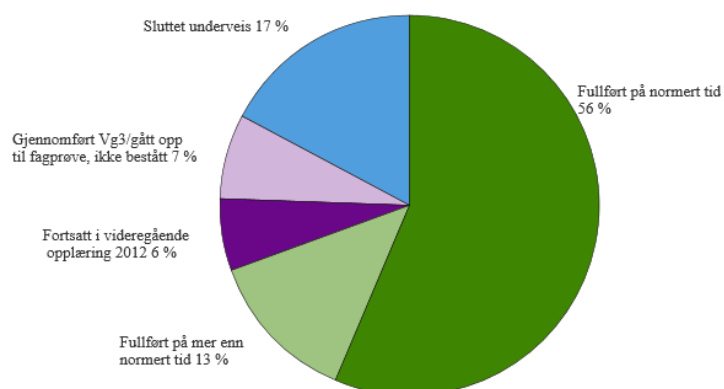


# SIRIUS

SELF-REPORT

PEER REVIEW OSLO







**FIGUR 1. PUPILS WHO STARTED EDUCATION IN UPPER SECONDARY SCHOOL AUTUMN 2007. THE FIGURE SHOW PERCENTAGE OF COMPLETION AFTER 5 YEARS.**

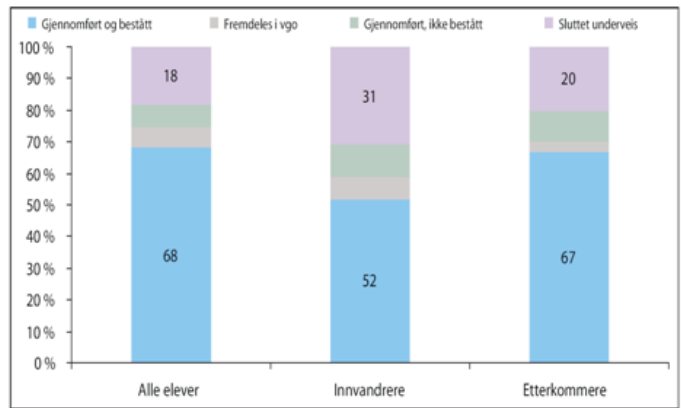
Completed in standard time 56%  
 Completed after 5 years 13%  
 Still in upper secondary 2012 6%  
 Completed, but not passed 7%  
 Dropout 17%

Column 1: All students

Column 2: Immigrants

Column 3: Children with two immigrant parents.

-  Completed and graduated
-  Still in school
-  Completed, but not graduated
-  Drop out



**FIGUR 2. THIS FIGURE SHOW COMPLETITON OF UPPER SECONDARY SCHOOLS THAT STARTED THEIR EDUCATION IN 2002. ALL PUPILS, IMIGRANT PUPILS AND CHILDREN BORN IN NORWAY WITH TWO IMIGRANT PARENTS. SOURCE SSB.**

In an effort to prevent dropout in upper secondary school for young immigrants, one has initiated measures at several levels. The schools you will be visiting have taken these challenges seriously and they have good results. NAFO has followed the project since the beginning and you will have the opportunity to ask questions about the project and the organization. You will also be introduced to various studies on teacher education.

### Norwegian educational policy

Education for all is a basic precept of Norwegian educational policy. Children and young people must have an equal right to education, regardless of where they live, gender, social and cultural background or any special needs. All public education in Norway is free of charge, while kindergartens have parental fees.

More than two hundred languages are spoken in Norway. This is an important resource which we should promote and preserve. One of the primary goals of the official strategy plan called "Language Opens Doors" (*Språk åpner dører*) is to improve foreign language skills and raise interest and motivate pupils to learn languages. Acknowledging multilingualism will also give multilingual pupils a sense that their life experience is valuable.

All pupils in the Norwegian school system should learn to be active in a multicultural society and in a multilingual and globalised world. And as such, it is necessary to learn as much as possible about how to become a fellow citizen of a multicultural society. By applying the cultural backgrounds of all pupils in learning, all pupils will gain a broader perspective and be better prepared to participate in society.

## About the Norwegian Directorate for Education and Training

The Norwegian Directorate for Education and Training is responsible for the development of kindergarten and primary and secondary education. The Directorate is the executive agency for the Ministry of Education and Research.

The Directorate has the overall responsibility for supervising kindergarten, education and the governance of the education sector, as well as the implementation of Acts of Parliament and regulations.

The Directorate is responsible for all national statistics concerning kindergarten, primary and secondary education. On the basis of these statistics it initiates, develops and monitors research and development.

The objective of the Directorate is to ensure that all children, pupils and apprentices receive the high quality education they are entitled to.

## What does the Norwegian Education Act say about the rights of minority language pupils?

### The right to differentiated education

All pupils in 10-year compulsory and upper secondary schools have the right to adapted education, section 1-3 of the Education Act.

Pupils in primary and lower secondary school with a native language other than Norwegian and Sami have the right to special language education, according to section 2-8 of the Education Act for 10-year compulsory education, and according to section 3-12 of the Education Act for upper secondary education (and section 3-5 of the Private Education Act).

Children and young people are obliged to attend primary and lower secondary education, and have the right to a public primary and lower secondary education in accordance with this Act and regulations pursuant to the Act. The obligation may be met by means of publicly maintained primary and lower secondary schools or by means of other equivalent education.

#### Section 2-8.

Pupils attending the primary and lower secondary school who have a mother tongue other than Norwegian or Sami have the right to Basic Norwegian for language minorities until they are sufficiently proficient in Norwegian to follow the normal instruction of the school. If necessary, such pupils are also entitled to Mother tongue education, Bilingual technical training, or both.

provided by suitable teaching staff, the municipality or county authority shall as far as possible provide for other instruction adapted to the pupils' abilities and requirements.

***Section 3-12 of the Education Act gives pupils of upper secondary education the same rights.***

Beginning on 1.08.09, a supplement was added to section 2-8 and section 3-12 of the Education Act and the Private Education Act's section 3-5, concerning the municipalities' and county authorities' obligation to chart the pupils' language skills in Norwegian.

Section 3-12 of the Education Act and section 3-5 of the Private Education Act obliges the county authority/ municipality with a similar responsibility for upper secondary and private schools.

**Supplement Section 2-8**

The municipality shall chart the pupils' proficiency in Norwegian before making a decision about special language education. Such charting shall also be performed during the course of the education for pupils receiving special language education in accordance with the regulations, as a basis for assessing whether the pupils are sufficiently proficient in Norwegian to follow the school's regular instruction.

**Individual decision.**

When the municipality/county authority shall consider whether a pupil has the right to special language education (as laid down in section 2-8 or section 3-12 of the Education Act or section 3-5 of the Private Education Act), this decision is made individually for each pupil based on the rules stated in section 2 of the Norwegian Public Administration Act. This means that the pupil's parents, guardians or the pupil him/herself (depending on the pupil's age) may appeal the decision to the County Governor (if the pupil is enrolled in 10-year compulsory school) or to the County Authority (if the pupil is enrolled in upper secondary education).

**Upper secondary school**

In addition to the fact that pupils in upper secondary schools have the right to special language education (according to section 3-12 of the Education Act), they also have the right to upper secondary education for an additional two years (see section 3- 1, paragraph 5) when the pupil needs this to achieve the educational goals he or she sets. If the applicant is not accepted to an upper secondary program because he or she is unable to satisfy the conditions for enrolment, he or she may still have the right to primary/ lower secondary level education for adults.

**Curricula and teaching resources for multilingual pupils**

The school owner / the school decides whether special instruction in Norwegian shall be given in accordance with the curriculum for basic Norwegian for language minorities or in the form of special adaptation within the regular Norwegian curriculum.

**Curriculum for basic Norwegian for language minorities**

This curriculum is a transitional plan for minority language pupils who get their initial training in Norwegian when they start school in Norway. The teaching based on this curriculum is meant to promote adapted education in accordance with current regulations in the Education Act and to

safeguard linguistic minorities' need for special instruction in Norwegian. The pupils follow the plan until their skills are good enough to continue learning based on the regular Norwegian curriculum. The curriculum for Basic Norwegian for language minorities may be used in primary and lower secondary school and in upper secondary education and training until language competences can be documented. This material should help the school evaluate when a pupil is sufficiently proficient in Norwegian to follow the school's regular instruction, and should function as a support to resolve whether a transition should be made to the regular curriculum in Norwegian.

### **Curriculum for mother tongue teaching for language minorities**

This curriculum may be used in primary and lower secondary school and in upper secondary education and training. The teaching based on this curriculum and on the curriculum for basic Norwegian is meant to promote adapted education in accordance with current regulations in the Education Act. It follows from the premise for mother tongue teaching that the curriculum for mother tongue teaching for language minorities is a transitional plan, one that shall be used only until pupils are able to follow the teaching in accordance with the regular curriculum in Norwegian. The curriculum is level-oriented and not related to age and applies to pupils of different ages and with different experience backgrounds.

Guidelines have been prepared for both the curriculum for basic Norwegian for language minorities and for the curriculum for mother tongue teaching for language minorities.

### **Assessment material – Language competence in basic Norwegian**

Provisions for final assessment state that: "Mapping tools have been developed in connection with the curriculum. When the pupils have achieved the aims under level 3 of the curriculum, they are to follow regular Norwegian instruction and be assessed accordingly. Therefore, no assessment mark is given." The assessment material consists of 3 parts. The first part is a language biography that contains a description of the pupil's overall language competence. Part two is an assessment tool that contains both level descriptions and forms to be used to document the pupil's Norwegian language skills in different areas. Part three is a portfolio, where the pupils' Curricula for basic Norwegian and mother tongue have been established for pupils covered by section 2-8 or section 3-12 of the Education Act.

Special guidelines and assessment tools have also been prepared for these curricula.

In august 2013 a new curriculum was presented. This curriculum is a transitional plan for minority language pupils in upper secondary school. And it will be offered as an optional curriculum in Norwegian for pupils who have arrived in the past 5-6 years.

### **Religion, Philosophies of life and Ethics**

Religion, Philosophies of life and Ethics is an ordinary school subject that shall normally be attended by all pupils. Teaching in the subject shall not involve preaching. The teaching in Religion, Philosophies of life and Ethics shall provide knowledge of Christianity, other world religions and philosophies of life, knowledge of the significance of Christianity as a cultural heritage and of ethical and philosophical topics.

The school shall respect the religious and philosophical beliefs of pupils and parents and ensure their right to an equal education.

[http://www.udir.no/Upload/Rapporter/2012/US2012\\_ENG\\_nettsversjon.pdf?epslanguage=no](http://www.udir.no/Upload/Rapporter/2012/US2012_ENG_nettsversjon.pdf?epslanguage=no)

### **About The National Centre for Multicultural Education (NAFO)**

The National Centre for Multicultural Education (NAFO) is one of 10 national centers of education. The centers are organized as independent units in association with universities and University Colleges and are under the authority of the Ministry of Education and Research. The National Centre for Multicultural Education (NAFO) was established on 1st January 2004 as one of the steps undertaken by the Norwegian government to implement its strategic plan: "Equal Education in Practice! Strategy for better learning and greater participation of linguistic minorities in kindergartens, schools and education". A revised edition of this plan was published in February 2007. The Centre shares responsibility with other educational institutions for the implementation of about half of the 38 initiatives in the revised strategic plan.

NAFO runs competence-building programs for work within, and leadership of, institutions concerned with the education of linguistic minorities and for the development of inclusive multicultural learning communities in Norway. The Centre's target groups include kindergartens, schools, adult education institutions, universities and university colleges. The Centre collaborates with specialist environments at universities, university colleges and resource centers, and works to promote the establishment of networks in this field at national and local levels. In addition, the Centre collaborates with institutions such as the Norwegian Directorate for Education and Training, the County Governors Offices, resource centres in the municipalities and counties, and other relevant immigrant organizations. The center assists the Norwegian Directorate for Education and Training, in efforts to develop curricula and teaching materials. The Centre is located at Oslo and Akershus University College.

### **Responsibilities and ownership**

The state is responsible for universities and university colleges, which are directly subordinate to the Ministry of Education and Research. Each institution has a board which is responsible for the direction and organisation of operations. The municipalities are responsible for operating and administering primary and lower secondary schools, whereas the county authorities are responsible for upper secondary education and training. Legislation and regulations, including the National Curriculum, form a binding framework, but within this framework the municipal and county authorities, schools and teachers can influence the implementation of the education and training. Each school has a head teacher and various boards,

Norway is divided into nineteen first-level administrative counties, the counties are then sub-divided into 430 second-level municipalities. Larvik municipality is situated in Vestfold County, about 130 km south of Oslo.



Larvik has approximately 42 412 inhabitant and a total area on 530 km<sup>2</sup>. The municipality has 12 primary schools, 3 primary- and secondary schools and 5 secondary schools.



councils and committees. Primary and lower secondary education is founded on the principle of equity and adapted education for all pupils in a school system based on the same National Curriculum. All children and young people are to share a common foundation of knowledge, culture and values.

The schools you are visiting, Mesterfjellet and Thor Heyerdahl work closely to get the transition as easy as possible for the pupils.

### **Oslo and Akershus University College of Applied Sciences (HiOA)**

HiOA is the country's largest state university college and offers a unique range of professional programs. The main emphasis is on programs that qualify students for professions that will contribute to future welfare and value creation.

#### **Diversity**

HiOA is a metropolitan institution, located in a region whose demographic structure is more diverse than that of other regions in Norway. This diversity gives the institution an advantage in understanding and reaping the benefits of diversity. HiOA states that they will stimulate equality and expect tolerance of the life philosophy, cultural background and gender of others.

The University College gives vocational education programs on bachelor level in 57 different proficiency studies such as physiotherapy, engineering, arts, journalism, nursing.

#### **Teacher education**

The teacher education studies are 4 years specializing in teaching in 1. – 7. grade and 5. – 10. grade. The 1.-7. grade-studies qualifies to work as a teacher at primary level, and emphasizes basic expertise and to develop competence in seeing the individual pupil and choosing the right learning strategies early. The 5.-10. grade-studies qualifies to work at secondary level, and emphasizes class-leadership and professional specialization.

The subject pedagogy and knowledge about pupils are obligatory for both studies and goes over three years. The studies have practical teacher training in all four years.

#### **Multicultural and International Education**

The master's program aims to provide increased knowledge and competence in education with a focus on both the Norwegian multicultural school and work related to education and development in an international context. Students choose an area of specialization, either the multicultural school or education and development in the global South.

#### **Teacher education in subjects for bilingual teachers**

With a teacher education in subjects for bilingual teachers, the teachers can get work in 1.-7. grade in primary school in disciplines where they have at least 30 study-points (half a year study), and also in

8.-10. grade in secondary school in several subjects. Employment in secondary school requires 60 study-points (one year's fulltime study) in each subject.

This bachelor study gives professional and pedagogical proficiency for working in the Norwegian primary and secondary school in the different subjects studied, and as a bilingual teacher for those who choose 30 study-points in their mother-tongue.

### **Nye Mestefjellet skole** <http://mesterfjellet.larvikgs.no/>

Mesterfjellet ungdomsskole was established in 1966. The recent year two primary schools and one secondary school merged into one combined school from 1. grade till 10. grade. In 2013/2014 there are 174 students from 8th to 10th grade. There are 26 different nationalities represented at the school.

At Mesterfjellet there are students with 23 different languages. They have two-language teachers in Polish, Arabic, Somali, Albanian, Dari, Bulgarian and Kurdish. The students get about 1-2 hours education in their language pr. week. The purpose is to be better in Norwegian language; the students do not get any education in their mother tongue. 26 students get special education in basic Norwegian language this year. They are in groups instead of ordinary Norwegian-classes.

To find the right level of the pupil, all pupils are tested in Norwegian, Mathematics and English during the year. The mapping helps to give the students adapted education. When the pupils show good development and understanding in Norwegian language, they join the class curriculum.

The school have good results, and just a few pupils from Mesterfjellet drop out from secondary high school.

### **Thor Heyerdahl videregående skole** <http://thvs.vfk.no/>

Thor Heyerdahl is a quite new school, it was finished in 2009. The name is after the ethnographer, explorer and adventurer Thor Heyerdahl, who came from our town Larvik. Their "school-motto" or vision is to be "inquisitive, bold and outward-looking" – as he was. The principal is Robert Rognli, and assistant principal is Karianne Fennefoss Balchen.

There are approximately 1650 pupils and 300 employees at the school. Approximately 11 % of the students are from minority language backgrounds. They speak 38 different languages, the largest ones being Arabic, Somali, Kurdish, Polish, Albanian and Bosnian.

The school have 10 education programmes: Six of these are vocational training (HO, EL, TP, BA, RM, SS – vocational trades in the following areas: health services and social care, electronics, Building and Construction, Technical and Industrial Production, Restaurant and Food Processing, catering, service and logistics – all with 35 lessons a week, both practical and theoretical. The four other programs Sports and Physical Education, Music and Dance, Media and Communication, Specialisation in General Studies and Design, Arts and Crafts, prepare the students for further studies at university level .

There is a department for student services, with health personnel and advisors catering for learning disabilities, social pedagogic needs, career guidance, etc. This service includes a coordinator for

students with Norwegian as a second or third language (minority-speaking students). She is among other things responsible for, and gives information to students and teachers about what we can offer this group of students. For ex.: Extra lessons, bilingual teachers, Norwegian as a second language exams, training in basic skills, and more. The minority language coordinator meets with all VG1 pupils to inform them of their rights and opportunities, and to allow them to make known any needs they have.

The school only offers bilingual teaching in Arabic and Somali at the time. They do not offer lessons in their different mother tongues as it is today, but the students may take exams at two different levels in their mother tongue instead of, or in addition to our most common third languages being offered; French, German and Spanish. English as the second language is mandatory for all students.

If they have not lived in Norway for more than six years they may also take an exam in Norwegian as a Second Language (NOA-eksamen: norsk som andrespråk), which is of equal value to the standard Norwegian exam.

All students are tested in Norwegian, Mathematics and English during the first two/three school-weeks in the autumn. Shortly after this, there are meetings about each class with all teachers present. Needs and how to take action in order to give the pupils what they need to learn and perform at their best, is implemented in the plans. This goes for all the students.

Furthermore, pupils may receive an introductory offer in cooperation with the secondary school / This is a project where the 16-20 year olds who are very new in Norway have a class in our school; this is a middle-school class preparing the pupils to start upper secondary. But it is located here at our school in order to be integrated and learn together with their age group – and also combine learning the basic skills in a new language with one or two subjects at videregående-level.

The school has very good record on a national basis with regard to these pupils as they have few absences and produce good results. The close cooperation with the middle-schools in the municipality, the systematic work and quality they strive to have in both teaching and the different students services offered at Thor Heyerdahl give results accordingly. As the second largest school of their kind in Norway, they had a drop-out last year of 2.4 %. For minority-speaking students the figure is as low as 1.7 % drop outs.



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