departments of health, education and social services.	–
5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.	<p>5.7.1 Responsibility group: interdisciplinary work around children with disabilities and their families. Every child with special needs has an individual plan where the child’s needs are described and the responsibility for follow-up is placed. The responsibility group has the responsibility for ensuring that the measures are implemented and evaluated. (ECI, p. 13)</p> <p>5.7.2 Healthcare (nurse) has co-operation with both educators, social workers and other medical staff, and if necessary (if required) establishes a multidisciplinary responsibility group that co-ordinates the work around the individual child and their families. One member of the responsibility group is responsible for co-ordinating the work (ECI, p. 14)</p>
5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.	<p>5.8.1 Since 2009 all children in Norway are entitled to a place in kindergarten. (ECI, p. 12)</p> <p>5.8.2 Children with disabilities and children with special needs have priority in admission to nursery cf. § 13 of the existing legislation. Curriculum for kindergartens can also ensure the quality offers independently and ensures educational follow-up of all pre-school children if they move to another place. In Norway, all children have the right to go to a kindergarten. All municipalities can follow up on children who need multidisciplinary help. (ECI, p. 19)</p> <p>5.8.3 The Kindergarten Act states that the municipalities are the local authorities for kindergartens. The municipality must provide guidance and ensure that kindergartens are operated in accordance with current rules. The municipalities are obliged to ensure that there is a sufficient number of kindergarten places. Private kindergartens have a legal right to approval if they are suitable in terms of purpose and content and fulfil the requirements in the Kindergarten Act. (OoP, p. 1)</p>



Agency recommendation	Findings
5.9 Policy outlines how cost-free services/provision are made available for families.	5.9.1 The present Norwegian Government wishes to use greater differentiation of parental fees as a means of increasing kindergarten participation among children from low-income families and as a means of reducing child poverty. Norway introduced from 1 May 2015 a better social profile on the parental fees in kindergarten by financing a new national subsidy scheme for low-income families so that these families will pay a maximum of six per cent of their income for a place in <i>barnehage</i> limited upwards by the maximum parental fee. This is estimated to include all families with a yearly income in 2015 of NOK 473 000 and will give an average reduction of NOK 650 per month. The already existing sibling discount is continued, so the parental fee for the second child will be 70 per cent of the fee for the first child, and the fee for the third and subsequent children will be 50 per cent of the fee for the first child. In addition, Norway introduced from 1 August 2015 a nationwide offer of free core hours in kindergarten for all 4 and 5 year olds from low-income families, regardless of language background.
5.10 Policy ensures the same quality of service irrespective of differences in geographical location. <i>(Such as isolated or rural areas).</i>	5.10.1 All children and their families are offered a similar quality of service no matter where they live. (ECI, p. 15)

Measure 5 evaluative comments

The contents in the framework for kindergartens and the curricula for schools are linked on specific areas and are seen in relation to each other.

Films from kindergarten everyday life. We have made 14 short films for staff who work in the kindergarten. The films address various topics from The Framework Plan for the Content and Tasks of Kindergartens. The aim is to give staff a knowledge base and examples of good practice as a basis for collegial reflection, guidance and development. All the films are accessible here:

We have also made some other guidance material regarding language in kindergarten (language stimulation, language acquisition and documenting and evaluating language skills) and bullying /harassing in kindergartens.



www.udir.no/globalassets/upload/barnehage/pedagogikk/veiledere/udir_sprakveileder_engelsk.pdf

There is a revised literacy strategy to be implemented next year. Children with literary challenges are one of the targets groups in the strategy. We have ratified UN Convention on the right of the child.

Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance

Agency recommendation	Findings
6.1 High expectations for all learners' achievements underpin policy for inclusive education.	6.1.1 The Learning Poster as part of the quality framework, includes 11 basic commitments, mandatory in all primary and lower-secondary schools. All schools shall: give all students an equal opportunity to develop their abilities individually and in co-operation with others (OoP, p. 4)
6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.	6.2.1 The Learning Poster: All schools shall: encourage student participation, and enable students to make conscious value judgements and decisions on their educational needs and future work (OoP, p. 4) See 2.1 and 2.2 for further examples.
6.3 Teaching, support and guidance has the goal of empowering all learners.	6.3.1 The Learning Poster: All schools shall: stimulate students' development of their own learning strategies and of their capacity for critical thought; stimulate students' personal development and identity, and assist them in the development of ethical, social and cultural competence, and democratic understanding and participation. (OoP, p. 4) 6.3.2 Recently launched: National maths and science strategy and literacy – with chapters on how to support students with low skills. National centres as well – also see 1.3.1 and 1.9.3.
6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning	6.4.1 The Learning Poster: All schools shall: promote adapted teaching and varied working methods. (OoP, p. 4) 6.4.2 The provision of education and training and ways of learning must be tailored to suit individual



Agency recommendation	Findings
needs.	<p>needs and individual development according to each learner’s aptitude and ability. Everyone shall be seen both as an individual and as a member of the learning community. (ICT4I, p. 1)</p> <p>6.4.3 Applicants can apply for benefits from the Norwegian Labour and Welfare Organisation (NAV) local labour and welfare offices, for customised computer aids following specific guidelines established by the Directorate for Labour and Welfare. (ICT4I, example, p. 2)</p> <p>6.4.4 Statped (the National Support System for Special Needs Education) is managed by the Norwegian Directorate for Education and Training. Norwegian pupils are entitled to teaching that is as specially adapted as possible. Insofar as possible and advisable, this should take place in the local mainstream school. In many cases, schools and local authorities will require guidance and competence. Statped assists local authorities in this work and provides special teaching services at individual and system level in areas in which the country’s 430 local authorities do not have sufficient competence. Statped can offer part-time courses for pupils and for the parents and guardians of deaf, blind and deaf-blind children and pupils needing alternative, supplementary communication. Other teaching will take place at the school in the pupil’s own local authority area, but with individual adaptation. (ICT4I, p. 2)</p> <p>6.4.5 Assistive aids (such as a computer) may be a necessary part of the tuition process. When tuition depends on assistive aids, co-operation will be required between the educational institution and the Assistive Technology Centre. The local authorities are responsible for their citizens’ health and rehabilitation. Providing assistive aids is part of this responsibility. (ICT4I example, p. 3).</p> <p>Also refer to 1.3.1</p>
6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.	<p>6.5.1 National curriculum: Targeted subject curricula have been developed to meet the needs of hearing impaired pupils. Teacher’s guides provide support for the teaching of hearing impaired pupils and other pupils with special needs.</p> <p>6.5.2 Basic skills (the ability to express oneself orally, the ability to read, numeracy, the ability to express oneself in writing, and the ability to use digital tools) are given priority and greater attention,</p>



Agency recommendation	Findings
	<p>as they are important for students' professional and personal development. Basic skills are integrated into curricula for all subjects in all grades. Basic skills in sign language are integrated into curricula for the hearing impaired. (OoP, p. 3)</p> <p>6.5.3 National curriculum: In order to allow for increased flexibility in the organisation and customisation of education, up to 25% of the lessons in each subject at all levels can be used more freely, according to local conditions and individual needs. (OoP, p. 3)</p> <p>6.5.4 Pupils or students with special requirements are entitled to individually adapted tuition (Education Act, Chapter 5, Section 5-1). (ICT4I, p. 2)</p>

Measure 6 evaluative comments

We have worked strategically in improving our guidance material through launching them on our websites and making them, more universal designed. This is done in co-operation with Statped and relevant NGO's. (Visually impaired association, hard of hearing association and Norwegian DeafNet).

Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)

Agency recommendation	Findings
7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.	–
7.2 Policy outlines the responsibility of	7.2.1 The Education Act §13-10 outlines how the school owners and head teachers must evaluate the



Agency recommendation	Findings
<p>school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.</p>	<p>running of the schools. It also mentions the annual status report.</p> <p>7.2.2 Primary, upper and lower-secondary and adult education are administered and managed according to the Education Act. The head teacher is the head of the school and therefore responsible for both the administrative and pedagogical aspects of running the school. (OoP example, p. 10)</p>
<p>7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.</p>	<p>7.3.1 Act relating to working environment, working hours and employment protection, etc. (Working Environment Act) and the Co-operation Agreement on a more Inclusive Working Life between enterprises and the Norwegian Labour and Welfare Service represented by NAV Inclusive Workplace Support Centre regulates recruitment from diverse background.</p> <p>Link: www.arbeidstilsynet.no/binfil/download2.php?tid=92156 www.nav.no/en/Home/About+NAV/Publications</p> <p>7.3.2 Norway has a non-discrimination policy in labour market – and those with minority background, disability, etc., should, on equal conditions, be invited to interviews:</p> <p>The Jobs Strategy for People with Disabilities was introduced in 2012, and will continue in 2013 strengthened with further measures. These initiatives are supplementary to the Government’s overall policy of contributing to a more inclusive workplace for vulnerable groups. The main target group remains the same, people with disabilities under the age of 30.</p> <p>In the Jobs Strategy four barriers are identified as preventing people with disabilities from gaining employment: Discrimination barrier, cost barrier, productivity barrier and information and attitudinal barrier. These barriers affect both job-seekers and employers. Instruments covered by the Jobs Strategy are geared to reducing these barriers. Many measures have been launched aimed at increasing labour market participation and assisting employers who employ persons with disabilities or who provide places for work experience programmes, including facilitation and follow-up measures.</p> <p>www.regjeringen.no/en/dokumenter/jobstrategy/id657116/</p>



Agency recommendation	Findings
<p>7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs.</p> <p><i>(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)</i></p>	<p>7.4.1 The expert group for special education has been tasked with reviewing the various special education programs in Norway, and consider how they should be designed and dimensioned in the coming years. The Ministry of Education and Research is considering the report for further actions.</p> <p>7.4.2 The National Curriculum Regulations [require the teacher candidate to] be able to:</p> <ul style="list-style-type: none"> • facilitate and lead good, creative learning environments; • adapt his/her teaching to the pupils' different abilities and talents, interests and socio-cultural backgrounds, motivate them to wish to learn by clarifying the learning objectives and using varied working methods so that the pupils are able to achieve the objectives; • evaluate and document the pupils' learning and development in relation to the objectives of the education, give feedback that promotes learning and contribute so that the pupils can evaluate their own learning; • in collaboration with parents/guardians and professional bodies, able to identify the pupils' needs and implement necessary measures. (TE4I pp. 5 and 6).
<p>7.5 The school ethos and culture is guided by school strategic plans that have high expectations for the academic and social achievements of all learners.</p>	<p>7.5.1 The Learning Poster, as part of the quality framework, includes 11 basic commitments, mandatory in all primary and lower-secondary schools, as well as in upper-secondary schools and apprenticeship training workplaces. All pupils attending primary and secondary schools are entitled to a good physical and psychosocial environment conducive to health, well-being and learning. (Education Act 9a)</p>
<p>7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning tools and opportunities.</p>	<p>7.6.1 Schools shall be planned, constructed, adapted and run in such a way as to provide for the safety, health, well-being and learning of the pupils. (Education act 9a)</p> <p>7.6.2 Norway's Anti-Discrimination and Accessibility Act of 2008 is the country's first disability-specific, nationwide non-discrimination act. It introduced legal safeguards against discrimination of people with</p>



Agency recommendation	Findings
	disabilities in all sectors of society. It focuses on the built environment, transport and ICT, establishes that inaccessibility is a matter of discrimination, contains the obligation to use universal design and refers to sector legislation as well as specific regulations elaborating on the Act itself.
7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.	–
7.8 School strategic plans have clear statements on the value of diversity.	7.8.1 According to the Education Act, Education shall be adapted to the abilities and aptitudes of the individual pupil, apprentice and training candidate (Education Act 1-3).
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	7.9.1 The Learning Poster – All schools shall contribute to teachers being clear leaders and role models for children and young people (OoP example, p. 4)

Measure 7 evaluative comments

The objectives of education and training is in the Education Act described as follows:

Education and training in schools and training establishments shall, in collaboration and agreement with the home, open doors to the world and give the pupils and apprentices historical and cultural insight and anchorage.

Education and training shall provide insight into cultural diversity and show respect for the individual's convictions. They are to promote democracy, equality and scientific thinking. The pupils and apprentices shall develop knowledge, skills and attitudes so that they can master their lives and can take part in working life and society. They shall have the opportunity to be creative, committed and inquisitive. The pupils and apprentices shall learn to think critically and act ethically and with environmental awareness. They shall have joint responsibility and the right to



participate.

Schools and training establishments shall meet the pupils and apprentices with trust, respect and demands, and give them challenges that promote formation and the desire to learn. All forms of discrimination shall be combated. (Education Act, 1-1)

The pupil council (§11-2) deserves to be mentioned. The same is the right to co-determination when it comes to assessment (§3-12)

The policy level's influence on the individual school is on a general level. We are not able to comment on the individual school's strategic plan. For example, we have not clearly stated regulations how local level should clearly state the value of diversity.

Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention³

Agency recommendation	Findings
8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.	8.1 Primary and lower secondary school pupils have the right to attend the school that is closest to where they live or the school designated for the catchment area where they live. (Education Act) 8.2 The pupils may be divided into groups as necessary. The groups must not be larger than is justifiable in relation to pedagogy and security. The organisation shall safeguard the pupils' need for social belonging. Pupils shall not normally be organised according to level of ability, gender or ethnic affiliation. (Education Act – see 1.12 for more information.)
8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available. <i>(Support structures prevent early tracking)</i>	8.2.1 The Educational and Psychological Counselling Service (often referred to as PPT or <i>PP-tjenesten</i> in Norwegian) is a municipal or county municipal advisory and guidance service. Its intention is to aid children, adolescents and adults who are experiencing developmental difficulties or having difficulties related to education. PPT exists to provide schools with guidance and counselling about how to organise learning and social situations for children and students who need help. PPT will assist schools

³ Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools.

The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.



Agency recommendation	Findings
<p><i>and streaming of pupils at an early age).</i></p>	<p>to organise learning in better ways to help students with special needs. (OoP, p. 11)</p> <p>8.2.2 It is not regulated in the Education Act that PPT are to provide kindergartens with guidance and counselling, but we are aware (inspections and reports) of it occur in the real life. We have recently had a hearing of a new proposal of law, giving PPT the responsibility clearly to work towards kindergartens. The hearing was finalised 18 January and the ministry is working on the follow-up, planning to present to the parliament in April.</p> <p>See also 1.9</p>
<p>8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.</p>	<p>8.3.1 In line with chapter 5 of the Education Act, the decision shall be made based on educational and psychological counselling (PPT) and consultation with the student and their parents. Normally, the teacher(s) in mainstream settings discover a given student’s special needs, and sends a notification of concern to PPT. The local educational-psychological counselling services (PPT) are obliged to give a statement at the request of the student or parents as well. (OoP, p. 7).</p> <p>8.3.2 The pupil or the parents of the pupil may require the school to carry out the necessary investigations to establish whether the pupil needs special education, and, if so, what form of education the pupil needs. The teaching staff shall consider whether a pupil needs special education, and notify the head teacher about any such need. Before an expert assessment is undertaken, the school must have considered and tested out, if relevant, measures within the ordinary education facilities that might make the pupil benefit satisfactorily. (Education Act)</p>
<p>8.4 Data is available relating to learners’ rights to age appropriate education.</p>	<p>8.4 Children shall normally start to attend school in the calendar year in which they attain the age of 6 years. If after an expert assessment there is any doubt that a child is sufficiently mature to begin to attend school, the child has the right to postpone starting school by one year if its parents so demand. The right and obligation to attend school last until the pupil has completed the tenth year of schooling.</p>



Measure 8 evaluative comments

Grade retention is not used in Norway.

Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes. ⁴	9.1.1 The Directorate provides statistics and guidance. See more information in 9.2.
<p>9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes.</p> <p><i>(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)</i></p>	<p>NOTE: The regulation regarding assessment is only to be found in Norwegian. <i>Forskrift til opplæringsloven</i>: lovdata.no/forskrift/2006-06-23-724</p> <p>9.2.1 NATIONAL TESTS</p> <p>National tests in Reading, Mathematics and English are conducted in Years 5 and 8. Starting in the 2010/2011 school year, pupils in Year 9 will take the same tests in Reading and Mathematics as pupils in Year 8. The tests will determine the extent to which pupils’ skills are in accordance with curriculum objectives and shall provide information to pupils, teachers, parents and guardians, school owners, school administrators, the regional authorities and the national authorities as a basis for improvement and development. The outcomes from the national tests are divided into three mastering levels in Year 5 and five mastering levels in Years 8 and 9.</p> <p>9.2.2 School evaluation: School self-evaluation is the primary method of delivering school evaluation and improvement in Norway. There is a statutory requirement for schools to undertake self-evaluation, using the data provided to them through the School Portal (see Table 2.1). The Directorate</p>

⁴ This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.



Agency recommendation	Findings
	<p>for Education and Training has developed school analysis tools for schools to help them review their practice. The school owners are required to implement a quality framework and ensure that their schools have self-evaluation processes in place. While practices vary, school owners typically operate an approach whereby they monitor results, require schools to submit annual plans and occasionally visit schools to conduct a 'quality dialogue' and check compliance of school policies with regulations. There are no national systematic inspections or external reviews of individual schools' improvement-work in general. However, the government inspection of school-owners includes controlling if schools do their self-evaluation in accordance with national regulations.</p> <p>9.2.3 System evaluation: The Directorate for Education and Training has the major responsibility for monitoring the quality of the school system in Norway. The Directorate is responsible for NKVS and monitors quality via a range of statistical indicators and commissioned research studies. The key indicators to measure education system performance are the results from international assessments, the national tests (Years 4, 8 and 9), students' final assessments (Year 10 and Vg1, Vg2, Vg3) and the Pupil Survey (Years 7, 10 and Vg1). The major vehicles for reporting results from the national monitoring system are the Directorate for Education and Training's annual summative report on education in Norway (the Education Mirror). The 18 County Governors are responsible for the regular inspection of school owners to ensure that they comply with legislation. There has also been a co-ordinated national inspection focused on school owners' systems to assess school compliance with the Education Act.</p> <p>9.2.4 Guidance Corps for school improvement:</p> <p>The Directorate has also recently established a 'Guidance Corps' of exemplary school leaders who make themselves available to intervene in municipalities that have been targeted as needing help with capacity development (amongst others the municipalities from the 'K-40' project). The 'K-40 project' is a voluntary support offered to municipalities by the Directorate and seems to be a welcome initiative – of the 40 municipalities contacted, 31 decided to participate.</p>



Agency recommendation	Findings
	<p>9.2.5 Learning environment:</p> <p>The primary source of information about the learning environment in Norwegian schools is the Pupil Survey, carried out every year by the Norwegian Directorate for Education and Training. Furthermore, international surveys like PISA also picks up on aspects of the learning environment.</p> <p>Schools are obliged to conduct the Pupil survey every year in Year 7, Year 10 and at Level Vg3 of upper secondary. The Pupil Survey is an Internet-based questionnaire in which the pupils have an opportunity to express their opinion about factors that are important to learning and well-being in the school.</p> <p>9.2.6 The Apprentice Survey:</p> <p>The Apprentice Survey allows apprentices to share their views about their training and about other issues that are central to their learning outcomes and learning environment. County councils may elect to conduct the Apprentice Survey, but participation is voluntary. The figures presented here are based on around 7,000 responses from spring 2013. The timing of the survey has changed from autumn to spring. Due to the low number of respondents both at a national level and in individual municipalities, the Apprentice Survey is unable to provide a representative picture of the apprentices' learning outcomes and learning environment.</p> <p>9.2.7 Inspections:</p> <p>The inspectorate activities in Norway are not focused on full-scale inspections of all schools. Instead, the principle of municipal and county autonomous governance of schools means that the municipal governments carry out their own evaluations and ensure continuous improvement to the quality of learning. The municipalities fund primary and lower secondary education and the county authorities fund upper secondary education and training. The National Norwegian Inspectorate therefore focuses on controlling the municipalities and counties compliance with the statutory duties according to an assessment of the risk of non-compliance. They conduct their investigation at both school level and</p>



Agency recommendation	Findings
	<p>municipality/county level.</p> <p>The Directorate for Education and Training is the primary national authority responsible for inspection work as laid down in the Norwegian Education Act and the Norwegian Private Schools Act. The County Governors' offices shall carry out inspections of topics and themes both selected by the counties themselves and co-ordinated national themes. From 2006 to the present day, inspection activities have become more widely prioritised as an instrument for realising political goals for education and training.</p>
<p>9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities.</p> <p><i>(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)</i></p>	<p>9.3.1 The education act states that all local authorities have to have a follow-up service in order to try to support possible drop-outs in the best way. The welfare system is co-operating with education authorities to reduce 'unknown young people' neither in work nor in education. Earlier we had 10.000 unknown young people, now we have less than 1000. (see evaluative comments section).</p> <p>9.3.2 The National Curriculum Regulations for teacher education: new future teachers shall not only be able to recognise special needs in their students and take measures to meet them. The above formulations also, although more indirectly, express that they as teachers are expected to meet/prevent learning difficulties in their individual students and to adapt their teaching to the abilities and prerequisites of their individual students, yet preserving a good (inclusive) class environment. (TE4I, p. 8)</p> <p>9.3.3 From August 2010, all newly qualified teachers who start a teaching career will be offered follow-up by a qualified <i>mentor</i>, an experienced colleague from the same or a neighbouring school for the first few weeks on the job. The task of the mentor will be to help the new recruits understand and manage the challenges that come with the new responsibility and role. The aim is to give professional and practical support on a one-to-one basis and help newcomers build confidence through access to the collective competence and experience of the school community (TE4I, p. 8).</p> <p>9.3.4 2015: a new strategy 'Promotion of the status and quality of teachers – joint effort for a modern</p>



Agency recommendation	Findings
	<p>school of knowledge' is a government programme to create schools where students learn more.</p> <p>9.3.5 2015: The Vocational Education and Training Promotion (The VET Promotion) is a government programme with three main goals: closer co-operation between schools and businesses, greater flexibility in vocational education and training and better and more relevant courses</p>
<p>9.4 Policy outlines clear incentives for schools to take all learners from their local community.</p>	<p>9.4.1 Section 8-1. of the Education Act: The Primary and lower secondary school pupils have the right to attend the school that is closest to where they live or the school designated for the catchment area where they live. The municipality may issue regulations concerning which schools are designated for specific catchment areas in the municipality.</p> <p>When due consideration for the other pupils so indicates, a pupil may under special circumstances be moved to a school other than the one that the pupil has the right to attend pursuant to the first subsection. Before a decision is made to move a pupil, other measures shall have been attempted.</p> <p>When necessary, the pupil may be moved to a school outside the municipality, but not if this requires the pupil to leave home or if transport between home and school thereby becomes unreasonably long.</p>
<p>9.5 Policy requires school strategic plans to outline preventive educational action against dropouts.</p> <p><i>(Including necessary measures so that learners who become disengaged find new educational alternatives.)</i></p>	<p>–</p>



Measure 9 evaluative comments

We get annual statistics on drop-outs and about young people not in either education or working life. This is to be discussed with local authorities. The Follow-up service (OT) is a county service that is supposed to follow up young people between the ages of 16 and 21 who are entitled to education and training, according to section §3-1, but who are not in education and training or employed. It also includes young people who have lost their right to education (section §3-8, 4-6). The follow-up service is supposed to have an overview of all the young people in the target group and to get as many of them as possible started with competence-building activities. The Service collaborates with the upper secondary schools, municipalities and social services amongst others. The all have on common working with the targeted area, young people.

Section 3-6 of the Education Act: The county authority shall provide a follow-up service for young people who have the right to education and training pursuant to Section 3-1 and who are neither attending a course of education nor are employed. The service shall be made available until the end of the year during which the person concerned reaches the age of 21. Section 13-1 of the Regulations associated with the Education Act: The purpose of the follow-up service is to ensure that all young people who belong to the target group, cf. Section 13-2, are given an offer of education and training, employment, other competence-building measures, or possibly a combination of these offers. This programme shall primarily aim to lead to qualification for higher education, vocational qualifications or basic competence in upper secondary education/training.

Section 13-2 of the Regulations associated with the Education Act: The target group for the follow-up service is young people who are covered by the statutory right to upper secondary education and training and who in the current school year: a) have neither applied for nor accepted a place or an apprenticeship, or b) interrupted this kind of education and training, or c) are unemployed, or d) have lost the right as a result of a decision about exclusion from the teaching pursuant to Section 3-8 of the Education Act, or as a result of a decision concerning rescission of an apprenticeship contract or training contract in accordance with Section 4-6 of the Education Act.

9.5 An evaluation performed by SINTEF (The Foundation for Scientific and Industrial Research at the Norwegian Institute of Technology) in 2011 (Buland et al. 2011) emphasises that OT's biggest challenge is to become better known among pupils. For many pupils, OT is an unknown service. The evaluation also points out that the multiagency collaboration is a challenge for OT.



Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership

Agency recommendation	Findings
<p>10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners.</p> <p><i>(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).</i></p>	<p>10.1.1 The General Teacher Education is, from 2010 on, replaced by new 4 year programmes. They constitute an interpretation and operationalisation of the general framework. For these new education programmes underline the importance of elements related to inclusion: teacher's relations to students, relations among students, students' participation in planning their own learning process, differentiation and to secure all students an education that gives results. Classroom management and development of an inclusive learning environment are both important underlying, and explicitly mentioned themes in the new teacher education. (TE4I example, p. 3)</p> <p>10.1.2 From 2017 teacher education will be a five-year master's degree programme. There are working groups working on the framework for a new teacher programme.</p> <p>10.1.3 'Promotion of the status and quality of teachers – joint effort for a modern school of knowledge' (2014) is a government programme to create schools where students learn more. The programme includes a number of measures to further improve schools:</p> <ul style="list-style-type: none"> • All students should experience teachers who have specialised in maths, English and Norwegian • Teachers will do a 5-year Master's degree • Students will need a higher mark in maths to go into teaching • Record investment in continuing education for teachers • New career paths for teachers will be piloted • Building up the skills of counties, municipalities and head teachers in order to create a knowledge-rich education system • Building teams and strong subject-based communities within schools



Agency recommendation	Findings
	<p>10.1.4 Section 10-11 Staff who are not appointed to a teaching post who will assist in the education Staff who have not been appointed to a teaching post pursuant to Section 10-1 or Section 10-6, may assist in the education if they receive the necessary guidance. Such assistance must only be given in such a manner and scope that the pupil benefits adequately from the education. Staff who are not appointed to a teaching post must not be in charge of the education.</p> <p>NOTE This regulation is only to be found in Norwegian. Regulations regarding health care at school lovdata.no/dokument/NL/lov/2011-06-24-30</p>
<p>10.2 Policy supports the development of high quality and appropriately trained teacher educators.</p> <p><i>(With improvements in recruitment, induction and continuing professional development.)</i></p>	<p>10.2.1 The White Paper on Teacher Education: The Teacher – the Role and the Education (Report No. 11 to the Storting) encourages collaboration and multidisciplinary co-operation among teacher educators (TE4I example, p. 3)</p> <p>10.2.2 For university staff working in the subjects of Pedagogy and in the Masters subject i.e. Norwegian, on the new 5-year master’s programme, the number of professors/senior lecturers must be at least 20% and the number of first positions (such as Senior Lecturer, Associate Professor, senior lecturer, professor) must be more than 50%.</p>
<p>10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers.</p> <p><i>(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)</i></p>	<p>10.3.1 The government will carry on investing in continuing education in order to help all teachers to obtain the qualifications they need. From autumn 2015, 5,050 teachers will be offered places on courses. In total, the government will invest over NOK 1.2 billion in further and continuing education for teachers in 2015. That will enable municipalities and other school owners to plan and organise continuing education programmes for their teachers, to ensure that they satisfy the new qualification requirements. Teachers who already fulfil the requirements will also be able to top up their skills.</p> <p>10.3.2 The government will contribute by: offering further and continuing education; maintaining support for the Norwegian Association of Local and Regional Authorities’ programme for school owners; continuing with ‘Motivation and Mastery for Better Learning – Strategy for Lower Secondary</p>



Agency recommendation	Findings
	<p>Education’; and extending head teacher training for the period 2015-2020.</p> <p>The goal is that the combination of having teachers with strong subject backgrounds, enterprising school owners and schools with a culture of sharing will enable students to learn more.</p>
<p>10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies.</p> <p><i>(Such as learning to learn and active learning approaches.)</i></p>	<p>10.4.1 In order to achieve quality development, schools must be able to recruit competent, committed and motivated teachers and school management. Entrance requirements for general teacher education have been introduced. School owners will be supported by national authorities in competence development for teachers, head teachers and school administrators, including further education for teachers in priority subjects. (OoP, p. 3)</p> <p>10.4.2 The National Curriculum Regulations [require the teacher candidate to] have knowledge about:</p> <ul style="list-style-type: none"> • children’s and young people’s learning, development and education in different social, multicultural and multilingual contexts; • classroom management and classroom environment, and about the development of good relations with and between pupils; • the importance of and pre-requisites for good communication and good collaboration between school and home; • a broad repertoire of working methods, learning resources and learning arenas, and about the connection between objectives, contents, working methods, evaluation and the abilities of the individual pupil. (TE4I, pp. 5 and 6)
<p>10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.</p>	<p>–</p>
<p>10.6 Policy outlines the specialised</p>	<p>–</p>



Agency recommendation	Findings
training pathways for specialists who support school communities to implement inclusive education.	
<p>10.7 Policy supports research into the effectiveness of different routes into teaching.</p> <p><i>(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)</i></p>	<p>10.7.1 A research group has been appointed, to follow up the reform of teacher education for primary and lower secondary school. The objective of the research group is to help ensure that the teacher education reform is implemented in accordance with the intentions of the Norwegian Storting (parliament) and with prevailing policy documents, that is the national curriculum regulations and guidelines (TE4I, p. 3)</p>

Measure 10 evaluative comments

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Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications

Agency recommendation	Findings
11.1 Policy ensures that VET programmes should address labour market skill requirements.	<p>11.1.1 The 2006 ‘Knowledge Promotion Reform’ (Kunnskapsløftet) focuses on the strengthening of basic skills, a shift to outcome-based learning (VET, p. 5)</p> <p>11.1.2 At the upper secondary level, Norway has a close co-operation between educational authorities and the social partners. At the national level, the co-operation is organised in the National Council for VET and the nine Vocational Training Councils, one for each education programme.</p>



Agency recommendation	Findings
	<p>11.1.3 The VET Promotion is a government programme with three main goals: closer co-operation between schools and businesses, greater flexibility in vocational education and training and better and more relevant courses. One of the measures is to conduct a review of upper secondary VET.</p> <p>www.udir.no/globalassets/upload/fagopplaring/4/vocational_education_and_training_in_norway.pdf</p>
<p>11.2 Policy aims at matching labour market skill requirements and learners' skills, wishes and expectations.</p>	<p>See 11.1 – review of upper secondary VET</p> <p>See 11.1 – The Vocational Education and Training Promotion (The VET Promotion)</p>
<p>11.3 Policy outlines the development of partnerships and networking structures.</p> <p><i>(Partnerships with a pool of local employers to ensure close co-operation with regard to learners' supervised practical training and finding employment after graduation.)</i></p>	<p>11.3.1 The Norwegian labour market is characterised by close and extensive co-operation between the social partners and the Government (cf. Education Act, §3-5). (VET, p. 14)</p> <p>11.3.2 The social partners actively participate in the development of VET policies at all administrative levels. The National Council for Vocational Education and Training advises the Ministry of Education on the general framework of the national vocational education and training system. The Advisory Councils for Vocational Education and Training are linked to the nine vocational education programmes provided in upper secondary education; they advise national authorities on the content of VET programmes and future skill needs. The local county vocational training committees (yrkesopplæringsnemnd) advise on quality, provision, careers guidance and regional development in VET. (VET, p. 16)</p> <p>11.3.3 The Social Contract on VET was signed by the Norwegian Ministry of Education and Research, the Ministry of Government Affairs, the social partners and the regional authorities in April 2012. The objective of the contract is to increase the number of training places and thus enable more pupils to complete their education with a trade or journeyman's certificate. The contract includes several schemes, for instance projects that seek to foster co-operation between VET schools and enterprises.</p> <p>2015: The Vocational Education and Training Promotion (The VET Promotion) is a government programme with three main goals: closer co-operation between schools and businesses, greater</p>



Agency recommendation	Findings
	<p>flexibility in vocational education and training and better and more relevant courses.</p> <p>See 11.1 – co-operation with the social partners</p>
<p>11.4 Policy outlines how transition from education to employment is supported by adequate provision.</p>	<p>11.4.1 The educational reform initiated in 1994 – simply called reform 94 – secured for adolescents between 16 and 19 years of age a statutory right to five years of upper secondary education leading to a concluding certificate: a university admission certificate, a vocational/craft certificate or other formalised vocational skills (VET, p. 15)</p> <p>See 11.1 – review of upper secondary VET</p>
<p>11.5 Policy supports the availability of meaningful VET options for learners to choose from.</p>	<p>11.5.1 ‘The Competence Reform’ (1999-2004) (Kompetansereformen) was a result of the national wage negotiations between the state and the social partners. The main objective of the reform has been to help meet the needs of individuals, society and the workplace in terms of skills and knowledge (VET, p. 5)</p> <p>11.5.2 The Certificate of Practice is a pilot project. This two-year, practical programme combines career-oriented common core subjects with lots of time spent at a company. Students may move on to a standard apprenticeship. The scheme will be extended to all Norwegian counties.</p> <p>The dual model is a pilot project, in which pupils alternate in a defined and obligatory form between school-based and apprenticeship training in an enterprise, throughout their upper secondary VET.</p> <p>See 11.1 – review of upper secondary VET</p> <p>See 11.1 – co-operation with the social partners</p>
<p>11.6 Policy supports the availability of supervised practical training.</p>	<p>11.6.1 The Discrimination and Accessibility Act came into effect on 1 January 2009. Under this law, employers are obliged to provide an individually adapted work environment and work tasks (VET, p. 14)</p> <p>11.6.2 The Norwegian Labour Inspection Authority (Arbeidstilsynet) is responsible for investigating</p>



Agency recommendation	Findings
	<p>whether the conditions in public and private enterprises are in accordance with the provisions in The Working Environment Act. The Norwegian Labour Inspection Authority is therefore responsible for making sure that the enterprises live up to the demands for an adapted working environment for employees with impairments. This is meant to be an integrated part of the Authority's supervision, guidance and information activities (VET, p. 16)</p> <p>See 11.1 The Vocational Education and Training Promotion (The VET Promotion)</p>
<p>11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.</p>	<p>11.7.1 The follow-up service for 16- to 19-year-olds, and the Youth guarantee for 20- to 24-year-olds both seek to ensure that no young people fall through the gaps. Special measures for the long-term unemployed, for minority ethnic young people and for young people with special needs seek to strengthen their participation in education and competitiveness in the labour market. There is a political aspiration that no young person under the age of 25 should find themselves outside of education, training and employment and that they should all be engaged in some form of purposeful activity through both learning and employment (VET, p. 15)</p>
<p>11.8 Policy outlines how VET programmes are reviewed periodically.</p> <p><i>(Both internally and/or externally in order to adapt to current and future skill needs.)</i></p>	<p>11.8.1 It is the county governor's duty to check that municipalities, county administrations and other educational authorities abide by the Education Act, § 14-1. The office of the county governor reviews decisions made by municipal and county administrations subject to the Education Acts and local government Act. The county governor processes appeals relating to specific decisions according to the Education Act § 15-2. (VET, pp. 14 and 15)</p> <p>See 11.1 – review of upper secondary VET. The review will also evaluate and suggest new ways to maintain and update VET programmes' structures continuously, to avoid such comprehensive reviews in future.</p> <p>See 11.1 – co-operation with the social partners, especially the nine Vocational Training Councils (Faglig råd).</p>



Measure 11 evaluative comments

There are also new measurements regarding inter-sectoral collaboration with different Ministries and their agencies (Directorates), health, education, social services, migration. The measurements are addressed with different topics, but worth mentioning here is the collaboration regarding dropouts.

As a part of the core curricula the pupils can, if the school has prioritised to work with the local business community, choose to try entrepreneurship with peers for a year. As a subject at upper secondary it is possible to be involved in entrepreneurship.

www.udir.no/Spesielt-for/Larere-i-grunnskolen/Ny-nettressurs-for-larere-om-pedagogisk-entreprenorskap

The Government have recently launched some new measurements to strengthen the support schemes for entrepreneurs and enterprises with 100 bill NOK. It is argued that these measures will make it easier for both entrepreneurs and established businesses to develop new and improved work.

Measure 12: To improve educational and career guidance across all phases of inclusive education

Agency recommendation	Findings
<p>12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases.</p> <p><i>(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision to another.)</i></p>	<p>12.1 The Ministry established an expert committee on career guidance in May 2015.</p> <p>The main objective of the expert committee on career guidance is to consider how the lifelong career guidance can be enhanced.</p> <p>Another important intention is to pave the way for all, independent of age and life situation, to get access to public career guidance services.</p> <p>It is stated in the education act that schools must have career guidance as well as psychosocial guidance.</p>
<p>12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment</p>	<p>12.2.1 New regulations under the Education Act (Opplæringsloven) were put into effect starting 1st of January 2009 emphasising the individual right of every student to get career guidance as well as guidance in matters of social or personal character. Guidance counsellors in primary and secondary education provide guidance to pupils in school whereas counsellors in the County Follow-up Service</p>



Agency recommendation	Findings
<p>possibilities. <i>(Support is provided with job applications, inform and support employers and facilitate contact between both parties.)</i></p>	<p>provide guidance to youth from 16 – 24 who are out of school and/or do not have an occupation (VET, p. 7)</p> <p>12.2.2 Section 9-2 gives students the legal right to counselling on education, vocational opportunities, vocational choices and social issues. (VET, p. 14)</p> <p>12.2.3 All secondary schools are obliged to provide both social-pedagogical counselling and career guidance for their students. Today more schools are dividing their counselling services to specialise to a larger extent in either psychological issues or competence in educational and vocational opportunities. Part of the career guidance might also include visits to enterprises or higher education institutions. (VET, p. 17)</p>

Measure 12 evaluative comments

There is published a great deal of material regarding career guidance, and the authorities has also a set of criteria for people working on career guidance at schools. Norway is also a part of the Euroguidance.

www.udir.no/Laringsmiljo/Radgiving; veiledersforum.no