



NORWEGIAN MINISTRY
OF EDUCATION AND RESEARCH

Strategic Plan

Equal Education in Practice!

Strategy for better teaching and greater participation of linguistic minorities in kindergartens, schools and education 2007-2009

Revised edition February 2007





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**The Strategic Plan Equal Education in Practice!
should contribute to:**

- 1 Improving language skills among pre-school children of linguistic minorities**
- 2 Improving the school performance of linguistic minority pupils in primary and secondary education and training**
- 3 Increasing the proportion of linguistic minority students and apprentices who commence and complete upper secondary education and training**
- 4 Increasing the proportion of linguistic minority students in higher education and improving opportunities for completing education**
- 5 Improving Norwegian language proficiency among linguistic minority adults to increase opportunities for education and active participation in work and society**

Foreword

*The Government intends to work against racism and for a tolerant, multi-cultural society. Everyone should have the same rights, responsibilities and opportunities, regardless of ethnic background, gender, religion, sexual orientation or functional ability. Diversity makes Norway a richer society (pp. 72-73). We intend to invest in people by giving them the opportunity to develop and learn in kindergartens, in primary and secondary schools, in higher education, and further and continuing education and through research (p. 4). These words from the Soria Moria declaration provide some of the basis for the work which will be carried out through the measures laid out in the strategic plan *Equal Education In Practice!**

Linguistic and cultural diversity is increasing in the Norwegian society. Between 1980 and 2006 the immigrant population more than trebled. Without this immigration, Norway would lack manpower and competence in a number of areas. Cultural diversity not only enriches every single one of us; the immigrant population also provides vital resources to society in general through cultural knowledge and linguistic competence - assets which are extremely important to us nationally and internationally.

Targeted teaching of basic Norwegian is vital both for the individual pupil and society at large. A good kindergarten or school is essential for the childhood and adolescence of the individual and for the solidarity, democracy and productivity of society. Kindergartens, schools and other educational institutions are vital arenas for inclusion and participation. Education is vital for social mobility and equalisation. Studies show that many linguistic minority children have not received satisfactory teaching in Norwegian in school. We therefore now intend to improve this teaching and from autumn 2007 schools will be able to start using new curricula for basic Norwegian and native language and assessment tools. Teachers will receive new support in the form of further and continuing courses and guidance materials.

Focusing on education and research is vital, both for enriching society and for giving all those who live in it a better life. I want us all to work towards diversity in kindergartens and schools and pursue a policy of active integration.

The *Equal Education in Practice!* strategic plan has been in effect since 2004. A number of measures have been implemented and this revision contains new measures which will make a positive contribution. This revised edition of the strategy is the result of a broad collaboration between a number of different fields. This collaboration is valuable in itself and should be continued.

The descriptions and action programmes in this plan cannot be seen in isolation. I would therefore encourage everyone to look at this plan in context with other plans and action programmes and would like to take this opportunity to wish all users of the plan success in their ongoing work!

Oslo, February 2007



Øystein Djupedal
Minister of Education and Research

1. Introduction



Education in a multi-cultural society

Every human being is unique and should be met by a kindergarten and school which understands and takes into consideration his or her individual skills and circumstances. In a society increasingly marked by cultural, linguistic and religious diversity, making constructive use of this diversity in the development of new ideas and solutions can increase the opportunities for recognition, equal opportunity, achievement and development for all of us. The characteristic of a multi-cultural nursery or school is that the staff look upon cultural and linguistic diversity as the normal situation and treat this diversity as a resource. Dissimilarity in culture, language and religious background can be a valuable source of knowledge and understanding and can help towards the acceptance and acknowledgement of dissimilarity.

Dissimilarity can also present challenges. Educational organisation, content and methods should communicate values such as equality, democracy, freedom, fellowship and international joint responsibility and provide technical, cultural and social competence. Cooperation between home and kindergarten or between home and school should be based on the understanding that all parents are a resource for their children. Emphasis should be laid on the parent perspective and the significance of parents for the

child's education and development in kindergarten, primary and secondary education. Parents have primary responsibility for bringing up their children and it is important to make them aware of this role and to strengthen it. In higher education, it is important that studies have a multi-cultural perspective and it is vital that linguistic minority adults should receive teaching which is tailored to their needs. This strategic plan is linked with political priorities and it is a tool intended to specify how we should proceed in order to achieve our goals.

The Strategic Plan

The formal Norwegian name of the Strategic Plan has changed from *Likeverdige utdanning i praksis! (2004-2009)* to *Likeverdige opplæring i praksis! (2007-2009)*. Since the original commencement of the plan, a number of action programmes have been completed, some have been commenced and must be followed up or changed and new ones must now be set in motion.

The measures in the plan are examples of how education may be organised in the best possible way. They are intended to increase knowledge about linguistic minorities in nurseries, schools and training and to improve cooperation between kindergartens, public health centres, schools, adult education institutions, higher education and working life.

The strategic plan should help to realise the political goals for education and integration in the *Soria Moria declaration*. It is also linked to the following Reports to the Storting (White Papers): *Report to the Storting No. 30 (2003-2004) Culture for learning*, *Report to the Storting No. 49 (2003-2004) Diversity through inclusion and participation* and *Report to the Storting No. 16 (2006-2007) ...and none were left standing. Early efforts for lifelong learning* to the comprehensive reform of primary and secondary education and training known as "Knowledge Promotion" (*Kunnska- psløftet*) and the corresponding *Kindergarten Promotion* for kindergartens. The aim of the *Kindergarten Promotion* is full kindergarten coverage, low price and high quality, including emphasis on developing competence within this sector. The Ministry of Education and Research is in the process of preparing a strategy for raising competence in the kindergarten sector and a plan for recruiting pre-school teachers. *The Knowledge Promotion* applies to education for children and young people in primary, lower secondary and upper secondary education and training, as well as education directed at adults who have the right to such education. It is important in this context to safeguard the multicultural perspective, not just in teaching but also in efforts to raise competence.

The general strategy for implementation of the *Knowledge Promotion* is *Competence for development*, which is intended to provide a common basis for the raising of competence which is being implemented in primary and secondary education and training during the period 2005-2008.

The strategic plan also includes training and qualification, as described in the Act on an introductory programme and Norwegian language Instruction for newly arrived immigrants (Introduction Act). Teachers teaching according to the Introduction Act are not part of the competence-raising scheme. The Directorate of Integration and Diversity and the National Centre for Learning in Employment are in the process of preparing a plan for competence-raising for these teachers.

The Norwegian Directorate for Education and Training is responsible for following up on the Strategic Plan and keeping an eye on the overall picture. In this, the Directorate is collaborating closely with the National Centre for Multi-cultural Education (NAFO) at Oslo University College (HiO), with the National Centre for Learning in Employment (Vox) and with

the Directorate of Integration and Diversity (IMDi). The National Parents' Committee for Primary and Lower Secondary Education (FUG) is also an important partner. A status report on action and main aims of the Strategic Plan is prepared every year. The Norwegian Directorate for Education and Training is responsible for this report, which is published on the Directorate's website (<http://www.utdanningsdirektoratet.no/>). The strategic plan is in operation until 2009.

The plan provides guidelines for executives and decision makers at all levels. Educational activities must be included in the general planning of local authorities and county councils. The measures outlined in the plan must be an essential part of their planning documents, so as to ensure inclusion, totality and continuity of action, from kindergarten to higher education and research. Based on such comprehensive planning, collaboration between the various municipal services and between municipalities and county municipalities will ensure a more suitable and more holistic provision for children, young people and adults. Conferences at county level are part of the task of following and implementing the Strategic Plan in municipalities and county municipalities.

Everyone shares responsibility for implementing the plan, from the ministry to the individual teacher or employee working with linguistic minority children, young people and adults. If systematic efforts to improve the linguistic minorities' language development, education and participation in higher education are to work, then all levels must take responsibility and there must be an appropriate distribution of work and responsibility.

The ministry intends, with this revised edition of the strategic plan, to provide for and follow up on targeted action programmes to ensure equal education and inclusion for all children, students and participants. Equal education embraces both the system plan, with a national perspective, which is concerned with a common framework for legislation, regulation and curricula, and individual plans, which provide for education tailored to the abilities and circumstances of the individual. Annual reports of action in the local plans should be sent to the relevant authorities. Ensuring equal education for all may necessitate different treatment.

Concepts

There are various ways of defining ethnic and linguistic minorities. The concepts used in the strategic plan generally correspond with the definitions given in the Reports to the Storting (White Papers) *No. 49 (2003-2004) Diversity through inclusion and participation* and *No. 16 (2006-2007) ...and none were left standing* for which the Central Bureau of Statistics (SSB) was an important resource.

SSB limits and defines the *immigrant population* to first generation immigrants and persons born in Norway to two foreign-born parents.

Immigrant is used about persons who have themselves immigrated into Norway and both of whose parents were born abroad.

Descendant refers to persons born in Norway to two foreign-born parents. These persons are not considered to be immigrants.

The concepts linguistic minority students and students from linguistic minorities / participants from linguistic minorities (about adults with the right to primary and lower secondary education and training) are used in primary and lower secondary education and training. They refer to pupils or participants who - in the short or long term - have special educational needs.

The concept of *linguistic minority* is generally used in Norway to describe everyone whose native language is not either Norwegian or Sami. When this concept is used in the Strategic Plan it refers to pupils or participants whose native language¹ is not Norwegian or Sami and adults whose native language is not Norwegian, Sami, Danish or Swedish and who have special educational needs.

In the kindergarten sector, the concept of *linguistic minority children* is used to describe all children whose native language is not Norwegian, Sami, Swedish, Danish or English. The definition decides which children may receive special attention to stimulate language ability, financed by a special subsidy to improve language understanding among linguistic minority children of pre-school age.

Target group

The target group for the measures outlined in the plan is made up of linguistic minority children of pre-school age and linguistic minority pupils, apprentices, students and adults who do not currently enjoy the learning outcomes and social benefits of education which are prescribed by the general goals of Norwegian educational policy. It is important to stress here that variations in the benefits derived from teaching among linguistic minorities are at least as great as among the general majority pupil population.

¹ The concept linguistic minority does not include national minorities, such as persons of Finnish descent.

2. The current situation



Cultural, religious and linguistic variations are the normal state of affairs in educational institutions and must form the starting point for organisational development and all planning of educational activity. Kindergartens, schools, adult education institutions, university colleges and universities should prepare everyone to live and work in a multi-cultural society. At the same time, these institutions should give persons with a non-Norwegian cultural and linguistic background insight into and knowledge of the Norwegian society. Educational institutions should meet the needs of the linguistic minority population. It is important to make full use of linguistic and cultural diversity as a resource in education.

Kindergartens

Good, inexpensive and available places in kindergartens are important in order to give all children equal opportunities. The nursery is the most important arena for integration and language teaching for linguistic minority children of pre-school age. Research has shown that well prepared measures aimed at linguistic minority children have a positive effect when they start school, on their Norwegian skills and on how they get on as they progress through school.² It is therefore an expressed aim to get more linguistic minority children to go to kindergartens.

About 54 per cent of all linguistic minority children aged 1 to 5 went to kindergartens as at 15.12.2005.³ The corresponding figure for all children in this age group was 76 per cent. There were as many as 82 per cent of linguistic minority 5 year olds in nurseries, against 93 per cent of all 5 year olds in kindergartens. For 4 year olds, the figures were 79 and 92 per cent respectively.⁴

The government target is that full kindergarten coverage should be achieved by the end of 2007 and provision has been made for this in the 2007 budget. A survey among four different ethnic groups in Oslo in 1998 concluded that price, lack of availability, lack of information about nurseries and that the children were too small to go to kindergartens were the reasons given by minority background parents for not having their children in kindergartens.⁵ Lower prices and available places for all should help to increase the number of linguistic minority children in kindergartens.

All children should be assured of good development opportunities and close collaboration between kindergarten and parents will help to achieve this. The parents know their children best and can tell nursery

² Nergård 2003, Sand and Skoug 2002 and 2003, Bakken 2003, Øzerk 2003.

³ The percentage is calculated from the KOSTRA report on linguistic minority children in kindergartens as at 15.12.2005 and population statistics as at 01.01.2006, children from Immigrant background aged 1-5, with the exception of Swedish, Danish and English children.

⁴ SSB 2006.

⁵ Djuve and Pettersen 1998.

staff what they need to know about them. At the same time, kindergarten staff can help support the parents as sources of guidance and care. This is important, certainly when it comes to early language stimulation for the child. Nursery staff and parents must therefore communicate and the staff must acknowledge the parents as equal partners. Partnership with parents is prescribed in the Day Care Institutions Act and described in more detail in the outline plan for kindergartens.

The content of the new framework plan for kindergartens underlines the importance of good, early language stimulation as part of what the kindergartens provides. The framework plan makes evident the significance of the pre-school years for developing language. In the case of linguistic minority children, the nursery must “support the child’s use of its native language and at the same time actively encourage the development of the child’s competence in the Norwegian language” (outline plan 2006:29). Linguistic minority children who do not receive sufficient support in their development of Norwegian before they start school will need support in school until their competence in Norwegian is sufficient. Without sufficient support in Norwegian before starting school or at school, there is a strong probability that those from linguistic minorities will never regain the ground lost to Norwegian speakers. Communication, language and text is one of the seven subjects which should be included in the daily nursery activities. NAFO has developed a publication about linguistic and cultural diversity. This is intended to offer inspiration and reflection to kindergarten staff.

Kindergarten staff are important role models for the children. Employees with linguistic and cultural backgrounds other than Norwegian are a valuable resource and strengthen the kindergarten’s multi-cultural and multi-linguistic competence. It is therefore a goal that the staff should reflect the diversity within the population. It is also a goal to have more pre-school teachers from minority backgrounds. Persons with foreign qualifications as pre-school teachers may require additional education to fulfil the competence requirements in Norway. At the end of 2005, 3.1 per cent of all pre-school teachers working in Norwegian nurseries came from immigrant backgrounds. By comparison, linguistic minority children represented 6.2 per cent of all those in kindergartens the same year.

In 2004 the then Ministry of Children and the Family introduced a new subsidy scheme to improve language understanding among linguistic minority children of pre-school age. The subsidy is intended to help municipalities to give linguistic minority children linguistic stimulation. KOSTRA figures from 2005 show that over 6,000 linguistic minority children in kindergartens were offered special linguistic stimulation, over and above the kindergarten’s normal language development work in accordance with the framework plan for kindergartens. The subsidy scheme has been evaluated by Rambøll Management. The municipalities and kindergartens which have taken part in the survey very largely believe that the focus on linguistic stimulation has had a good effect on the children’s abilities in Norwegian and language understanding in general. There appears to be less emphasis on abilities in native languages. Almost all kindergartens operate unstructured forms of language stimulation, whether they receive a subsidy or not. Almost 40 per cent of kindergartens have systematic language stimulation in Norwegian. There is a clear and positive connection between kindergartens which receive subsidies and kindergartens which offer systematic language teaching. 85 per cent of the kindergartens in the survey state that they work with some form of linguistic assessment. About half the local authorities and nurseries think that their staff to a certain extent lack competence in linguistic stimulation and multi-cultural competence; between 20 and 30 per cent think that their staff lack such competence to a *great or very great extent*. Collaboration between various bodies within the municipality in this field is increasing. According to the municipalities themselves, this increased collaboration is due to their own efforts and not the subsidy scheme. Over 60 per cent state that they collaborate with public health centres and just over 40 per cent collaborate with schools. Rambøll Management concludes that collaboration with schools has a low priority and that this is a challenge. Statistics show that the number of linguistic minority children in kindergartens is increasing, whilst the evaluation shows that only half of the municipalities focus on the goal of increasing the number of linguistic minority children in municipalities. It is particularly those municipalities with few linguistic minority children which have given it a low priority. The evaluation concludes that the new subsidy scheme is by and large on the right path. The results of this evaluation do not give any grounds for changing the subsidy scheme now.

Subsidies are also given to kindergartens in respect of the children of newly arrived refugees. The aim of the subsidy is to give these children kindergarten places when the families are settling themselves after leaving the reception centres. The subsidy covers 15 hours per week in a kindergarten for eight months. This means that kindergarten places are normally either heavily subsidised or free. About 450 children were placed in this way in 2005.

Primary and lower secondary schools

The Government is preoccupied with ensuring that we should have diversity in schools and intends to contribute towards ever-improving schools and teaching, in which all children and young people may succeed. Schools should be characterised by knowledge and skills, pleasure in work and achievement, independence and fellowship.

In autumn 2006 the new reform of primary and secondary education and training, the Knowledge Promotion, was introduced. The reform comprises a new curriculum for the entire scope of primary to upper secondary education and training and consists of a Core Curriculum, a Quality Framework, distribution of subjects and lessons and new subject curricula.

The Quality Framework clarifies the school owner's responsibility for ensuring a holistic education which is in accordance with the regulations and tailored to local and individual circumstances and needs. The Quality Framework states that schools should have ambitions on behalf of the students, whilst taking into account the students' different circumstances and progress. The curricula for all subjects include goals in respect of the basic skills:

- being able to express oneself orally
- being able to read
- being able to do mathematics
- being able to express oneself in writing
- being able to use digital tools

Emphasis should also be placed on the students developing social and cultural competence which can ensure an inclusive social fellowship in which diversity is acknowledged and respected. *The Knowledge Promotion* also states that motivation to learn and good teaching strategies are important in helping the students develop a desire for learning.

The Knowledge Promotion also includes a clear focus on competence development for teachers, school

councillors and managers in primary and secondary education and training. The multicultural perspective has been included in the development of new curricula for primary and secondary education and training and this must also be included in the competence development which is part of *The Knowledge Promotion*.

Pupil performance

Insufficient knowledge of Norwegian is a problem for many linguistic minority students. Proficiency in Norwegian is a prerequisite for being able to benefit from teaching at all levels. It is also important to value the dual language competence which many linguistic minority students develop.

Norwegian and international surveys consistently show that linguistic minority students as a group score lower than linguistic majority students.⁶ The national tests for 4th and 10th year students in mathematics and reading and average reported marks for final year students in mathematics, written Norwegian and English in 2004 showed, furthermore, that on average first generation immigrants achieved weaker results than descendants.⁷

The differences are greatly reduced, however if we take into account that linguistic minority students, both descendants and immigrants, tend to have less well educated parents and come from families with more limited financial resources than the majority pupils. This shows the importance of taking into account more than one characteristic at a time when comparing learning outcomes between different groups of students. Lack of competence and low expectations on the part of the teachers can also contribute to slow progress in a number of linguistic minority pupils. International research shows that having high expectations of the students is a vital precondition for children and young people actually learning.⁸ Negative expectations have a stronger effect than positive ones. It is easier to weaken a pupil's self-belief than to strengthen it. Research also shows that teachers have consistently lower expectations of certain pupil groups, including linguistic minority students.⁹

The earlier children and young people receive help, the greater the probability that larger and more complex problems are averted. Measures are more beneficial and use fewer resources if begun as early

6 Progress in International Reading Literacy Study 2001 (PIRLS), Wagner 2004, Third International Mathematics and Science Study 2003 (TIMSS), Hvistendahl and Roe 2004.

7 Norwegian Directorate for Education and Training 2004.

8 Jenner 2004.

9 Øzerk 2003.

as possible. Surveys show that there is a strong tendency in Norwegian schools to “wait and see” instead of making an early intervention into pupils’ development and learning. The international PIRLS survey of 2001 showed that half of teachers of 4th year pupils have a strategy of “waiting until the pupil is more mature” if the pupil’s reading development is lagging behind.¹⁰ This particularly affects children and young people whose parents are unable to compensate for the weaknesses of the educational system.

Basic knowledge about language development and valid testing implements are important in assessing and considering linguistic minority students, not least in avoiding recommending special educational measures for those who have a normal dual language development. At the end of 2006 a handbook was being completed for studying linguistic minority students. The Norwegian Directorate for Education and Training is responsible for the project, which is mainly aimed at those working in the Pedagogical Psychological Service. Assessment tests have also been developed for reading skills in seven languages.¹¹ These can help to give a better picture of the students’ general reading development and indicate who might have genuine reading difficulties and need further assessment. One should also be aware that the variations in learning outcomes are great and that many pupils from minority backgrounds do extremely well.

Language teaching

The Soria-Moria declaration states that good language teaching is key to the success of linguistic minority children in education and working life. It is also known that research shows that knowledge about and of one’s native language is important in being able to learn other languages. However there is a need for more knowledge about the content and extent of mother tongue teaching. The Ministry of Education and Research will summarize existing research and initiate new research into mother tongue teaching, so that greater insight into the effect and significance of this teaching can be obtained. The Soria-Moria declaration points out that being bilingual is a resource in a globalised world. Good language teaching is key to linguistic minority children and young people being able to succeed in education and working life.

The Ministry of Education and Research has given Nova - Norwegian Social Research - the task of compiling a review combining existing research on

mother tongue teaching, bilingual subject teaching and Norwegian as a second language for linguistic minority pupils.¹² The review will also cover research into the pre-school stage. This review of present knowledge is intended to help increase insight into the effect of the mother tongue and significance for the subject development of linguistic minority children and young people, including bilingual teaching and Norwegian as a second language. The review of current knowledge will be completed by 1st April 2007. Through the present Strategy Plan an initiative has been taken for a review of competence among teachers working with linguistic minority students (measure no 32). In spring 2007 a White Paper on language policy will be presented. Further clarifications and measures are anticipated from this.

The Education Act gives primary and lower secondary school pupils with a mother tongue other than Norwegian or Sami the right to special teaching in Norwegian until they have the ability to attend ordinary teaching. Special teaching in Norwegian should be the primary tool for pupils who cannot attend education given in Norwegian. Mother tongue teaching and bilingual subject teaching should be secondary aids to Norwegian teaching. This mainly applies to newly arrived and other minority pupils who have such poor Norwegian that they cannot attend teaching in Norwegian during a transition period.

From 2000 to 2004 there has been a reduction in the number of linguistic minority pupils who have received mother tongue teaching, but there has been an increase in the number who have received bilingual subject teaching. There has also been a small increase in the number of pupils receiving special teaching in Norwegian.¹³

On a national basis, the number of pupils receiving special teaching in Norwegian reduces from the fourth to the tenth year.¹⁴ It is particularly important that the pedagogical staff can identify and develop methods for language teaching and subject teaching for linguistic minority pupils.

A very small proportion of those employed in primary and lower secondary schools have an immigrant background. This teacher group is an important role model for linguistic minority children and young

10 Solheim and Tønnesen (2003).

11 For more information about these tests see the Ministry’s website: www.udir.no

12 New stage-based curricula in native languages and basic Norwegian will be introduced from autumn 2007. This last replaces Norwegian as a second language.

13 SSB 2006, Key Figures

14 Aasen and Mønness 2005.

people and being bilingual and having a different cultural background gives them special competence.

In November 2006 Rambøll Management's report "Evaluation of the practice of Norwegian as a second language for linguistic minorities in primary and lower secondary schools" was presented. This concluded among other things that practice in the schools was very varied, both as regards assessing pupils' linguistic abilities and the practice of individual decisions. The report points out that there are no standardised assessment procedures which might clarify whether a pupil has sufficiently good Norwegian to go over to ordinary Norwegian teaching. Moreover many municipalities do not know enough about their obligations in respect of individual decisions.

The report shows that only 30 per cent of Norwegian local authorities have a very high or high level of knowledge about the strategy *Equal Education in Practice!* and that few local authorities encourage schools to try out new organisational methods for special teaching in Norwegian. The lack of competence among teachers who give special teaching in Norwegian was also pointed out.

The report shows that very many of the students who receive special teaching in Norwegian continue this throughout their school attendance. In other words the curriculum in Norwegian as a second language and other special teaching in Norwegian has not been the platform for a transition to the ordinary curriculum in Norwegian that it was meant to be.

The Ministry has decided that a new curriculum for basic Norwegian for linguistic minorities, based on level, will be established in spring 2007. This will replace the curriculum in Norwegian as a second language, which is based on age. A new curriculum in native languages, also based on level, will also be established. A new, standardised assessment tool will also be established, which will make it simpler to decide when students have sufficient proficiency to follow the normal curriculum. Guidance material will also be prepared for teachers who teach basic Norwegian (see action programme 11). Post qualifying courses will also be developed for teachers in basic Norwegian in respect of the change (see action programme 10). It will be necessary to keep parents and schools informed about the Introduction of the new curriculum In autumn 2007.

Other measures which are outlined in this strategy, such as measure no 22 "Bachelor level education for

bilingual teachers" and measure 15 "Scholarship scheme for teachers from linguistic minority backgrounds", will also help to improve conditions which the Rambøll report has indicated as critical.

It will still be possible for municipalities to choose that all pupils should follow the ordinary curriculum in Norwegian. The City of Oslo has initiated a pilot scheme to use a common curriculum in Norwegian. This will be completed by the end of the 2007-2008 school year and will be evaluated by Hedmark University College. Competence raising measures for all teachers are being implemented in connection with the pilot scheme.

The cultural schoolbag

The multicultural perspective is central to this national initiative. "The cultural schoolbag" is an initiative aimed at exposing primary and lower secondary students to professional arts and culture of all kinds. Report to the Storting No. 38 (2002-2003) *The cultural schoolbag* states: "Cultural diversity in Norway is a vital aspect which must be made evident in the work of the cultural schoolbag all over the country".

Parental involvement

Parents must receive support in being good carers. Collaboration between schools and linguistic minority parents is an important focus area in the educational system. Collaboration with parents about the significance of early language stimulation may be naturally continued into collaboration on reading development at the primary primary school level. Collaboration between home and school is vital for the students to derive sufficient educational and social benefit from school and for the parents' ability to support their children in their choice of education. In this context it is important to develop competence among school staff in collaborative skills. To achieve good communication between school and parents it is necessary for teaching staff to acknowledge and support the authority of parents..

The National Parents' Committee for Primary and Lower Secondary Education (FUG) plays an active role in involving linguistic minority parents in closer collaboration with schools.¹⁵ In autumn 2006 FUG concluded the project "Linguistic minority parents - a resource for the teaching of pupils in schools". A resource network consisting of linguistic minority parents has been established in connection with this project. FUG has also issued a number of useful

15 Cf. the strategic plan *Gi rom for lesing!* (Make space for reading) Action programme 20.

publications, which underline the significance of parents as resources in the educational and social development of children and young people.

In Report to the Storting No. 16 (2006-2007) the Ministry of Education and Research also takes the initiative in developing suggested templates for parent contracts. Parent contracts provide the opportunity to clarify mutual expectations and create unity regarding educational measures and activities for the individual student.

Teaching aids

To ensure proper subject and linguistic learning outcomes, it is also important that multicultural reality should be reflected in the teaching materials. Vestfold University College has prepared a report which shows that there is potential for improvement in respect of the linguistic adaptation of teaching aids, so that they are more accessible for students from linguistic minorities. The Norwegian Directorate for Education and Training's "Action plan for teaching aids for linguistic minorities (2004-2006)" gives the basis for providing resources for the preparation of teaching aids for linguistic minority children, young people and adults in primary and secondary education and training and for adults taking Norwegian and social studies. The Norwegian Directorate for Education and Training is also responsible for subsidies for other teaching aids. A criterion for all such state subsidy is that the teaching aids should safeguard the multicultural perspective.

The right of child asylum seekers to schooling

Child asylum seekers represent a particular challenge for the educational system. Lone, juvenile asylum seekers represent a particularly vulnerable group. School reporting for this group carried out by the Norwegian Directorate of Immigration in 2003 shows that many of them do not receive the teaching they require. The Ministry of Education and Research therefore believes it is important to make the right of this group to schooling evident.

An interministerial working group delivered the report "Mental health for children in asylum reception centres" in 2005. The report points to the challenges of child asylum seekers who enter the reception centres and schools during the course of the school year, not just at the start of a term. This is a demanding task to handle, since the schools usually have little knowledge of these children's school background. The working group points out that some of these

students appear to remain in the entry classes. There is also a need for assessment tools for this group of pupils, so that it will become easier to determine when they are ready to be integrated into regular schooling.

School in the parents' homeland

In May 2006 Oslo University College presented its report "Going to school in Pakistan. Children from immigrant backgrounds who go to school in their parents' homeland" which indicated both positive and negative sides. The Norwegian Directorate for Education and Training is currently preparing information guidelines which will give parents, older pupils and schools a better idea of the consequences of a shorter or longer period in foreign schools for children and young people. This will particularly stress the consequences arising from a return to school in Norway.

Upper secondary education and training

Education beyond the lower secondary level is important in being able to participate in further studies, in working life and in society. The great majority of students leaving lower secondary school choose to go on to upper secondary education and training. Almost 100 per cent of those leaving the 10th year apply for a place and about 96 per cent go directly on to upper secondary education and training after leaving lower secondary school. Of those students registered as leaving lower secondary school in spring 2003, 96.3 per cent were in upper secondary schools on 1st October the same year.¹⁶

There are however differences between pupils from a linguistic minority background and those from a majority background. In autumn 2005 about 90 per cent of linguistic minority pupils leaving lower secondary school went directly on to upper secondary education and training.¹⁷ This is somewhat lower than the average for the population as a whole.

In practice a number of pupils start upper secondary education and training with deficient knowledge and skills from lower secondary. This applies in particular to students who have not been part of a good learning process in primary and lower secondary, who are from a linguistic minority background or who were late entering into the learning process in the primary and lower secondary level.

There appear to be relatively few differences in the

¹⁶ Norwegian Directorate for Education and Training

¹⁷ SSB 2006.

choice of educational courses between linguistic minority students and the majority, but immigrants from a non-western background appear to choose education programmes which will lead on to university or university college studies to a somewhat greater degree than majority students, when we compare groups with identical marks from lower secondary and parents of a similar educational level.¹⁸ This does not apply in Oslo, however, where a higher proportion of majority than linguistic minority pupils choose academic education programmes rather than vocational education programmes.¹⁹

Completing upper secondary education

The goal is that the proportion of linguistic minority students and apprentices who complete upper secondary education and training should be as high as that for linguistic majority students. Linguistic minority students and apprentices currently have a lower completion percentage than the majority. Figures from the Centre for Economic Research (SØF) at NTNU for students who commenced upper secondary education in autumn 2002 show that among immigrants of a non-western background there was a dropout of almost 45 per cent. This compares with a figure for linguistic majority students of 26 per cent. Among descendants from non-western backgrounds the dropout rate was 30 per cent.²⁰

It is important to underline that this difference between majority and linguistic minority students is linked to the fact that linguistic minority pupils have parents with a lower level of education than the majority students,²¹ and that linguistic minority pupils have lower average marks from lower secondary school.²² Immigrant juveniles with a non-western background have somewhat lower average marks than linguistic majority students. Girls have better marks than boys in both groups.²³ When we compare linguistic minority and majority pupils with equal lower secondary marks and with equally educated parents, the non-western linguistic minority pupils, both descendants and first generation immigrants, have a lesser tendency to drop out than the majority students.²⁴ Research shows that linguistic minority students devote more time to homework than majority students and that they are also more motivated.²⁵

Research also shows that linguistic minority applicants from non-western countries²⁶, particularly boys, have much greater problems in finding a study place than majority juveniles. The differences also exist in cases where they have marks which are equally good as other applicants and even where they have good proficiency in Norwegian, a good knowledge of Norwegian culture and Norwegian friends.²⁷ Among apprentices from non-western countries, 56.3 per cent have undergone Trade or Journeyman's Examination in standardised time. Among apprentices with a Scandinavian background, the corresponding figure is 62 per cent. The failure rate is also higher among non-western apprentices than those with a Scandinavian background.²⁸ Possible explanations are that linguistic minority boys are discriminated against or that they have a poorer network in their working life. On the other hand, linguistic minority place seekers do very well in the girl-dominated subjects.²⁹

Counselling service

The counselling service is important in improving completion rates and reducing drop out. According to the Education Act pupils have the right to necessary counselling on education, choice of employment and social questions and it is the school owners who are responsible for ensuring that students can exercise this right. It is also important that the counselling service should be professional and neutral. The "Strategy for raising competence in primary and secondary education and training 2005-2008" names counsellors as a priority group in the context of further and continuing education. In 2005, NOK 300 million was allocated to this strategy and in 2006, 375 million. The Norwegian Directorate for Education and Training has also ensured that information leaflets about upper secondary education and educational and vocational choices for linguistic minority juveniles and their parents have been distributed. The leaflets are straightforward and informative and are available in 13 languages in addition to Norwegian.³⁰

In order to motivate towards education and counteract dropping out, it is important to increase efforts to encourage collaboration between school and parents and between educational levels. It is absolutely vital

18 Markussen et al. 2006.

19 Støren 2005.

20 SØF-report No. 08/06, p. 33.

21 Støren 2005.

22 Byrnhagen et al. 2006.

23 Norwegian Directorate for Education and Training 2004.

24 Byrnhagen et al. 2006.

25 Lauglo 1996, Krangle and Bakken 1998, Opheim and Støren 2001, Bakken 2003.

26 Non-western countries here means Turkey and Eastern European countries, Asia, Africa and South and Central America. The third world comprises the same countries as non-western countries, with the exception of Eastern European countries.

27 Helland and Støren 2004, Lødding 2001.

28 Helland and Støren 2004.

29 Lødding 2001.

30 The leaflets may be found on the website www.vilbli.no.

that this collaboration with parents continues in upper secondary education and training until the pupils have reached the age of 18. The Ministry of Education and Research therefore proposed in Report to the Storting No. 16 (2006-2007) to extend FUG's mandate to include the first year of upper secondary education and training. Contact between upper secondary education and training and higher education institutions should be strengthened.

In school, and perhaps especially in upper secondary education and training, many linguistic minority students encounter difficulties with subjects. This may be due to the teaching not being tailored to the students' bilingual backgrounds. The National Centre for Multi-cultural Education (NAFO) has therefore developed and tried out further and continuing courses which can be offered to teachers at primary, and secondary level to counter these difficulties.

16 to 20-yearold immigrants with a weak school history and brief residence in Norway present a particular challenge for upper secondary education and training. Of those who came to Norway as teenagers and are currently aged between 20 and 40, 27 per cent have completed upper secondary education. This shows that this group had particular problems in completing upper secondary education and training. Because of their migration, many of them have not completed primary and lower secondary education in their home countries, which makes it difficult for them to make use of their right to upper secondary education and training. This group of pupils should attend education according to their age group and many of them need special adaptation. Report to the Storting No. 49 (2003-2004) points out the challenges involved in offering these pupils a proper education. NAFO has made an assessment of the school opportunities for 16 to 20-year olds with a limited educational background. This was done by means of a poll of county municipalities and municipalities in 2005-2006. Consideration is currently being given to the best way of following up on these results.

Higher education

It is an important goal that all young people should have a genuine opportunity to go on to higher education in universities or university colleges. It is also important that not only young people but other age groups as well should be aware of the opportunities available in the Norwegian education system and in Norwegian study financing.

Recruitment to higher education

Young people with linguistic minority backgrounds are still under-represented in Norwegian higher education. There are more who have not completed higher secondary education, compared with the linguistic majority, so recruitment to higher education is therefore more restricted. Improving completion of upper secondary education and training and improving guidance on various study and professional options is therefore a primary task.

Participation in higher education among all those with an immigrant background has increased markedly during the period 1994-2004. In 2005 there were 13,300 students with a non-western background at Norwegian universities and university colleges. This represents 6 per cent of all students. Half of them were studying at universities and specialised university institutions (SSB).

Descendants of non-western backgrounds in the 19 to 24 age group are now represented in higher education to as great an extent as young people with no immigrant background, with about 32 per cent taking higher education in both groups. Young people with a linguistic minority background who successfully complete upper secondary education and training are just as inclined towards studying as the majority. More of them immediately commence studies than among the majority. This applies to both first generation immigrants and descendants.³¹

There is some difference between the linguistic minority population and the majority population when it comes to choice of type of higher education. Linguistic minority students are more likely to choose scientific and technical studies and the humanities and less likely to choose teaching related studies. This tendency was stable throughout the 1990s. In 2003, 22 per cent of newly registered students in scientific and technical studies had a linguistic minority background - both first generation immigrants and descendants.³²

It is important to provide information about the entire spectrum of studies and professional opportunities. The University of Oslo (UiO) has been collaborating with selected upper secondary schools to strengthen guidance, give help with homework and broaden knowledge about various studies. Oslo University's figures for January 2006 show that 9.5 per cent of the

31 Støren 2005. (New figures from SSB: Descendants of immigrants are now better represented than majority young people.)

32 SSB 2004.

students had non-western backgrounds.³³ The figures for Oslo University College (HiO) for 2006 show that 12 per cent of the students had non-western backgrounds. In computer, bio-engineering and pharmacy studies the proportion is close to 40 per cent. Students with non-western backgrounds represent 20 per cent of those studying engineering, but only 4 per cent of those attending general teacher training programmes.

HiO and UiO have for several years been working on recruiting and following up on linguistic minority students and have systematised their experience in this field. HiO publishes an electronic newssheet, *MaiA-nytt*³⁴, which contains a number of articles about linguistic minority students and choice of studies and which are of benefit to other Institutions of higher education. HiO has also developed a method of gathering annual information about linguistic minority students. The records provide interesting information about recruitment, progress, completion and dropout.

Linguistic minority student teachers

In studies leading to qualifications as a teacher,³⁵ in 2005 there were only 4 per cent of students with an Immigrant background, for the country as a whole. It is important to continue the work of recruiting linguistic minority students into studying to be teachers and to intensify the work of improving the practicalities for more of them to complete their studies. Many people from linguistic minorities lack the formal competence required to work as a teacher under prevailing Norwegian rules. Some of them require only a short course of further education to complete this formal competence, whilst others must take a more comprehensive education. Nine university colleges have created a network and have come together to offer a three-year bachelor course for bilingual teachers who need to complete their education. The course is partially internet based. In 2005 about 350 students began this course. Hedmark University College (HiH) is responsible for coordination. As part of this initiative a new language subject has been developed as part of teacher training. HiO for example now offers Urdu and has prepared a subject curriculum in Turkish to be taken as part of teacher training.

A scholarship scheme has been set up to make it easier financially for linguistic minority teachers to

take the formal education which will provide the formal competence for teaching in schools. The scheme was initiated in 2004 as one of the measures of the Strategic Plan *Equal Education In Practice!* This measure is being continued in this revised Strategic Plan. The arrangements for authorising foreign qualifications have been improved in recent years. Total qualifications are taken into account in admission to and possible shortening of the course of education. Institutions of higher education have been working on the assessment of actual, acknowledged competence with the intention that more people will be able to apply for admission on the basis of it. Surveys have shown that students of non-western backgrounds are less likely to apply for admission than others because of acknowledged competence.

Linguistic minority students with higher educational qualifications from abroad

The Norwegian Agency for Quality Assurance in Education (NOKUT) gives general approval of foreign qualifications. This means that NOKUT investigates whether the documentation for qualifications is genuine and whether it is from an approved university or university college. If it is, NOKUT issues a document which shows what the qualification is equivalent to in the Norwegian system, given in years/study credits and level - for example three years/180 study credit on the same level as a bachelor degree in Norway. NOKUT does not express itself concerning the technical content of the foreign qualification - whether it qualifies for a teaching position, for example.

If the applicant wishes to have the technical content considered in respect of further studies or the pursuit of a chosen profession, then he or she must ask for an assessment from a university or university college which covers the subject in question. Universities and university colleges can ask NOKUT for advice if there is any doubt whether the documentation is genuine, or about the foreign institution's status as a university or university college.

For some qualifications there are specific approval schemes. For qualifications for professions within the health system, for example, it is the Norwegian Registration Authority for Health Personnel which decides whether the applicant's qualifications are equivalent to the Norwegian.

As far as refugees are concerned, it is often difficult to obtain documentation regarding qualifications from the home country. NOKUT has implemented a pilot project

33 Source: MIFA (Minorities in Focus in Academia)..

34 www.hio.no

35 General teachers, preschool teachers, teachers of vocational subjects and practical pedagogic.

for the method the educational institutions can use to assess the educational background. This scheme has now been made permanent and the Ministry of Education and Research has recommended that all educational institutions in Norway should start using it.³⁶

Adult education

The right of adults to education was established in the Education Act and the Introduction Act. Adults with legal residence are entitled to primary, lower secondary and upper secondary education and training,³⁷ newly arrived adult Immigrants have the right and the obligation to learn Norwegian,³⁸ and newly arrived refugees have the right to an Introduction programme.³⁹ A review has been announced of the financing schemes for the various measures guaranteed by the Introduction Act: the Integration subsidy and the subsidy for learning Norwegian and social studies for adult immigrants. The evaluation of the integration subsidy is reaching its conclusion, whilst the subsidy for learning Norwegian and social studies for adult immigrants will be reviewed during 2007.

Primary, lower secondary and upper secondary education and training for adults

The Education Act gives adults the right to primary and secondary education and training if they need it. The right to upper secondary education and training applies to adults who were born before 1978 and who have not previously completed this education. The Government intends to devote more efforts to ensuring that the right to primary and secondary education and training is being taken up, by focusing on information about adults' rights. In Report to the Storting No. 16 (2006-2007), the Ministry of Education proposes moreover to amend the Education Act so that more adults receive the right to upper secondary education and training.

Primary, lower secondary and upper secondary education and training for adults is part of the *Knowledge Promotion reform*. Many adults need to improve their basic skills, without necessarily undergoing the full education in the various primary and lower secondary subjects. In Report to the Storting No. 16 (2006-2007) the Ministry of Education and Research announced that guidelines for the education of adults in basic skills at primary and lower secondary level were to be prepared.

Part of the adult's right to primary and secondary education is the right to an assessment of his or her own total qualifications. Everyone being included under this right as an adult will, as far as is possible, be so assessed with a view to abbreviating all or parts of the full curriculum. Occupational testing is a form of assessment of the total qualifications which is particularly suited to immigrants who have no documentation of their occupational competence.

Young people from the age of 16 receive education in Norwegian and social studies as prescribed in the Introduction Act. 16 to 20 year olds from an immigrant background and with a weak school history and brief residence in Norway present a particular challenge. This age group is also covered by the right to primary and lower secondary education for adults. With regard to upper secondary education and training, the Education Act provides the right to education for young people up to the age of 24.

Norwegian and social studies for adult immigrants

With effect from 01.09.2005 learning Norwegian and social studies became both a right and an obligation for newly arrived immigrants. From the same date, local authorities were obliged to provide for the education of the individual in Norwegian and social studies. Those covered by this right and obligation to 300 hours of free education are persons being granted asylum, transferred refugees, those being accommodated on humanitarian grounds whilst seeking asylum, reunited family members of those named above and reunited family members of Norwegian citizens. The right to free education lasts for 3 years and covers 300 hours, made up of 250 hours Norwegian and 50 hours social studies in a language which the person understands. Completion of this education gives the basis for a settlement permit (permanent residence) and Norwegian citizenship. Those covered by the right and obligation and who have need of it may receive further education for up to 2,700 hours.

Immigrants aged 55-67, with permits as listed above, have the right to free education, but no obligation to participate in it. Immigrants aged 16-55 with permits as migrant workers and their family members have the obligation, but not the right, to participate in education. This means they do not have the right to free education and the municipality may demand payment. Immigrants with short-term permits which do not constitute a basis for permanent residence have neither the right nor the obligation to participate in such education. The same applies to persons with

36 Letter from the Ministry of Education 03.06.2005.

37 Education Act, sections 4A-1, 4A-2 and 4A-3.

38 Introduction Act, section 17.

39 Introduction Act, section 2.

residence according to EEA/EFTA regulations. Immigrants who received residence permits before 01.09.2005 and who have not completed education or who have not received Norwegian education earlier may, during a transition period of 5 years from 01.09.2005, receive free education according to the old scheme.

From autumn 2007, adult asylum seekers over 16 may receive up to 250 hours Norwegian education whilst they are in the reception centre. The host municipality for the reception centre will receive a government grant to cover this education. Asylum seekers who receive residence permits will continue the education as part of their right and obligation to follow the introduction programme.

From 1st January 2007, the Ministry of Labour and Social Inclusion (AID) took over general professional and educational responsibility for the education in Norwegian and social studies for adults. The National Centre for Learning in Employment (Vox) has been delegated the responsibility for the professional and educational development of this education. What this means in practice is that Vox is responsible for:

- Developing teaching aids
- Curriculum for Norwegian and Social Studies for adult immigrants
- Developing methodology
- Information to teachers and school owners about technical and educational conditions
- Norwegian tests 1, 2 and 3.

The language test which was the final test under the educational plan of 1998 has now been replaced by two final tests: Norwegian Test 2 and Norwegian Test 3. Result based subsidies relate to the Norwegian tests. The local authorities receive NOK 10,000 for each participant who successfully completes the oral and written parts of the tests. It is one of the strategic plan's aims that the Norwegian tests should become better known and more used and that more of those who take part in the Norwegian education should take one of the final tests. AID's performance goal is that 40 per cent of those taking part in Norwegian education should put themselves forward for the test and 70 per cent of these should pass the oral and written tests.

According to the Introduction Act, municipalities may require participants to take a test to document that they have a requirement for education beyond the 300 hours.

The overall aim of education in Norwegian and social studies is that it should lead to a level of proficiency in Norwegian which enables the participant to use or build on his or her previous competence and thereby improve his or her opportunities for participating in working life and society. Employers, labour market authorities and entrance authorities for upper secondary education and training have all stated that Norwegian proficiency levels are too low among many of those from linguistic minorities who have completed the initial education in Norwegian. The employment service Aetat has for many years been employing its own tests before entry to its own courses and work training and these have often been used for reference purposes outside Aetat. Many counties also carry out their own testing before entry to upper secondary education and training.

The need for education varies according to the participant's circumstances and what level of proficiency may be required for various jobs or further education. The language proficiency levels which the publicly financed education should achieve have, however been centrally determined.

On the introduction of the right and obligation to education a new curriculum was introduced, *The curriculum for Norwegian and social studies for adult Immigrants*. This consists of two parts: a plan for education in Norwegian and another for education in social studies. The curriculum in Norwegian is objectives oriented and linked to the European framework. Methodic guidelines for the curriculum have been developed.

According to the regulations, education in social studies should be given in a language which the immigrant understands. In many municipalities there has been uncertainty about how this should be implemented. Many have reported problems in getting hold of suitable instructors and in organising the courses because there are so many languages involved. In some places this has been solved by having larger centres which allow for collaboration or by buying services from each other. It takes time for all local authorities to arrive at a satisfactory system. Several different measures have been implemented.

Project funds have been made available via the Integration and Diversity Directorate (IMDi) for which the local authorities may apply so as to arrive at various organisational models. There is no combined reporting on this as yet.

Vox has been commissioned by IMDi to carry out a number of courses from September to November for those within the municipalities who are responsible for organising courses in social studies in immigrant languages. Vox has also developed a resource folder for teachers who are giving the 50 hours education in social studies, as well as a resource folder for use for the intake to Norwegian education. The folders have been sent to the municipalities. Vox has also completed the publication “Family and Society 3”. This is the last of five publications dealing with various topics within social studies. The language used in them has been tailored to those unaccustomed to reading Norwegian. One of the publications, “Body and Health” is also now available in New Norwegian (*nynorsk*).

The introduction scheme for refugees

The Introduction Act regulates a scheme in which participation in an individually tailored introduction programme gives the participant the right to a specific resource: introduction benefit. The purpose is to widen the newly arrived immigrant’s opportunities for participation in working life and society and to convert income support from a passive social benefit to an active qualification measure, which provides an appropriate and effective transition to work and/or education.

The Act is aimed at newly arrived immigrants aged 18 to 55 with a need for basic qualification. The main target group is made up of newly arrived refugees, transfer refugees, persons with collective protection in mass refugee situations and persons who have been granted residence permits on humanitarian grounds due to asylum seeking. Family members of persons in these groups are also included.

According to section 3 of the Introduction Act, the individual municipality is responsible for offering the introduction programme to newly arrived immigrants who are resident within its area. The programme should be tailored to the individual person’s need for qualification and may last up to two years. The goal of the introduction programme is to provide basic proficiency in Norwegian and a basic insight into Norwegian society, as well as preparing for participation in working life and/or education.

The target groups for the introduction scheme and the right and/or obligation to education in Norwegian and social studies partly overlap. The framework of the introduction programme takes precedence over the obligation to education in Norwegian and social studies.

Education for particularly vulnerable groups

Participants with psychosocial problems

Experience has shown that a number of refugees and immigrants who participate in the Norwegian education have problems in acquiring an understanding of language and society through the courses which are being offered. Dropping out of or persistent absence from courses and a lack of progress on the part of some participants may be due to psychosocial problems, such as sorrow, stress or trauma. It is important for language teachers and administrators to have the competence to identify such problems. This competence does not form part of the formal education of a teacher and there is a need for providing this extra competence to teachers who are working with adult refugees and immigrants. Three bodies - NAFO, UC2 - Resource Centre for Bilingualism and Interculturalism (In Copenhagen) and The National Centre for Swedish as a Second Language (in Stockholm) - have begun to collaborate in organising courses for teachers who work with language teaching to linguistic minority adults with psychosocial problems.

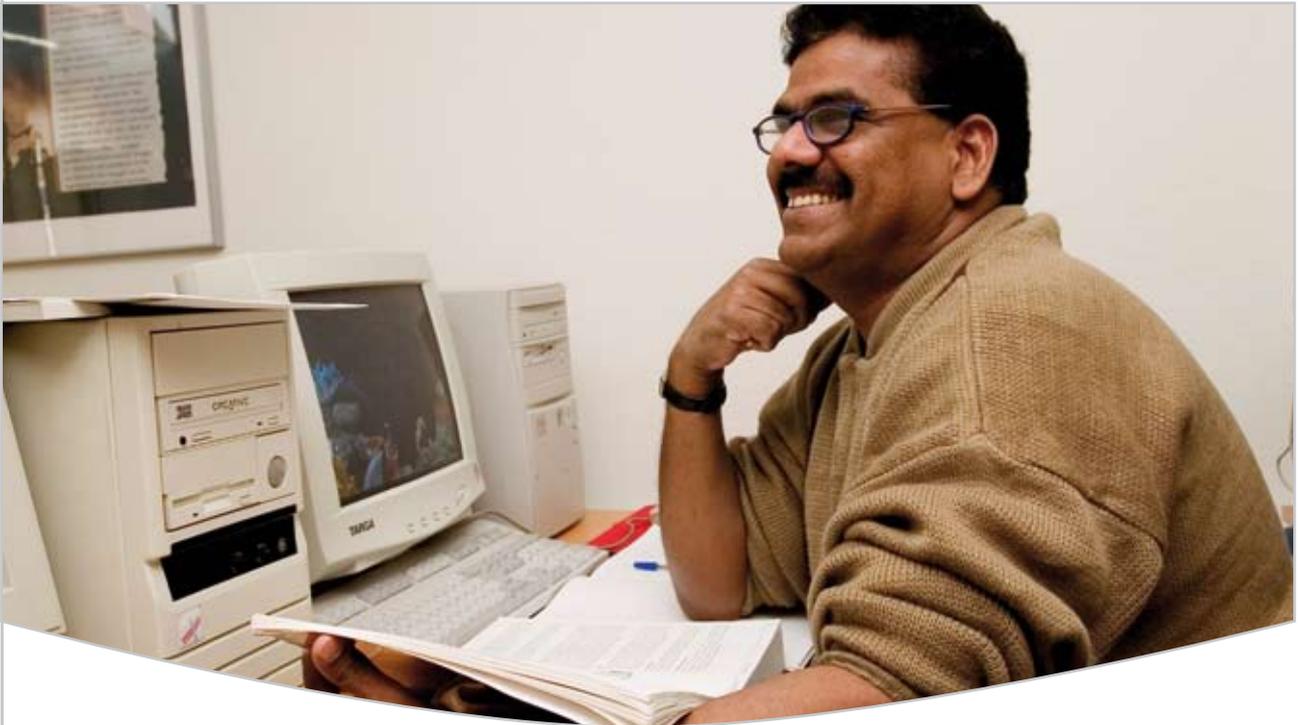
Education in prison

Education can have a positive effect on the inmates’ self-esteem and identity, reduce the burden of being in prison and help them to re-enter employment or take further education after release. The right to education for all is established in Norwegian law and applies in the same way as for all Norwegian citizens. Education is given from the local upper secondary school, which normally has its own department within the prison.

The right and obligation to education in Norwegian and social studies in accordance with the Introduction Act also applies to convicted persons from a linguistic minority background. Report to the Storting No. 27 (2004-2005) *Regarding education within the correctional service* states that the school within the prison is not responsible for education in Norwegian and social studies for adult immigrants and refugees. The municipality of residence must cooperate with the education body within the correctional service so that the inmate’s right to education in Norwegian and social studies may be exercised.

The foreign prisoner’s right to education is established in international conventions. Several Norwegian prisons offer education to foreign prisoners. The aim of such education is to qualify the foreign prisoners for work or further education in their own homelands.

3. The goals of the Strategic Plan



The overall goal of the Strategic Plan is to direct attention towards and implement measures which will help to ensure equal education which gives everyone equal opportunities for learning, education and employment. The plan should also contribute towards an inclusive teaching environment, free from racism, discrimination, bullying and violence.

The plan has five primary goals:

1 **Improve language skills among linguistic minority children of pre-school age**

- increase the number of linguistic minority children in kindergartens
- enable good, all-round language development among children of pre-school age
- help increase the number of pre-school teachers and other employees with a minority background
- improve collaboration between home and kindergarten
- increase competence among employees in kindergartens relevant to bilingual development and multicultural issues

2 **Improve the school performance of linguistic minority students in primary and secondary education and training**

- improve language teaching
- ensure special and differentiated education
- increase recruitment of linguistic minority teachers at all stages of education
- improve collaboration between home and school
- improve the teaching environment and measures against racism and discrimination
- increase competence among employees relevant to bilingual development and multicultural issues

3 **Increase the proportion of linguistic minority students and apprentices who commence and complete upper secondary education and training**

- improve occupational and educational guidance and measures to improve opportunities for apprenticeships and strengthen the trainee candidate scheme.

- develop more flexible and goal-oriented teaching for students with insufficient education and brief residence in Norway
- increase competence among managers, counsellors, teachers and instructors regarding bilingual development, special education in Norwegian, vocational and educational training and multi-cultural issues.

4 Increase the proportion of linguistic minority students in higher education and improve opportunities for completing education

- increase the recruitment of students with an immigrant background into higher education in general
- recruit more people with a linguistic minority background to teacher training programmes and improve the follow up on linguistic minority students so that more of them complete their studies
- strengthen the multi-cultural perspective in framework and subject plans for teacher training and health and care service occupations
- improve the work of approving higher education qualifications from abroad

5 Improve Norwegian language proficiency among linguistic minority adults to increase opportunities for education and active participation in society and working life

- ensure flexible and goal oriented education for adult immigrants
- ensure that more adult immigrants complete Norwegian education and that they pass the language tests
- develop more opportunities for teaching Norwegian to adults in connection with their children's school or kindergarten
- improve information about and strengthen the use of assessment of total qualifications and testing of work related competence

4. Measures



The measures in this Strategic Plan should help to meet the challenges which have been described in sections 2 and 3. Some of the action programmes may appear similar, but that is because they cover different educational levels and different contexts.

The authority which is named first under "Responsibility" is the one which takes primary responsibility for the measure.

Goal 1: Improve language skills among linguistic minority children of pre-school age

Measure to increase the number of linguistic minority children in nurseries

Measure 1

Experiment of free core time in kindergartens

Action

In 2006 an experiment was begun of offering free core time to all 4 and 5 year olds in the Stovner district of Oslo. Emphasis is placed on recruiting children without a kindergarten place and on systematic language stimulation in the kindergartens. There is also a targeted follow up of the parents and guardians with minority backgrounds to ensure that they too develop better proficiency in Norwegian. Increasing the competence of staff in language stimulation is included in the experiment. In 2007 the scheme will be extended so as to include all 5 year olds in the four districts in

Groruddalen and all 5 year olds in the Søndre Nordstrand district of Oslo. These districts have a high proportion of linguistic minority children. Free core time for 4 year olds in these districts will be offered from autumn 2007. The Ministry of Education and Research will consider extending the scheme.

Responsibility

City of Oslo/Ministry of Labour and Social Inclusion (AID)

Time frame

2007–2009

Measure to enable good, all-round language development among children of pre-school age

Measure 2

Language Promotion. Following up on children on the basis of language assessment at public health centres

Action

Being able to master the language is vital in order to play an active role in society. A number of children have poor skills in Norwegian when they begin school. The idea of this programme is to promote good language and Norwegian skills. A selection of children whose assessment at public health stations indicates to be candidates for follow up will be offered closer assessment and diagnosis so as to tailor education to language and/or education in Norwegian. The education also includes guardians and mothers. A vital part of this initiative is to help towards the transition between kindergarten and school and to promote collaboration right across administration levels and institutions and between professional groups involved in language development and Norwegian skills among children. Part of this programme will involve offering development of competence among persons involved in carrying out the work.

This is a four-year-project to be evaluated and it will first and foremost provide knowledge about the entire chain of assistance, from public health centre, through kindergarten and over into the school and it will help to promote improved language and Norwegian skills among children who have a particular need for language stimulation. Existing material will be used for education. Parts of this programme will be carried out in the district of Groruddalen. Throughout the four years of the programme, kindergartens, schools, the Pedagogical Psychological Service and the national special pedagogic support system will all be involved.

This programme should be seen in connection with measure 4 and information will be made available on www.hio.no/nafo.

Responsibility

Norwegian Directorate for Education and Training/Ministry of Education and Research/NAFO/AID and HOD

Time frame

2007–2011

Measure 3

Ambulatory educationalists

Action

From autumn 2005 and through 2006 the City

of Oslo received funds for a project for ambulatory educationalists to offer language stimulation to 4 and 5 year old who did not have nursery places. The programme covers four districts in Oslo (Sagene, Grünerløkka, Grorud and Søndre Nordstrand). The project will be concluded by summer 2007 and will then be evaluated by the Fafo Research Foundation.

Responsibility

City of Oslo/Ministry of Education and Research

Time frame

2007

Measure 4

Developing models for the education of linguistic minority children/pupils/participants⁴⁰

Action

The Norwegian Directorate for Education and Training and NAFO will carry out a broad model project in which various bilingual education models in schools and kindergartens and models for collaboration across various educational levels will be developed and tried out. The project has formulated three main areas in which models will be developed:

- 1 Family learning
- 2 Language teaching in kindergartens and schools
- 3 Focus on the transitions between various levels and collaboration between administration levels

NAFO is collaborating with selected kindergartens, schools, municipalities and county municipalities in this development work. Examples of the experiences resulting from the project will be made available on the school net, <http://skolenettet.no/flerkulturell>, and on NAFO's website, www.hio.no/nafo

Within the model project a pilot project will be carried out in four counties (Hordaland, Møre og Romsdal, Oslo and Rogaland) in which upper secondary schools and adult education institutions will develop models for education of young people with limited schooling in their homeland and only a brief period of residence in Norway. This is described in more detail under measure 20.

⁴⁰ Programme 4 covers models at all levels. So as not to repeat the description of the programme for all levels it has been located here.

Responsibility

The Norwegian Directorate for Education and Training/NAFO/County Governors, kindergarten owners/school owners/Ministry of Education and Research

Time frame

2007–2009

Measure 5

Systematic development of kindergartens' and schools' teaching environment and basic values⁴¹

Action

The Foundation for Diversity at Work has developed the tool “Diversity Mirror” which measures an organisation’s performance and attitudes in respect of handling diversity. This tool is based on procedural work aimed at preparing the organisation itself to reflect on and take on important issues, build on existing good practice or implement a strategy for diversity in the workplace. The County Governors are responsible for creating fora and meeting places for this work and for handling complaints and for guidance and review of the schools’ pursuit of section 9a of the Education Act. The Norwegian Directorate for Education and Training and NAFO will help kindergartens and schools to try out the Diversity Mirror to assess the organisations’ ability to safeguard diversity.

Responsibility

The Norwegian Directorate for Education and Training/County Governors/kindergarten and school owners/kindergartens/schools/NAFO

Time frame

2007–2009

Measure to increase competence in bilingual development and multi-cultural issues among employees in kindergartens

Measure 6

Competence development for employees in the kindergarten sector

Action

In 2006 funds were made available for competence measures aimed at employees in

kindergartens regarding multicultural educational and language stimulation for linguistic minority children. The County Governors received funds for education and local development work in the nurseries. NAFO is taking the lead in a collaboration with County Governors, university colleges and universities in a competence development programme and development projects in selected county municipalities and kindergartens. The development projects should be seen in context with programme 4. Funds will also be allocated for competence measures in 2007. This programme is part of the general focus on competence in the kindergarten sector and information will be made available on www.hio.no/nafo.

Responsibility

County Governors/municipalities/NAFO/university colleges/universities/kindergartens

Time frame

2007–2009

Measure to improve collaboration between kindergarten and home

Measure 7

Collaboration with parents

Action

An essential development area is collaboration between kindergartens and linguistic minority parents or guardians.⁴² Kindergarten employees must encourage and support parents in stimulating their children’s bilingual development. The Norwegian Directorate for Education and Training and NAFO have developed guidance material for parents, teachers and employees at health centres and kindergartens.⁴³ The guidelines will be translated into the most relevant minority languages. The Directorate will also ensure the translation of the brochures “Make space for reading...home” and “Still space for reading...home” into a number of minority languages.⁴⁴

Responsibility

The Norwegian Directorate for Education

41 Programme 5 covers measures in both nurseries and schools.

42 Cf. the Strategic Plan Gi rom for lesing! (Make space for reading) measure 20.

43 The guide is entitled “Children in multi-lingual families”. Guidelines for parents and employees in kindergartens and public health centres.

44 The Strategic Plan Gi rom for lesing! (Make space for reading) Measure 20.

and Training/NAFO/municipalities/
kindergartens

Time frame
2007

Goal 2: Improve the school performance of linguistic minority students in primary and secondary education and training

Measure for improving language teaching

Measure 8
More resources for schools with more than 25 per cent linguistic minority students

Action

A scheme has been established for subsidising development projects in schools which have more than 25 per cent linguistic minority students. The purpose of the scheme is to stimulate schools with many linguistic minority students into properly facing the special challenges which these schools face and to improve the benefit the students derive from teaching and thereby their results. 6 million kroner has been allocated to the programme, 3 million kroner of which is for measures carried out in Groruddalen.

Responsibility

The Norwegian Directorate for Education and Training/NAFO/school owners

Time frame
2007–2009

Measure 9
Commence an experiment using mother tongue as the second language

Action

The Soria Moria declaration stresses the need for a broad review of language teaching for linguistic minority children. The Ministry of Education has therefore taken the initiative to review presently existing research into native language teaching including bilingual subject teaching and Norwegian as a second language, so that one can get a better idea of effects and significance.

For students from linguistic minorities an experiment will be commenced using mother tongue as a second language beginning with

the 2007/2008 school year. The experiments will include following up on and advising schools, documentation and follow up research. What is learnt will be published, so that as many as possible will be able to benefit from the development work and examples of good practice. See www.hio.no/nafo

Responsibility

The Norwegian Directorate for Education and Training/NAFO

Time frame
2007–2009

Measure 10
Develop and offer further and continuing learning/second language didactics for level-based curricula in basic Norwegian

Action

The Education Act says that pupils in *primary and lower secondary* school have the right to special language teaching until they have sufficient Norwegian ability to follow normal teaching. Special language teaching is an aggregate of different constituents and might include tailored Norwegian education following the ordinary curriculum in Norwegian, Norwegian education following a special curriculum, mother tongue teaching or bilingual subject teaching.

From the start of the new school year in autumn 2007 there will be a new level-based curriculum in basic Norwegian for linguistic minority students. When the students have achieved the goals in the curriculum, they will continue education in Norwegian according to the ordinary curriculum in Norwegian. The age-based curriculum in Norwegian as a second language will be discontinued.

A national further and continuing course is being devised for teaching in basic Norwegian following the level-based curriculum and in the use of assessment tools in connection with the curriculum.

The further and continuing course should be seen in connection with the guideline materials mentioned in programme 11 which will be used both independently and during the course. Information about courses will be published on www.hio.no/nafo

Responsibility

The Norwegian Directorate for Education and Training/NAFO/school owners/schools

Time frame

2007–2009

Measure 11

Develop guideline materials for teachers who teach basic Norwegian

Action

In connection with the introduction of the new level-based curricula in basic Norwegian, guidance material for teachers will be developed. The guidance materials should be seen in connection with the post qualifying course mentioned in programme 10 and will be used both independently and during the course.

Responsibility

The Norwegian Directorate for Education and Training

Time frame

Start of school year 2007

Measure to ensure special and differentiated education

Measure 12

Commence an experiment of non-European languages as foreign languages

Action

Circular F-003-06 regarding the introduction of the Knowledge Promotion says the following about foreign languages at lower secondary level: "The school owner should offer foreign language teaching in at least one of the four languages German, French, Spanish or Russian according to the curriculum for foreign languages at Level 1. Other languages may also be offered, including non-European languages, under the same curriculum. The school owner decides which foreign languages the students will be offered and how this should be organised."

Trials will be commenced in teaching non-European languages at the lower secondary stage or as an early start at the primary stage. The trials include following up on and advising schools, documentation and follow up research, so that as many as possible will

be able to benefit from the development work and examples of good practice. Experiences from the trial will be published on the foreign language centre's website and through relevant networks.

<http://www.fremmedspraksenteret.no/>

Responsibility

Norwegian Directorate for Education and Training/Norwegian Centre for Foreign Languages in Education

Time frame

2007–2009

Measure 13

Assessing and studying pupils' skills and needs

Action

The Norwegian Directorate for Education and Training has project responsibility for devising assessment materials which will give some input on linguistic minority pupils' language skills and possible need for help under their right to special education, as defined in section 5 of the Education Act.⁴⁵ In addition to this, NAFO is being commissioned by the Ministry to develop assessment tests in reading in several languages. These tests will also be used by students in higher age groups. Tools will also be developed for assessing school background, intended for students aged 16-19 with limited prior schooling.

As part of the assessment and study work, the Directorate

- will devise and try out methods for observation and assessment materials in the context of pupils with a need for special educational help. Results will be available in 2008.
- will continue the development of assessment materials for reading and writing development in various languages and consider expanding their use to other levels. New tests will be available in 2007, 2008 and 2009.
- will finalise tools for assessing the school background of students who come to Norway during the age range for education in accordance with measure 20. This will be available in 2007. Information will be made available on www.hio.no/nafo

45 This right also applies to children under the age of compulsory school attendance. One must draw a distinction between special educational needs in respect of this right and the right to special education based on linguistic educational needs, as defined for primary and secondary students in section 2.8 of the Education Act.

Responsibility

Norwegian Directorate for Education and Training/NAFO
Also, for the first point, Bredtvedt and Torshov Competence Centres

Time frame

2007–2009

Measure 14

Help with homework and summer schools during primary and secondary education and training

Action

Help with homework could be a useful tool in the context of the school's role as an arena for social levelling. The Norwegian Directorate for Education and Training will implement a project to review current work with homework help and commence trials and evaluation of homework help at all stages of primary and secondary education and training. This will be used to publish examples of good models based on experience. The project will provide a basis for evaluating whether schools should be required to offer students help with homework.

The school owner should initiate the offer of homework help for pupils which could be organised in collaboration with voluntary organisations. It is also important to give parents the opportunity to help their children with their school work.

In connection with the homework help scheme the Norwegian Directorate for Education and Training will make assessments, try out models and evaluate results at pupil level.

Students who enter the country during the course of the school year and others with a need for extra support will be able to benefit from extra teaching during the holidays. The summer school arrangement will be able to offer newly arrived students a better starting point for the commencement of the next school year.

According to the plan the models for homework help and summer school should be included in the pilot project for the development of new educational models (see programme 4). <http://skolenettet.no/flerkulturell>

Responsibility

Norwegian Directorate for Education and Training/NAFO/school owners/schools/voluntary organisations/FUG

Time frame

2007–2009

Measure to increase recruitment of linguistic minority teachers at all stages of education

Measure 15

Scholarship scheme for teachers from linguistic minorities

Action

There is a need for more teachers from minority backgrounds in schools, as positive role models for pupils, but also to derive benefits from the cultural and language competence the persons from minority backgrounds can bring to Norwegian schools. It is also important for more of those from minority backgrounds who are already working in schools to have the opportunity to increase their competence.

The proportion of those from minority backgrounds who are attending teacher training programmes is still low, among both women and men. The same applies to the proportion in teaching, even though there has been a small improvement since 2004. In 2003 a scholarship scheme was introduced for linguistic minority teachers who are working in schools without formal competence or who have foreign teacher training and require supplementary education so as to achieve these formal qualifications. To date 201 linguistic minority teachers have received scholarships. The scholarship is used for further education with a view to achieving approved general teaching competence or competence based on other four-year courses at university or university college.

Responsibility

Norwegian Directorate for Education and Training/university colleges/universities

Time frame

2007–2009

Measure to improve collaboration between school and home

Measure 16
Collaboration with parents

Action

A good level of collaboration between school and parents is important for the parents to be able to get involved in their children's schooling. Good practice in collaboration between home and school throughout primary and secondary education, including the transition between levels, should continue to be stimulated and the practice should be documented.

Based on the project "Linguistic minority parents - a resource for the teaching of students in schools", we should seek to establish parent networks (linguistic minority resource networks), in more municipalities.

IFUG should take on the informational aspect, in collaboration with NAFO. Materials about parent collaboration in multi-cultural schools, for example FUG's guidelines and brochures which are available in many languages, will be used in this collaboration between home and school.⁴⁶ See <http://www.foreldrenettet.no>. The Ministry proposed in Report to the Storting No. 16 (2006-2007) that templates for parent contracts should be devised.

Responsibility

Norwegian Directorate for Education and Training/NAFO/FUG

Time frame

2007–2009

Measure to improve the teaching environment and efforts against racism and discrimination

Measure 17
The Student Survey

Action

Section 9 of the Education Act and the so called the Learning Poster (*Læringsplakaten*) declare that all students in primary, lower secondary and upper secondary schools have the right to a good physical and psychosocial environment which promotes health, well-being and learning. All those who work in

schools are obliged to ensure that students are not exposed to assault in the form of offensive words or actions, such as bullying, violence, racism or discrimination. The law gives students and parents a great deal of scope for involvement and the opportunity to complain.

The Norwegian Directorate for Education and Training will incorporate questions concerning prejudice, discrimination and racism into the Pupil Survey.

Responsibility

School owners/school administrations/Norwegian Directorate for Education and Training

Time frame

2007–2009

Measure 18

Working throughout the school system to develop a teaching environment which promotes subject and social teaching

Action

The Behavioural Centre at the University of Oslo has developed the programme "Positive behaviour, supporting the learning environment and interaction" (known as the PALS programme). The results of trials of the programme have shown that linguistic minority children appear to derive great benefit from the programme, both within school subjects and socially.

Lillegården Competence Centre has developed the model "Teaching environment and pedagogic analyses" (known as the LP model). Evaluation has shown that working according to the LP model brings results. Wider evaluation will look particularly at whether the model can help to reduce and counteract social differences in Norwegian schools. The evaluation will focus on the relationship between majority and linguistic minority pupils, students from homes of a higher and lower educational level and between boys and girls. The results variables will include performance in school subjects, social competence, well-being, behavioural problems, relations with teachers and collaboration between home and school (see programme 16).

⁴⁶ See FUG's website, www.fug.no.

First section: PALS will be implemented nationally.

Second section: The LP model will be implemented nationally and evaluated.

Responsibility

First section: Behavioural Centre at the University of Oslo/Norwegian Directorate for Education and Training

Second section: Lillegården Competence Centre/Hedmark University College/Norwegian Directorate for Education and Training

Time frame

2007–2009

Goal 3: Increase the proportion of linguistic minority students and apprentices who commence and complete upper secondary education and training

Measure to improve occupational and educational guidance and measures to improve opportunities for apprenticeships

Measure 19

Completing upper secondary education and training

Action

As part of the work of counteracting students dropping out of education, it is important to safeguard the multi-cultural perspective in competence development for counsellors in school and instructors in companies. Good advice and special education can counteract the dropout tendency and may be vital to the pupil completing his or her education. Developing competence can also help to give linguistic minority students better access to apprenticeships.

The Ministry of Education and Research will propose a change to the Education Act so that the right of linguistic minority students to special Norwegian education in upper secondary schools will be regulated in specific legislation.

The Ministry of Education and Research and the Norwegian Directorate for Education and Training are focusing strongly on the lack of trainee places, especially in the public sector. The state as employer has pledged to take its share of responsibility for

creating more trainee places and apprenticeships. The work of increasing the number of apprentices in both private and public sector will be followed up and competence development in multicultural guidance for instructors and professional management in companies will be strengthened.

The competence development programme “Is good advice expensive?” will be continued.

Responsibility

Norwegian Directorate for Education and Training/NAFO/Ministry of Education/County Municipalities/schools

Time frame

2007–2009

Measure to develop more flexible and goal-oriented teaching for students with insufficient education and with brief residence in Norway

Measure 20

Young people with deficient basic education from their homeland and brief residence in Norway

Action

Based on NAFO’s assessment of what should be offered to linguistic minority young people who come to Norway in late school age, the Norwegian Directorate for Education and Training is working on how to best follow up on this group to ensure that what is being offered is better tailored. The Directorate is therefore implementing a pilot project involving primary and lower secondary teaching within upper secondary education for linguistic minority young people with a weak school background. The project is aimed at developing good models for teaching in partnership between schools and working life, based on experience and experiments. Tools for assessing school background are being tested and will be finalised during the course of 2007. The project is also working on improving information about upper secondary education and career choice aimed at linguistic minority young people and their parents, for example through “Partnership for career guidance” and the recruitment of bilingual teachers as counsellors. This programme should be seen in connection with measure 4 and information will be made available on www.hio.no/nafo

Responsibility

Norwegian Directorate for Education and Training/NAFO/Vox/school owners/FUG

Time frame

2007–2009

Goal 4: Increase the proportion of linguistic minority students in higher education and improve opportunities for completing education

Measure to increase the recruitment of students with an immigrant background into higher education

Measure 21

Recruit more students with a minority background into higher education in general

Action

It is a general goal to recruit students with an immigrant background into a broad spectrum of higher education. Greater focus is needed on guidance and information in the form of collaboration between upper secondary schools.

Through a collaboration with the new organisation for employment and welfare administration (NAV), adult immigrants can find out about study opportunities, entry on the basis of total qualifications and financing studies.

Oslo University College and the University of Oslo have been collaborating on measures to help smooth the path for students with an immigrant background. These measures have been devised to ensure the exchange of experience about recruitment, targeted information and motivational work in immigrant environments and support measures for the students. By means of a determined focus on this area, tailored study initiatives can be devised and if necessary pre-courses can be set up to allow for access to university college studies. Some may have higher education qualifications from abroad and need complete education so as to acquire formal competence in Norway.

The work of disseminating experience, which Oslo University College has been particularly responsible for, is now included in NAFO's area of operation. The work on recruitment

and prevention of educational dropout among linguistic minority students will be continued. Experiences with models which work will continue to be spread to other university colleges and universities. See the information on <http://www.hio.no/prosjekter/maia>

Responsibility

University colleges/universities/NAFO/Oslo University College/ University of Oslo

Time frame

Ongoing

Measure to recruit more people with a linguistic minority background to the colleges of education and to improve the follow up on linguistic minority students so that more of them complete their studies

Measure 22

Education to bachelor level for bilingual teachers

Action

Nine university colleges are collaborating to offer a three-year-bachelor course for native language teachers and bilingual assistants who need to complete their education so as to achieve the necessary teaching competence to teach more subjects at primary/lower secondary level. The course is partially internet based. Hedmark University College (HiH) is responsible for coordination. In 2005 about 350 started a course within the bachelor studies framework. The studies are put together in such a way that students can achieve general teacher training programmes with a one year supplementary study (<http://www.hio.no/>). A scholarship scheme has been set up to make it easier financially for linguistic minority teachers to take the formal education which will provide the formal qualifications for teaching in schools.

Responsibility

Universities and university colleges/NAFO/Ministry of Education and Research

Time frame

2007–2009

Measure 23
Flexible pre-school teacher training for persons with an immigrant background

Action

Persons with an immigrant background who work in schools and nurseries are an important resource. There are currently many people with immigrant backgrounds working as assistants or mother tongue trainers in kindergartens.

The goal is that more people with immigrant backgrounds should become administrators and pedagogic managers. It is therefore the intention to develop a special course of study in pre-school teaching for this group, along the lines of the bachelor studies for bilingual teachers. The studies should be internet based, combined with group meetings, and organised as a part time course over four or five years. Work will be done on setting up such a course.

Responsibility

University colleges/Ministry of Education and Research

Time frame

2007–2009

Measure to strengthen the multicultural perspective in framework and subject plans for teacher training and health and care service occupations

Measure 24
Framework and subject plans for higher education

Action

When revising framework planning and in the work of the universities and university colleges on subject planning, it is important to bear in mind the multi-cultural perspective and how education can be made suitable to cover the needs of all parts of the population. This applies to the basic education for a number of occupations. The general teacher training programmes were evaluated in 2006. NOKUT's report shows that the multicultural perspective has only been fully taken up in some of the university colleges, particularly those in the geographical areas with a relatively high concentration of linguistic

minority students. The report states that some institutions do not seem aware that multicultural issues affect the whole country and that the recruitment of teachers with an immigrant background is not satisfactory.

The framework plans for the colleges of education depend on a focus on the multicultural. The Ministry of Education and Research has asked the teacher training institutions to submit an action plan to follow up of the evaluation by March 2007.

Responsibility

Ministry of Education and Research/
university colleges/universities/NAFO

Time frame

Ongoing

Measure 25
Further and continuing education to increase competence in multicultural work

Action

Universities and university colleges are being urged to develop relevant further and continuing education courses for all those who work with linguistic minorities and to offer courses in collaboration with school owners and others who have defined further and continuing education needs. This applies to occupations in the health and social sector, as well as to kindergartens and schools. The multicultural perspective must be reflected in various opportunities for further and continuing education. See the summary of post-qualifying and further education opportunities on <http://www.hio.no>

Responsibility

University colleges/universities/NAFO

Time frame

Ongoing

Measure to improve the work of approving higher education qualifications from abroad

Measure 26
Approval and crediting of higher qualifications

Action

The Ministry of Education and Research has set up a committee to investigate the issues involved in the present system of approving and crediting higher education qualifications in Norway. The committee will propose measures which could make the handling of applications for approval of foreign higher qualifications simpler, faster and more user friendly, as well as ensuring that it is fair. The committee will particularly be considering the need for changes which might help to improve integration of immigrants into the Norwegian labour market. The committee will present its findings by the end of January 2007.

Responsibility

Ministry of Education and Research/
NOKUT/university colleges/universities

Time frame

2007–2008

Goal 5: Improve Norwegian language proficiency among linguistic minority adults to increase opportunities for education and active participation in working life and society

Measure to ensure flexible and goal oriented education for adult immigrants

Measure 27

Follow up on the system concerning the right and obligation to learn Norwegian and social studies for adult immigrants

Action

Vox will seek to enable the best possible implementation of the system concerning adult immigrants' right and obligation to learn Norwegian and social studies by

- collaborating with municipalities and the Integration and Diversity Directorate (IMDi)
 - developing teaching aids for teaching in social studies
 - developing materials and templates for use in entrance assessment
 - giving information about formulation and use of individual plans for education
- in collaboration with County Governors, offering competence development opportunities to teachers and managers

Information will be made available on <http://www.vox.no/>

Responsibility

Vox/IMDi/NAFO/County Governors/
municipalities

Time frame

2007–2009

Measure 28

Teaching in prisons

Action

A working group chaired by the County Governor of Hordaland has prepared an action plan for following up on Report to the Storting No. 27 (2204-2005). In this regard, guidance material about the scope, methodology and organisation of the teaching will be prepared. The working group is looking particularly at the measures proposed in the Report which are of special relevance to linguistic minority inmates.

Responsibility

County Governor of Hordaland/Norwegian Directorate for Education and Training/
Correctional Services/Vox/school owners/
NAFO

Time frame

2007–2009

Measure to ensure that more adult immigrants complete Norwegian education and that they pass the language tests

Measure 29

Developing teacher qualifications

Action

The professional qualifications of teachers, their ability to allow for the individual and for variation in the use of methods, is important in enabling participants to derive proper benefit from teaching. To date relatively few funds have been allocated to further and continuing and competence raising courses for teachers who teach linguistic minority students in Norwegian. Vox, in collaboration with IMDi, is devising a plan for giving teachers better opportunities for courses and further and continuing education. The plan will initially be based on a survey which was car-

ried out in autumn 2006. Information will be made available on <http://www.vox.no/>

Responsibility

Vox/IMDi/AID/NAFO/Ministry of Education and Research

Time frame

2007–2009

Measure to develop more opportunities for teaching Norwegian to parents in connection with their children's school or kindergarten

Measure 30

Family teaching

Action

Family teaching is a method which involves several generations. Measures designed to acknowledge and strengthen the parental role provide the opportunity to reach those who do not seek adult education on their own account. Strengthening the adults will indirectly support the children. This programme should be viewed in connection with programme 4. Teaching the family in parallel with the child's school attendance can motivate the adults. A model project, in which many different models will be tried out, has been commenced. One of the models involves mother and child, the idea being to ensure good, early stimulation of the child. Vox, NAFO and FUG will prepare the ground for the testing and development of family teaching as a method for motivating parents into taking courses and education (www.hio.no/nafo).

Another model involves adult education institutions collaborating with kindergartens or schools in providing parents with knowledge about Norwegian society, including nurseries' and schools' expectations of parents. The aim is to try out methods for giving parents an insight into how kindergartens and schools work in Norway and, in collaboration with IMDi, to develop and special educational methods for the introduction programme.

Responsibility

Vox/NAFO/IMDi/FUG/Norwegian Directorate for Education and Training

Time frame

2007–2008

Measure to improve information about and strengthen the use of assessment of total qualifications and testing of work related qualifications

Measure 31

Assessment of total qualifications and occupational testing

Action

Adults with the right to upper secondary education and training have the right to an assessment of actual competence. Occupational testing is a form of assessment of total qualifications which is particularly suited to immigrants who have no documentation of their occupational competence. There are great variations in the way local and county authorities assess and approve total qualifications. Teaching publications about the assessment of total qualifications are aimed at persons working with total qualifications assessment and who are responsible for the training of professionals in the County Municipalities.⁴⁷

The programme will:

- develop better methods for assessment of total qualifications and testing of work related qualifications
- ensure that the scheme becomes better known and widely used
- offer competence raising to persons who work with the assessment of the total qualifications of immigrants

Responsibility

Vox /IMDi/municipalities/County Municipalties/the Social Partners

Time frame

Ongoing

Other measures across educational levels

Measure 32

Competence assessment of teachers

Action

The Ministry of Education and Research will ask the Norwegian Directorate for Education and Training to take the initiative for a review of competence and competence requirements

⁴⁷ Course material for assessment of actual competence in the counties www.vox.no

among teachers who educate linguistic minority students in mother tongue teaching, bilingual subject teaching and basic Norwegian in order to assess the competence situation among teachers.

Responsibility

Ministry of Education and Research/Norwegian Directorate for Education and Training

Time frame

2007

Measure 33

Net-based services

Action

The Norwegian Directorate for Education and Training will revise and develop the theme of multi-cultural schools on the school net <http://skolenettet.no>. The Directorate will expand the website, using more languages and building up the collection of examples of special education for linguistic minorities in kindergartens and schools. This website should be seen in connection with other relevant websites, including those of Migranorsk: <http://www.migranorsk.no/>, NOA-nett: <http://noa.cappelen.no/>, Bazar: <http://www.bazar.deichman.no/>, Vox: <http://www.vox.no/>, NAFO: <http://www.hio.no/nafo> and FUG <http://www.fug.no/>

Responsibility

Norwegian Directorate for Education and Training/NAFO/Vox

Time frame

Ongoing

Measure 34

Strengthen the development and quality of teaching aids

Action

The Norwegian Directorate for Education and Training is working towards improving the extent to which teaching aids reflect the multicultural society in Norway and help to strengthen the self-esteem and identity of both linguistic majority and linguistic minority students. It is also important to make teaching aids more linguistically accessible so as to make learning easier for linguistic minority pupils.

- The scheme for subsidising teaching aids for native language teaching, teaching in basic Norwegian, bilingual subject teaching, teaching in native language as a second language and teaching Norwegian and social studies will be continued. The subsidy scheme also applies to digital teaching aids.
- The LEXIN-N project of illustrated, web-based dictionaries (also available in paper versions) for linguistic minority pupils will be continued and adapted for other languages. The action plan for teaching aids for linguistic minorities will be revised in spring 2007.
- An initiative will be taken in respect of those who develop teaching aids, to ensure better implementation of the multi-cultural perspective in new teaching aids and to obtain teaching aids which are better tailored to pupils with a linguistic minority background.
- Teaching resources and materials will be developed for primary and lower secondary school teaching within the adult education system.

Responsibility

Norwegian Directorate for Education and Training/Vox/teaching aids producers

Time frame

2007–2009

Measure 35

Use of literature and school library

Action

A wide selection of books in various languages is important for creating the desire to read among children, young people and adults and for promoting cultural exchange among learning arenas. Deichmanske Library The Multilingual Library <http://nyhuus.deich.folkebibl.no/> is the national remote loan centre for literature in minority languages and the guidance and competence centre for library services for linguistic minorities. The library also runs the Bazar website, which is a tailored service for linguistic minorities in Norway. The Norwegian Directorate for Education and Training is aiming to use relevant websites to communicate examples of good collaboration between kindergartens, schools, libraries and homes in the effort to stimulate reading among linguistic minority students. Collaboration with libraries is also included in the development of educational models (see programme 4). Information is being made available on www.hio.no/nafo

Responsibility

Norwegian Directorate for Education and Training/NAFO/school owners/school and local libraries/County Governors

Time frame

Ongoing

Measure 36

International collaboration

Action

Many countries in Europe have been acquiring experience of teaching linguistic minorities for a long time. It is therefore important to establish contact with countries which are achieving good results in teaching linguistic minorities, so that Norwegian schools can benefit from their experience and we can stay in touch with developments in other countries. It is also important to communicate to others our useful experience from Norway.

Norway is participating in a project under the authority of the European Agency for development in special needs education. The project focuses on linguistic minority pupils who have a need for special educational support. Two national representatives participate, one from the Norwegian Directorate for Education and Training and one from Bredtvet competence centre.

The Norwegian Directorate for Education and Training and Vox want to encourage schools and adult education institutions to participate in international collaboration - for example in the school development programmes "Comenius" and "Grundtvig". The Norwegian Directorate for Education and Training has the primary responsibility for pursuing collaboration in the Nordic Countries, including the development of the Nordic research database Nordbas.

NAFO is collaborating closely with UC2 - Resource Centre for Bilingualism and Interculturalism, CVU, (In Copenhagen) and The National Centre for Swedish as a Second Language (in Stockholm) in organising joint Nordic courses for teachers within the migrant educational field.

Responsibility

Norwegian Directorate for Education and Training/Vox/school owners/schools/NAFO

Time frame

Ongoing

Measure 37

Annual conferences and seminars within the lifetime of the Strategic Plan

Action

As part of the following up of the Strategic Plan, annual regional and national conferences will be held to allow those involved to disseminate and exchange experience. The conferences will also give NAFO an opportunity to present experiences from the various focus organisations and demonstration schools. They will also provide the opportunity to draw in and build upon the experiences of other sectors in interdisciplinary work - e.g. from the health and social sector and working life.

Responsibility

Norwegian Directorate for Education and Training/NAFO/Vox/County Governors/FUG

Time frame

2006–2009

Measure 38

The committee for school objectives

Action

On 2nd May 2006 the King in Council appointed a committee to review the objectives of schools and nurseries (The Bostad Committee). The committee is chaired by Inga Bostad, Vice Rector of Oslo University and has 14 members in addition to the chair. The committee will analyse and assess the various aspects of the objectives for education and kindergartens, with particular emphasis on:

- developments in a society of increasing internationalisation and diversity
- formulations linked to Christian values
- changes to the education system

Responsibility

Ministry of Education and Research

Time frame

The committee will present its findings by 01.06.2007.

5. Organisation, implementation and evaluation



Awareness of results at all levels

This plan is intended to contribute towards a complete perspective in respect of all efforts, from kindergarten to university college and research, of the individual programmes' connection with each other and of the use of resources and finance. To achieve this we must involve all parts of the education system, parents, public authorities and society in general. The plan of measures is intended to give results in a range of areas which should together contribute towards the realisation of the five primary goals. A vital part of the effort will be to investigate the achievement of goals in various areas so as to find out what works and to identify good practice.

Goal 1: Improving language skills among pre-school children of linguistic minorities

The KOSTRA statistics produced annually by the Central Bureau of Statistics show how many linguistic minority children attend kindergartens. The municipalities also report to KOSTRA how many linguistic minority children receive special language stimulation in nurseries and how the nurseries collaborate with other services. The experiments and projects for children of pre-school age which have been set in motion will also be reported on.

Goal 2: Improve the school performance of linguistic minority students in primary and secondary education and training

The national system for quality evaluation, begun in spring 2004, has already been tested for a period (national tests and web based user surveys). Based on experience to date, the system will be improved and extended so as to become a more precise tool for users and decision makers at all levels of the education system.

A new framework for national tests has been laid down and dates for implementation of the tests in 2007 have been decided. The national tests will assess to what extent pupils' skills correspond with the goals of the curriculum for basic skills in reading in Norwegian and English and maths, in the way that they are integrated into the competence goals for subjects in LK06⁴⁸ for 4th and 7th years. The tests will provide information to pupils, parents, teachers, school administrators, school owners, regional authorities and the national level as the basis for improvement and development. The national tests will not provide detailed information about individuals but can still have a pedagogic value. In cases where the tests indicate that further assessment is necessary, it would be natural to use

suitable assessment material which could give more detailed information for follow-up and tailoring to individual, group or school level. NAFO is developing tests for assessing reading skills in various languages, specially designed to identify pupils who may have specific difficulties and who should be better considered. These tests will thus help to ensure that education may be better tailored to each individual linguistic minority pupil.

The internet based user surveys will be used to investigate the opinions of students and apprentices about teaching and well-being in their education. Testing and evaluation of various models for special language teaching, the practice of Norwegian as a second language and basic Norwegian for linguistic minorities, mother tongue teaching and bilingual subject teaching will give important information for future initiatives.

Goal 3: Increase the proportion of linguistic minority students and apprentices who commence and complete upper secondary education and training

The Central Bureau of Statistics records applications for intake to and extent of completions of upper secondary education and training. By following developments over a period of time it is possible to investigate changes in the degree of completion among linguistic minorities. A broadly composed working group set up by the Ministry of Education and Research submitted a report on the problem of early drop out in 2006 (the Givo Report, Ministry of Education and Research 2006). Countrywide efforts have been to counteract this early dropping out from upper secondary education and training, including a focus on young people from linguistic minorities. These efforts were evaluated in 2006 by SINTEF (The Foundation for Scientific and Industrial Research at the Norwegian Institute of Technology) and they will submit their report in 2007. The report will provide an assessment of which measures work and should therefore be focused on.

In four counties a pilot project is being carried out aimed particularly at students who have not been living in Norway long and whose homeland education is deficient. This project will be evaluated with a view to disseminating details of good models (www.hio.no/nafo).

Goal 4: Increase the proportion of linguistic minority students in higher education and improve opportunities for completing education

Educational statistics from the Central Bureau of Statistics provide the opportunity to track the number of immigrant students at institution level, get an overview of which countries they come from and the choice of study types. Collaboration with NIFU STEP and other research institutions can provide more details about study frequency and an insight into study behaviour among persons with an immigrant background.

Goal 5: Improve Norwegian language proficiency among linguistic minority adults to increase opportunities for education and active participation in work and society

On 01.09.2005 a national registration system (NIR) was set up which shows how much education in Norwegian and social studies each individual participant has had and the results he or she has achieved in tests. Such a scheme allows the possibility of tracking participants throughout their education and obtaining a better basis for evaluating the scheme. The Central Bureau of Statistics has been tasked with developing an ongoing system (monitor) to follow the implementation of the schemes regulated by the Introduction Act and their effect. This will come into action in 2007 and thereafter.

Roles and responsibilities

In addition to the various bodies which have been listed alphabetically below as being responsible for various levels of education, teaching and administration, it is important that individual kindergartens, schools and other teaching institutions participate actively.

Ministry of Labour and Social Inclusion

The Ministry

- has specific responsibility for developing a coordinated policy for integration and inclusion and for ensuring that the diversity and inclusion perspective is a natural part of all technical authorities' work and policy development
- has primary responsibility for following up on the Introduction Act
- administers the subsidy scheme for education in Norwegian and social studies for adult immigrants

On 01.01.2007 the professional responsibility for education in Norwegian and social studies was transferred from the Ministry of Education and Research to the Ministry of Labour and Social Inclusion.

Kindergarten owners

The kindergarten owners should run their activities in accordance with prevailing legislation and regulation (Day Care Institution Act, section 7).

Kindergartens

The kindergarten should give children below school age good opportunities for development and activity in close understanding and collaboration with the child's home (Day Care Institution Act, section 1). The kindergarten should:

- support children's use of their mother tongue, whilst simultaneously actively seeking to improve children's competence in the Norwegian language
- create an environment for all children which stimulates language and encourages listening, conversation and playing with sound, rhyme and rhythm and the use of imagination with the aid of language and song.
- encourage children with a bilingual or multilingual background to be linguistically active and at the same time help them to experience things which help them to build up their conceptual understanding and vocabulary in Norwegian.
- Create an environment in which children and adults may daily experience excitement and pleasure through reading aloud, story telling, song and conversation and become aware of what ethical, aesthetic and cultural values are being communicated

(Framework plan for the kindergarten's content and tasks 2006)

The County Governore

The County Governor's role is vital at regional level. The County Governor should:

- inform partners about centrally initiated programmes and coordinate them
- give guidance, review and follow up with municipalities as kindergarten authority and kindergarten and school owners efforts in the field
- report results and provide professional input to the Norwegian Directorate for Education and Training and the Ministry of Education and Research
- maintain regional contact with the university and university college sector

Directorate of Integration and Diversity

The Directorate is responsible for implementing integration and diversity policies in the Ministry of Labour and Social Inclusion's areas of responsibility. The Directorate's essential tasks include being a competence centre and driving force for work, integration and participation through collaboration, advice and guidance. IMDi is responsible for:

- acquiring knowledge about and pointing out the barriers and opportunities met by various groups within the immigrant population in primary, secondary and adult education.
- motivating and stimulating employers to maintain a positive attitude towards ethnic diversity and offering guidance on how they can proceed to ensure equal opportunities and rights without discrimination. This should encompass all sides of the employment situation, including recruitment, promotion, competence development, pay and working conditions and termination of employment.
- enabling dialogue between immigrant groups and organisations and the education authorities
- following up on the introduction scheme
- taking the initiative for those parts of the immigrant population which fall outside the Introduction Act

Municipalities

The municipalities is the local kindergarten authority. The municipalities should give guidance and ensure that municipalities are being run in accordance with prevailing regulations (Day Care Institution Act, section 8).

Norwegian Association of Local and Regional Authorities (KS)

The association is working to ensure that local and municipalities should be good kindergarten and school owners and employers. The association has specific responsibility to be a driving force in getting municipalities to follow this Strategic Plan. The association has entered an agreement with the Ministry of Education and Research regarding the kindergarten reform known as the Kindergarten Promotion *Barnehageløftet*. Under this agreement, the association is committed to assisting the local authorities in implementing measures to improve competence and attain quality development throughout the kindergarten sector.

Ministry of Education and Research

The Ministry

- formulates overall goals and plans for the education of linguistic minorities at all levels of the education system
- implements policies by means of commissions to the Norwegian Directorate for Education and Training and other bodies
- administers the subsidy scheme for measures to improve language understanding among linguistic minority children of pre-school age

National Centre for Multi-cultural Education (NAFO)

NAFO is a national centre for competence development in multicultural kindergartens, schools and education. The centre is responsible for building up competence in teaching linguistic minorities in nurseries, primary and secondary education and training, adult education and higher education. The centre should:

- through collaboration with university colleges and universities, contribute towards the post-qualifying education of and guidance for employees in administration and in nurseries, schools and adult education institutions - and help to build a network between them.
- in collaboration with the Ministry of Education and training, Vox and the County Governors, contribute towards competence development and establishing good regional collaboration structures between competence providers and competence seekers at all levels and with school administrators.

School owners

The school owners have specific responsibility for ensuring that schools are working according to plans and with quality assurance. The school owners should ensure that schools develop local plans for the teaching environment, which include the school's basic values and its work against racism, discrimination and bullying and

- ensure that schools devise strategies for the inclusion of linguistic minorities in education as part of these plans.
- inspire and motivate schools to increase their efforts in this field
- follow up with the schools and offer guidance, support and competence development
- enable better collaboration between home and school

- report developments in the field to the County Governor
- ensure that the education of linguistic minorities is included in the school's documented plans

Universities and university colleges

The universities and university colleges are themselves responsible for informing about and recruiting to their own studies. They also have a far reaching authority themselves to set up or remove specific studies and develop further and continuing education opportunities. Within the use of this authority it is important that they emphasise the recruitment of students from minority backgrounds into a broad spectrum of studies and that they ensure that studies being offered include issues which will give future candidates insight into multicultural questions and working with minority groups in Norway.

The universities and university colleges also have competence in education and guidance which should be systematically made use of by teachers, nurseries and school administrators as well as other professionals in schools and kindergartens.

The universities and university colleges are responsible for:

- strengthening the information and advice being given to students in upper secondary education and other students who ask for it
- assessing the need for specific measures for minority students
- including issues which affect persons from minority backgrounds in their professional and study planning
- developing relevant further and continuing education opportunities
- helping to increase interaction in the practical field on the basis of research based knowledge
- promoting collaboration and division of work between providers of post-qualifying and further education to increase the efficiency and quality of competence development for nurseries and schools and also for the individual teacher, instructor and kindergarten or school manager. Collaboration and the exchange of experience will provide synergy effects of benefit to kindergarten, schools, students and apprentices.

Norwegian Directorate for Education and Training

The Directorate is responsible for coordination between the major partners and for acting as the administrator of information. These partners are school owners and providers of competence, such as universities, university colleges, other professional milieus and those involved from the private sector. The role of the Norwegian Directorate for Education and Training is to profile and create awareness of and commitment to this plan among professional milieus, interest groups and the general public and during the period of the plan the Directorate will be continually aware of fulfilment of the goals in this plan.

The Norwegian Directorate for Education and Training is responsible for following up on the Strategic Plan and keeping an eye on the overall picture. In this the Directorate will be collaborating with the National Centre for Multi-cultural Education at Oslo University College and with Vox.

Norwegian Directorate for Education and Training should

- take the initiative to implement and coordinate the action programmes in this plan, projects, programmes, competence development and evaluation
- help to develop systems for collaboration and coordination
- process, analyse and disseminate knowledge and experience
- follow up on Scandinavian and other international work and collaboration in the field
- implement results reporting and provide professional input to the Ministry and other principals
- take the initiative to follow up on research and evaluation in the area
- prepare annual status reports on the action programmes in the plan and forward them to the Ministry of Education and Research
- audit and revise the Strategic Plan

Vox - the National Centre for Learning in Employment

Vox has been tasked with putting the spotlight on adults' need for education in working life and society. Adult immigrants are an important target group in this respect. Vox has been given responsibility for the curriculum in Norwegian and Social Studies and takes a central role in the implementation of those measures in this Strategic Plan which concern adults. Vox should:

- take the initiative for and implement development work which applies to the education of adult immigrants. This applies to both Norwegian education and the development of competence targets for basic skills in reading, writing, calculation and digital competence. The development programme "Basic competence in working life" (known as BKA) applies to all adults with a need for basic education.
- follow up on the competence reform and the actual competence project, including occupational testing as a method for assessment of actual competence.
- analyse the need for measures for adults in working life and education and run national and international networks
- disseminate knowledge about measures which are put into operation, methodical developments and good results from projects in operation

Others

It is also important to maintain a good level of collaboration with a number of other players to ensure pupil involvement and commitment to the strategic plan among teachers and other users. Relevant partners include:

- The Pupils' Organisation
- The National Parents' Committee for Primary and Lower Secondary Education (FUG)
- The immigrant organisations
- The teachers' organisations
- The Norwegian Agency for Quality Assurance in Education (NOKUT)
- The Norwegian Directorate of Immigration (UDI)

Abbreviations

AID:	Ministry of Labour and Social Inclusion	NIR:	National Introduction Register
FUG:	National Parents' Committee for Primary and Lower Secondary Education	NOKUT:	The Norwegian Agency for Quality Assurance in Education
GSI:	Information System for Primary and Lower Secondary Education	NOVA:	Norwegian Social Research
HiO:	Oslo University College	SINTEF (NTNU):	Foundation for Scientific and Industrial Research at the Norwegian Institute of Technology (NTH)
HOD:	Ministry of Health and Care Services:	SSB:	Central Bureau of Statistics
IMDi:	Integration and Diversity Directorate	UDI:	Norwegian Directorate of Immigration
KD:	Ministry of Education and Research	Udir:	Norwegian Directorate for Education and Training
KRD:	Ministry of Local Government and Regional Development	UiO:	University of Oslo:
NAFO:	National Centre for Multi-cultural Education	Vox:	National Centre for Learning in Employment

Contacts

The kindergarten and school administrations in the individual municipalities may be contacted for queries regarding kindergartens and primary/lower secondary schools, including primary/lower secondary education for adults and education in Norwegian and Social Studies for adult immigrants.

The education authorities at the County Governor's Office of the individual county may be contacted regarding upper secondary education and training. The education department of the County Governor's Office in the individual county is responsible for kindergartens, primary/lower secondary schools, upper secondary education and training and primary and lower secondary education, including education in Norwegian and Social Studies for adults.

For universities and university colleges see www.utdanning.no

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Legislation and regulation

Kindergarten

On 1st March 2006 the Ministry of Education and Research adopted a new outline plan for kindergartens. The new plan makes more evident what the content and tasks of kindergartens should be and the responsibilities of kindergarten staff.

The plan came into force on 1st August 2006.

<http://www.odin.no/kd/norsk/aktuelt/nyheter/070021-070005/dok-bn.html> (05.02.07)

The Education Act and Regulations

The Act applies to primary, lower secondary and upper secondary education and training in public schools and private teaching establishments.

<http://odin.dep.no/kd/norsk/tema/utdanning/grunnopplaering/regel/bn.html> (05.02.07)

Rights and Obligations

All primary and lower secondary schools received the brochure *Rettigheter og plikter i den offentlige grunnskolen* (Rights and obligations in public primary and lower secondary schools) last autumn, so that it could be issued to all parents and guardians. The brochure is available in several languages and may be downloaded from the internet.

<http://www.odin.no/filarkiv/283071/Kunnskapsloftet2006.pdf> (05.02.07)

Rights and School Intake

Applicants with a statutory right. Young people aged between 16 and 20 have the right to three years full time upper secondary education and training. The county municipality is responsible for this education. Students must have completed the 10 years of primary and lower secondary education or the equivalent.

Introduction Act

The purpose of this act is to improve newly arrived immigrants opportunities for participation in working life and society and their financial independence.

<http://www.odin.no/aid/norsk/tema/integrering/016081-990165/dok-bn.html> (05.02.07)

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