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**NORWAY "Draft Report":**  
**The national situation of the education of minorities**

## **1. Introduction**

Decided by the thematic group for educational authorities:  
Each partner (country group) would provide a short overview of the situation for education of minorities in their country in 2007. This summary was then expected to be widened into a more extensive report by the end of 2008, and then be compared with the situation in other countries.

The thematic group for education authorities had meetings during all three annual conferences of the LearningMigration network. The group had also work going on between these meetings. However, due to long illness of the group coordinator the planned meetings of the group in 2008 – apart from the annual conference that year – did not take place.

These changes has also influenced the Norwegian report. It has been compiled (at the end of the network period) by the overall coordinator, and does not as such represent a coherent picture of the situation in this country as regards provisions in schools and training for migrants.

Instead of following the outline suggested by the thematic group in any detail the Norwegian draft report will primarily describe the strategic plan that was launched in 2004, and revised in 2007: *Equal Education in Practice!*  
Further, it will contain a summary of the presentation given by Sissel Anderssen, Norwegian Directorate for Education and Training, at the LearningMigration 1<sup>st</sup> annual conference (Stavanger 2006).

## **2. Background**

An increased participation of immigrant children in kindergarten Since 2000 the number has doubled. Still, a lower proportion of immigrant children in kindergartens compared to the majority population. Kindergarten has proved to be crucial as Norwegian language stimulation.

120 different languages represented in primary and lower secondary school. 40 000 pupils receive special teaching in Norwegian. 22 100 pupils receive mother tongue teaching and/or bilingual subject teaching. As of today, 620 000 pupils are enrolled in Primary and Lower Secondary Education and Training. Of these 40 017 pupils receive differentiated Norwegian education. Approximately 229 000 pupils are enrolled in Upper Secondary Education and Training. Of these 18 818 have immigrant backgrounds

First generation immigrant pupils have lower score than second generation and majority pupils (national tests 2007). The last PISA results confirm this; pupils with immigrant background perform significantly lower than majority pupils

### *Equal Education in Practice! 2007-2009*

The strategy has been effective since 2004. Revised version 2007

Also published in English

- Strategic plan: Goals for linguistic minorities
- Improve language skills among pre-school children
- Improve the school performance in primary and secondary education and training
- Increase the proportion who commence and complete upper secondary education and training
- Increase the proportion students in higher education and improve opportunities for completing education
- Improve Norwegian language proficiency among adults to increase opportunities for education and active participation in work and society

**Old** curriculum did not work according to intentions:

- no platform for transition to ordinary curriculum in Norwegian
- many students continued special teaching throughout school attendance
- lack of competence among teachers
- no standardized assessment procedures to clarify the pupils' level of knowledge

**New** curricula in basic Norwegian for linguistic minorities and in native languages based on levels – meaning that there is double strategy for the learning of language and society:

- A new curriculum for basic Norwegian for linguistic minorities has replaced the curriculum in Norwegian as a second language
- A new curriculum in native languages
- *Level based* subject curriculum in basic Norwegian and native languages are based on the European Framework for Foreign Languages
- No grade assessment
- Goal: As soon as possible learn sufficient Norwegian to follow ordinary curricula

### **3. Sissel Anderssen, Norwegian Directorate for Education and Training Presentation of the strategic plan "Equal education in practice"**

#### ***Equal education in practice!***

Strategy for better learning and greater participation by language minorities in day-care centres, schools and education 2004-2009

**Full title** of the Programme: "*Equal education in practice! Strategy for better learning and greater participation by language minorities in day-care centres, schools and education 2004-2009*"

**Target group:** Minority language children of pre-school age, pupils and apprentices, and adults who do not currently reap the learning and social benefits of education stated in the primary objectives for Norwegian educational policy.

#### **Language minorities - terminology**

*The immigrant population:* First generation immigrants and children born in Norway to parents born abroad (Statistics Norway, 2002)

*Pupils from language minorities:* Pupils who for a long or shorter period need specially adapted tuition in the Norwegian language. (Not all immigrants)

*A multicultural school:* A multicultural school is characterized by staff who regard cultural and linguistic diversity among pupils, parents and teachers as the norm and who base their school's development on this.

*Multicultural schools and education* are inclusive and are built on the concept of equality

### **Description of the situation 1**

- Children from minority language backgrounds are under-represented in day-care institutions.
- Research shows that the provision of good facilities for minority children in day-care centres has a positive influence on the child's school start.
- A wide-reaching study of pupils at lower secondary school and in upper secondary education showed that 36 per cent of minority language pupils perform over the national average, compared with 49 per cent of majority language pupils.
- There are almost twice as many minority language pupils at the weakest achievement level as those from the majority language group.

### **Description of the situation 2**

- The multicultural perspective is given little consideration in curricula and textbooks.
- Surveys showed that ethnic minority pupils have positive attitude to schooling, and that both pupils and their parents have high educational ambitions. However, more minority language pupils often dread going to school, partly due to the fact that they are more exposed to bullying than others.

### **Description of the situation 3**

- There is a great shortage of qualified mother tongue teachers and bilingual teachers in the school system.
- Teachers with a majority language have poor skills in teaching pupils from language minorities.

### **Description of the situation 4**

- A lower percentage of pupils from language minorities begin upper secondary education than majority language pupils. The drop out percentage is higher for language minority pupils.
- Adult immigrants need to participate and complete education in the Norwegian language and social studies.

### **Description of the situation 5**

- Young people with minority language background are under-represented in higher education institutions. The recruitment base is narrower in the ethnic minority group

### **Main goals**

*Creating a genuine multicultural and equal school system and education for all:*

- Improve pre-school minority language children's understanding of the Norwegian language
- Improve the educational achievements of minority language pupils
- Increase the percentage of minority language pupils and apprentices who begin and complete their upper secondary education.
- Increase the percentage of minority language students in higher education.
- Improve the Norwegian language skills of minority language adults.

### **Important measures**

- The establishment of a national centre for multicultural education (NAFO)
- A grant scheme for minority language teachers who lack formal qualifications
- An awareness- raising programme for school administrators
- Basing the education of language minorities firmly in the school-owners' and the schools' planning documents.
- Strengthening the multicultural perspective in curricula and teaching aids
- Framework plans and curricula for teacher training
- Improving pre-school minority language children's understanding of the Norwegian language.
- Testing various models for special language tuition.
- Development and distribution of mapping materials for reading skills
- Development of methods, observation and mapping materials for language minorities with a need for specially adapted education
- Measures to strengthen home/school collaboration
- Measures to lower drop-out rate in upper secondary education
- Measures to improve recruitment to higher education and to raise awareness of the multicultural perspective in the university and college sector
- Measures to increase the recruitment of bilingual teachers
- Measures for adults: the rights and obligations to Norwegian language education and the introductory programmes
- Important measures
- Dissemination of lessons learned through a variety of channels: annual conferences/seminars, Internet-based services, collection of good examples
- International cooperation

### **Governing instrument**

- The plan is binding for decision – makers and those responsible at all levels- from the Ministry to the individual teacher.
- Parents have the main responsibility for the education of their children, and there is emphasis in the plan on raising parents' awareness of this role.
- The plan applies for the period 2004- 2009, and will be revised during this period of time.
  - Specific results will be reported and published annually through status reports on our websites

### **Roles and responsibility**

- Owners of day-care institutions
- School owners
- Universities and colleges
- The Association of Local and Regional Authorities
- The county governors
- Directorate for Primary and Secondary Education
- The Norwegian Institute for Adult Education
- The National centre for Multicultural Education (NAFO)
- The Ministry of Education and Research
- The Ministry of Children and Family affairs
- The Ministry of Local Government and Regional Development

#### **Others:**

- National Parents' Committee for Primary and Lower secondary Education (FUG), teachers associations, the pupils' council and immigrant associations