



Nasjonalt senter for flerkulturell opplæring

The Road Ahead

# Final Report

## Equal Education in Practice!



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



**The strategic plan entitled *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**

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## **Foreword**

The Strategic plan entitled *Equal Education in Practice! A strategy for better learning and greater participation by language minorities in kindergartens, schools and education 2004-2009* was introduced by the Ministry for Education and Research in 2004. The name of the plan was changed somewhat in 2007 on request from the Ministry.

The Directorate for Education and Training had primary responsibility for carrying out the plan until 2008. After that, this responsibility was delegated to the National Centre for Multicultural Education (NAFO).

A number of measures were implemented in connection with working with this plan and most of these measures had terminated by 2009. Some measures are however still being carried out independent of the Strategic plan, such as the Language Promotion Scheme and the scholarship scheme for teachers from linguistic minorities. Most of the projects in the Strategic plan ended as separate and time-limited projects, but many now continue to be a part of the ordinary practices at different educational institutions which participated in the projects.

We present hereby the final report from the Strategic plan. It describes the work and projects that formed a part of the plan. It also provides insight into work that was carried out to promote multicultural development at kindergartens, within the compulsory education system, the upper secondary education and training system, and within higher education, during the period 2004-2009. At the same time we hope this report will be a source for inspiration for further development work in the future.

The report is a result of the cooperation and enthusiasm within all levels of the Norwegian education system. It exemplifies development work based on the resources that children, pupils, participants, students and teachers bring with them to many different situations of learning.

We have selected 30 examples of good practices that were developed during the Strategic plan period. These examples are presented in this report. We hope this will help inspire kindergartens, schools, municipalities, county municipalities, colleges and universities to invest even more effort into improving good multicultural practices.

Many of the projects have been filmed. These films can be found on the DVD in the pocket at the end of this report.

We would like to thank children, pupils, participants, parents, teachers, school administrators and school owners who contributed to the many inspiring results from this work.

An-Magritt Hauge  
Head, National Centre for Multicultural Education

# Contents

The main goals of the Strategic plan - Equal Education in Practice!.....	2
Foreword .....	3
<b>Part 1: Project-anchoring, results and follow-ups</b>	
Project-anchoring, results and follow-ups of a successful strategy.....	6
The multicultural kindergarten and multicultural school.....	6
Challenges and results .....	7
Focus areas and project-anchoring.....	7
Close on the heels of practice.....	8
NAFO's implementation strategy – follow-ups .....	8
Multicultural perspectives in core documents.....	9
Execution of the Strategic plan: Establishing collaboration with partners.....	11
The Road Ahead – project-anchoring, roles and responsibilities .....	12
<b>Part 2: Project descriptions</b>	
<b>From experience to inspiration</b>	
Projects at kindergartens, schools, in municipalities/county municipalities and across all levels .....	16
<b>Linguistic and cultural diversity as a resource</b>	
Multilingualism – a resource at kindergarten .....	21
A resource-perspective at the primary and lower secondary school levels.....	24
<b>Competence-building</b>	
Improving the competence of employees in the kindergarten sector on a national level .....	28
<b>Language stimulation</b>	
Oh my! What a great book!.....	33
<b>Stimulating language and reading ability</b>	
The Language Promotion Programme.....	35
My reading friend.....	39
Family learning and the library .....	43
<b>Cooperating with parents</b>	
Take a look at our diversity! .....	46
The Multicultural Initiative and Resource Network (MiR) .....	49
Multilingual mathematics – help with lessons in the Municipality of Larvik .....	52
<b>Competence-building as a collaborative project</b>	
Competence-building collaboration between university colleges, the county governor, school owners and NAFO.	
Project: The multicultural school in North-Trøndelag .....	55

<b>Practices in primary and lower secondary school</b>	
Academic language in practice .....	58
Tripartite cooperation and the “Word Bank” .....	62
Receiving new pupils .....	66
The mother-tongue as a second language .....	70
<b>Efforts to counteract drop-out rates at upper secondary school level</b>	
The Larvik “16–24” Combination Project .....	73
Cooperating on bilingual teaching between primary and upper secondary schools.....	76
Recently arrived young people with poor schooling from their country of origin .....	78
<b>Good ideas – upper secondary education and adult education</b>	
Ideas for practical work within upper secondary and adult education .....	88
<b>Adult education</b>	
“The Base” – an alternative low-threshold programme adapted to participants who, for psycho-social reasons, cannot participate in ordinary adult education .....	92
<b>Mapping work</b>	
Mapping of linguistic and educational skills.....	95
Mapping basic Norwegian language skills .....	100
<b>Competence-building</b>	
Enhancing competence in the new curricula and guiding documents.....	103
<b>Mapping work</b>	
Bilingual literacy training and mapping reading skills.....	106
<b>Resources</b>	
Tema Morsmål – A website with teaching in the mother-tongue as its central theme .....	109
<b>Competence-building</b>	
Development of the Educational and Psychological Counselling Service’s competence in multicultural matters .....	112
Municipal and county municipal guidance and administration .....	115
<b>Investing in efforts at universities and university colleges</b>	
Increasing the proportion of minority students in higher education and improving their opportunity and potential for completing a higher education.....	121
The scholarship scheme for language minority teachers .....	125

## Project-anchoring, results and follow-ups of a successful strategy

The Strategic plan entitled *Equal Education in Practice! A strategy for increasing learning and better participation by language minorities in kindergartens, schools and education 2007-2009* has contributed to greater activity at educational institutions at all levels in Norway. Almost 200 projects aimed at developing good models for educating children, adolescents and adults from linguistic minorities have been implemented. A number of municipalities and county municipalities have carried out comprehensive measures to support speakers of minority languages of all ages. These municipalities have helped create good structures and follow-up routines to organize and implement central guidelines within the field of multicultural education. Change has also taken place with regard to the extent to which multicultural perspectives in general are being integrated in teaching at all educational levels - at kindergartens, schools, colleges and universities.

### The multicultural kindergarten and multicultural school

Educational institutions are characterised by linguistic and cultural diversity. Less than 10 % of the pupils that attend primary and lower secondary school and 8.5 % of all children attending kindergartens spoke minority languages in 2008.

The Strategic plan *Equal Education in Practice!* states that: *The characteristic of a multicultural 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.* (Strategic plan, p. 9).

The Strategic plan stresses that it is important that the work connected to the *Knowledge Promotion reform* promotes a multicultural perspective not only in all learning activities, but also in efforts directed at competence-building. Since cultural, religious and linguistic diversity has now become a normal state within all educational institutions, this diversity must be taken as the starting point for both organizational developments as well as planning of all educational activities. In this way, all those people who participate in educational activities at kindergartens, schools, adult education institutions, colleges and universities will be prepared to live and work in a multicultural society.

The guidelines provided by the Strategic plan are guiding principles for those responsible for education and for decision-makers at all levels, and it is expected that educational activities are included in the comprehensive planning of education by municipality/county municipality governments. The measures outlined in the Strategic Plan must be a central part of their planning documents in order to ensure inclusion and unified comprehensive goals from kindergarten all the way up through higher education and even into fields of research.

## **Challenges and results**

The goals formulated in the Strategic plan emphasize the importance of improving language skills among linguistic minorities (including Norwegian language skills), along with better pupil achievement at school, higher rates of completion for upper secondary education and a higher proportion of minority students in higher education.

In connection with work done through the Strategic plan, about 150 projects, spread geographically around the whole country, have been developed with these objectives in mind.

The projects are distributed at all levels within the educational system. They have been carried out in cooperation with the county governors' offices and kindergarten and school owners. The university and college sector has played a significant role in many of the projects. Most of the projects have changed the schools' teaching practices by including the projects' focus areas in the schools' ordinary activities. Many kindergartens and schools who participated in projects report of improvements in pupil and teacher competence and increased interest among pupils, parents and school staff, but it is still difficult to judge whether the activities have brought measurable results in areas like better achievement by pupils at school. In areas where measurable results can be identified (for example, fewer drop-outs), it can be difficult to simply ascribe success directly to the projects alone. However, what we can do is inform of practices and projects that have been experienced as truly successful which can function as models that can be tried at other educational institutions.

## **Focus areas and project-anchoring**

All the projects have focused on objectives listed in the Strategic plan. Project work is meant to be innovative and lead to changes in ordinary teaching practices at the educational institutions involved in the projects. In order to achieve such changes, it is essential for the kindergarten and school owners to include their projects in their ordinary teaching plans, and that this work is led by the leaders and administrators of educational institutions and followed up on afterward. Work with multicultural aspects of teaching must be anchored in an institution's planning documents and must be the task for everyone working at the kindergarten or school. This central area of development is not only the responsibility of teachers who teach basic Norwegian or of mother-tongue teachers. This work must be anchored firmly to the functions of the institution and be adopted by all teaching staff.

It is also important that experiences from working with the projects be shared with others who did not participate in the projects. The dissemination of this information should primarily be the task of the kindergarten and school owners. Through inter-municipal and regional cooperation, the school owners and kindergarten authorities can assist in this teaching process by informing teachers about different kinds of development work that is being done. The county governors also contribute by organizing inter-municipal conferences to share this information, where the kindergartens and schools

that host the projects meet to share their experiences with others and discuss teaching practices. The regional colleges and universities are also engaged as co-workers in many of the project outlined in the Strategic plan, acting as the persons responsible for follow-up activities and reports about the projects. In this way, many of the projects have been anchored to different milieus of competence.

### **Close on the heels of practice**

This strategy aims on the one hand at a national commitment to improving the education of minorities, and on the other hand, to testing out the effectiveness of these measures on a local level. In addition, a part of the main idea here is to activate milieus of already existing competence within the field of multicultural education. Projects based on practical application have therefore had a goal of involving the regional colleges and universities in the projects. A conscious strategy has been to create networks where unpractised theories are allowed to meet untheoretisized practices. This encounter between theory and practice has been very successful, especially within the wide-ranging competence building project for kindergarten employees.

The practitioners are assisted principally in relating to their own practices while reflecting on the development of pedagogical activities. The theoreticians are given the opportunity to develop a more practical approach to theories they impart to teacher trainees. Such a dialectical approach to theory and practice makes it easier to relate to daily activities at kindergartens and schools.

### **NAFO's implementation strategy – follow-ups**

Most of the measures in the Strategic plan were followed up on by the National Centre for Multicultural Education (NAFO). NAFO initiated and followed up on the ca. 150 projects of the Strategic plan and reported on these afterwards, in cooperation with the most important administrative agencies involved.

NAFO has developed an implementation strategy that was used in connection with the projects and for competence-building which ran parallel to the Strategic plan. NAFO's implementation strategy deals with using regional (county) networks where the county governor, the kindergarten/school owner, the universities and colleges and kindergartens and schools at all levels participate; see [www.hio.no/nafo](http://www.hio.no/nafo).

Local and regional projects are run through this network, along with organizing, planning and carrying out competence-building. These regional networks will continue to be useful tools to follow up on and ensure local and regional development work for national coordination work and for competence-building and dissemination of information on a local and national level.

## Multicultural perspectives in core documents

The goal of the *Strategic Plan Equal Education in Practice* is to contribute to reaching the political objectives for learning and integration as stated in the Government's overall policy plan from 2005 called the Soria Moria Declaration. The Strategic plan is also linked to several parliamentary white papers: Report no. 30 to the Storting (2003-2004) *Culture for Learning*, Report no. 49 to the Storting (2003-2004) *Diversity through Inclusion and Participation* and Report no. 16 to the Storting (2006-2007) *Early Intervention for Lifelong Learning* as well as measures listed in the *Knowledge Promotion Reform* and the *Kindergarten Promotion*.

During the Strategic plan period, the Government presented the following Reports to the parliament, all of which promote the perspective of diversity: Report no. 31 to the Storting (2007-2008) *Quality in School*, Report no. 23 to the Storting (2007-2008) *Language Builds Bridges*, Report no. 41 to the Storting (2008-2009) *Quality in Kindergarten*, Report no. 11 to the Storting (2008-2009) *The Teacher – the role and the education*, Report no. 14 (2008-2009) *Internationalisation of Education* and Report no. 44 (2008-2009) *The Education Policy*.

Report no. 35 to the Storting (2007-2008) *Language and Meaning. A Comprehensive Norwegian Language Policy (Mål og mening. Ein heilsakleg norsk språkpolitikk)* formulates the primary political aims for language education:

*"...that Norwegian shall be the primary language in Norway, that Norwegian shall be a pillar of society and a comprehensive language, that New Norwegian as a language variant will be valued equally alongside Bokmål, that public institutions shall attempt to use correct and understandable language, and that everyone shall have the right to learn and use the national languages, their own mother-tongues and the right to learn foreign languages. This report also informs us of the Government's intentions to prepare "general legislation regarding language that establishes the status of the Norwegian languages as the primary languages in Norway, and defines the status and roles permitted languages other than Norwegian." (p. 24)*

The Soria Moria Declaration from the Stoltenberg II Government states that multicultural perspectives within the education and training system shall be promoted as primary objectives:

*Everyone shall be permitted equal opportunity regardless of family background, country of origin, functional abilities, religion or sexual orientation. In principle, the fact that Norway is a multicultural society is positive. We will fight racism (Political platform for the majority government, 2009-2013, p. 4).*

Multicultural perspectives are also established in the National Curricula at all levels in the education and learning system:

### **Framework plan for kindergartens**

The Framework Plan for Content and Tasks of Kindergartens (2006) states that there are many ways of being Norwegian, and that: *This cultural diversity shall be reflected in kindergartens. Social, ethnic, cultural, religious, linguistic and economic differences in the population mean that children come to kindergartens with different experiences. Kindergartens shall support children on the basis of their own cultural and individual circumstances* (p. 5).

### **National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training**

The Strategic plan states that: *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* (p. 10).

The general section of the core curricula in the National Curriculum for Knowledge Promotion emphasises that: *Schools have increasingly been receiving many pupils from groups that, in our country, represent linguistic and cultural minorities. Education as a whole therefore must impart knowledge about other cultures and utilise the opportunities provided by minority groups and Norwegians with other cultural backgrounds to enrich the lives of learners. Knowledge about other ethnic groups provides an opportunity to test one's own values and the values of others. Cooperation and development among pupils will counteract prejudices and discrimination, and promote mutual respect and tolerance between groups with different modes of living* (p. 4).

### **Teacher education**

The revised plan for general teacher education (2009), states in the introductory chapter on general teacher education that:

*Norway has increasingly become a part of the global society. This brings added enjoyment and benefits through greater diversity of knowledge, world views, lifestyles, languages and artistic expression. Children from language minorities constitute an increasing feature of the education system, at the same as the needs and interests of indigenous peoples and national minorities are receiving greater attention.*

*Teachers must have increasing knowledge about the situation of bilingual and multilingual pupils, about the meeting between cultures in general, and he or she must also be able to cooperate with parents from different cultures. Students must get to know the history, culture and institutions of indigenous peoples. In our country, this is especially true for the languages, cultures and societies of the Northern Sami, the Lule Sami and the Southern Sami. Teacher education should make an effort to recruit and include more minority language students and try to attend to the competence that these students can offer kindergartens and schools* (p. 8).

Multicultural perspectives can also be found in two other Strategic plans:

**Languages Open doors.** *Languages Open doors* is a Strategy for promoting foreign languages in primary and secondary education and training (2005 – 2009). The plan's primary objective is: *Improved skills in more foreign languages for pupils, apprentices and teachers in primary and secondary education and training, and an increased interest in, and motivation for, language learning* (p. 9). This strategy plan covers all foreign languages, from the current global language of English to the languages that are currently not taught much at Norwegian schools but which are of great international interest. Two of the main goals of this strategy are directly relevant to the *Strategic Plan Equal Education in Practice*: "Greater diversity and a broader range of learning foreign languages" (measure 1) and "Strengthening of the internationalization of the learning of foreign languages" (measure 5). These plans also have two measures in common: "Commence an experiment using mother tongue as the second language" and "Commence an experiment of non-European languages as foreign languages" (measures 9 and 12 of the *Strategic Plan Equal Education in Practice*). The Norwegian Centre for Foreign Languages in Education and the National Centre for Multicultural Education are cooperating on the introduction and execution of these two measures.

#### **Creative learning – Art and Culture in Education (2007-2010)**

The Norwegian Centre for Art and Culture in Education is responsible for implementing this strategy. Its primary objective is to: *Develop competence in arts and culture, aesthetics and creativity among children, pupils, students and staff in kindergartens, primary and secondary education and higher education.* (p.11). One of the plan's priority areas is: *"Making accessible important parts of the country's cultural heritage and cultural expressions from the multi-cultural society"*, and here we see a natural area for cooperation between the National Centre for Multicultural Education and the National Centre for Art and Culture.

#### **Execution of the Strategic plan: Establishing collaboration with partners.**

With the strategy plan's broad objectives and NAFO's general mandate as a background, collaboration was established and networks created across the different levels of the education and training system.

The cooperation was established so that NAFO would be able to:

- be an initiator of inclusion and multicultural development work at all levels in education and training
- contribute to enhancing competence in the field of multicultural education
- contribute to disseminating knowledge and sharing information about multicultural development work

#### **Focal activities**

NAFO has chosen to put a lot of effort into cooperating with kindergartens, primary and lower secondary schools, upper secondary schools and adult education institutions in

this multi-faceted work. With a few exceptions, a network has been formed that reaches all levels in all counties. NAFO's focal activities are directed at many different levels in this network, but the network include at least one kindergarten, one primary/lower secondary school, one upper secondary school and one institution for adult education. This cooperation is based on a specific agreement which obliges these educational institutions to promote their own pedagogical development and to enhance the competence for their staff. They are also obliged to spread knowledge and competence to others. During the implementation phase of the strategy plan, NAFO has hosted annual nationwide conferences at each level, in addition to a national strategy plan conference that reached out to all levels. There is great opportunity for development if one uses the regional and national network collaborations, and this should also be further developed as a main strategy in NAFO's general work – even now after the strategy plan has reached its conclusion.

#### ***Kindergarten authorities and school owners***

The people responsible at kindergartens and the school owners that NAFO cooperates with are NAFO's natural collaborators, especially where sharing information and competence development are considered. These agencies also cooperate with other networks on regional and local levels. NAFO has established a school-owner network for compulsory schools at a national level during the strategy plan's operative phase. This school-owner network meets twice a year with NAFO, where the dissemination of information and competence development are discussed. The school-owner network ensures that information about multicultural development work and enhancement of competence is spread to and shared among the individual municipalities, and also works to promote cooperation between municipalities.

#### ***Other collaborators***

County governor offices, colleges and universities, the Norwegian Agency for Lifelong Learning(VOX), The National Parents' Committee for Primary and Lower Secondary Education (FUG), The Directorate of Integration and Diversity (IMDi) , the State Archive Centre, libraries and museums and the other national centres.

#### ***The Road Ahead – project-anchoring, roles and responsibilities***

A comprehensive and coordinated effort to improve learning conditions for linguistic minorities and to include a multicultural perspective in educational activities at all levels has been one of the primary focus areas during the strategy plan's operative phase. This work has led to all levels in the educational sector taking responsibility for development together with many other agencies and professionals. Many kindergarten and school owners have incorporated a multicultural perspective into their basic plans, and co-operative work has also been established with regional competence environments. Competence development has improved greatly within the field of migration pedagogy at kindergartens and schools. Kindergartens and schools are doing systematic development work to encourage cultural and linguistic diversity in their daily work as educators. Leaders, teachers and administrators at these institutions play an important role in this

work, so that this becomes the responsibility of all these institutions. Some universities and colleges offer continuing education within the field of multiculturalism and are doing work to implement these perspectives into education. In addition to this, the university and college sector assists kindergartens and schools in implementing and executing the many different projects in the Strategic plan. NAFO has developed different teaching resources that are available for all educators, at this internet site:

<http://www.hio.no/Enheter/NAFO/NAFOs-Brosjyrer> and <http://www.skoleipraksis.no/flerkulturell-oppplering/>.

In the report entitled *Migrant Education in Norway* of June 2009, OECD has assessed Norway's migration education work, concluding that *Norway has undertaken numerous universal and targeted measures that can benefit migrant education. However, to achieve real improvement in education outcomes for immigrant students, more effort may be needed to address the implementation and impact lags of chosen policies.* (p. 11). The report points out that pupils who are not born in Norway, especially those who enter the Norwegian education system at a later age, meet greater challenges at school. In this context, it is asserted that, among other things, recognising these pupils' prior qualifications as a part of the curriculum is a practical way to utilise the resources they bring with them. Appreciating the language skills in a pupil's first language can thus be an effective way to work with these pupils.

It is also asserted in the report that the schools to a greater extent must master and protect linguistic and cultural diversity. Multicultural perspectives stand out in some very central documents from the educational authorities, but these are only to a little extent have been implemented into the schools' daily life and work. There is therefore a need to invest in competence-building among school leaders and teachers so these can learn how to attend to the needs of pupils from linguistic minorities and also include multicultural perspectives at the schools and in educational practices. Enhancement of competence related to comprehensive inclusion of this pedagogical field within educational institutions should be prioritised when upgrading the skills, qualifications and competence of school leaders. In addition, all teachers (not only language teachers) must be able to teach second-language pupils, care for multicultural perspectives in the classroom and cooperate closely with families and the local community. School leaders should have more opportunities for professional development to promote an inclusive and multicultural environment at their schools. Measures especially designed for minority pupils and to include multicultural perspectives in school philosophies and teaching should become a natural part of the curricula, of teacher education and for research.

It is further asserted that the right to a good education and care for everyone should be followed up on, and economic obstacles should be removed. Norway emphasises language development in the earliest years of learning as fundamental to the effectiveness of education, and the report points out that language development must also be strengthened in the homes of pupils. Close cooperation with the parents of pupils is decisive at this early phase.

The report also calls for greater efforts to form policies that encourage diversity within apprenticeships and at workplaces. Minority language pupils in vocational education and training will generally profit from individualised and tailor-made help with language, such as vocational language training and occupational and career guidance. It would also be useful to establish a mentor scheme with a network of mentors who can help these pupils make appropriate choices when choosing for apprenticeships.

According to the report, more measures will be necessary to clarify a model for responsibility by naming specific objectives, especially with a thought to improving the learning outcome for pupils with immigrant backgrounds.

The report encourages teachers and school leaders to exchange information about their experiences within their networks and through peer-guidance. It also stresses the need to prepare better inspection routines regarding a school's ability to organize schemes for newly-arrived minority language pupils.

OECD points out that a better system for organization, follow-up and control should be implemented on a central and local level. OECD also points to a need for greater commitment to competence-building and implementation of tools for teachers and leaders on all levels. Finally, it also points out that all teachers, not just language teachers, should be competent in attending to the linguistic and cultural diversity at their schools.

In order to ensure positive developments in the future in the focus areas of the *Strategic Plan Equal Education in Practice*, which OECD also refers to, the following factors within the different agencies are central:

### ***Kindergarten***

- Run methodical, systematic and adapted education to stimulate a child's bilingual development
- Work actively to implement multicultural perspectives
- Run competence building programmes and multicultural training for school personnel
- Participate in networks on a local, regional and national level
- Contribute to the dissemination of information and sharing experience from development work
- Cooperate with agencies that offer resources and competence on a regional and national level

### ***The school***

- Run methodical, systematic and adapted education for bilingual teaching
- Work actively to implement multicultural perspectives
- Run competence building programmes in multicultural training for school personnel
- Participate in networks on a local, regional and national level
- Contribute to the dissemination of information and sharing experience in development work
- Cooperate with agencies that offer resources and competence on a regional and national level

### **Kindergarten authorities and school owners (municipalities, county municipalities, private kindergartens and school owners)**

- Ensure that the kindergartens and schools work systematically and methodically within the multicultural field.
- Ensure that work with diversity is included in the school owner's superior plans.
- Assist kindergartens and schools in sharing experience from development work.
- Ensure that systematic competence-building is done for employees in cooperation with different resources and competence-building environments.

### **The county governor**

- Many county governors have worked to implement conferences and gatherings to discuss multicultural aspects of education. The project schools in the regions have received funds and assistance to help in this work.
- Follow up on kindergarten authorities and school owners with inspections and reporting.

### **The Directorate for Education and Training**

- Host a website with bilingual education resources: <http://www.morsmal.no/> until NAFO takes over in 2011.
- Initiate and follow up on research and evaluation work within the multicultural field, and follow up on Scandinavian and other international research in this field.
- Run the national centres such as the National Centre for Multicultural Education, the Reading Centre, the Norwegian Centre for Foreign Languages in Education and the Norwegian Centre for Arts & Culture in Education.

### **The Ministry of Education and Research**

- Implement policies by assigning tasks to the Directorate for Education and Training and other operative agencies.

### **The National Centre for Multicultural Education**

- Run nationwide projects to spread competence within the multicultural field.
- Is responsible for a number of projects to improve teaching practices at kindergartens, schools and within adult education (such as using the Language Promotion programme).
- Develop teaching resources and mapping tools.
- Administer the scholarship scheme for bilingual teachers.
- Hold local and national workshops and conferences.
- Cooperate with relevant academic communities and specialist environments on a national and international level.

### **Collaborators in this work:**

- FUG (National Parents' Committee for Primary and Lower Secondary Education).
- ABM-Utvikling (the Norwegian Centre for Archives, Libraries and Museums).
- VOX (the Norwegian Agency for Lifelong Learning).

### From experience to inspiration

#### Projects at kindergartens, schools, in municipalities/county municipalities and across all levels

The following pages give a presentation and some examples of successful projects that had their point of departure in the Equal Education in Practice Strategy Plan. Some of the projects have received economic support with funds from the strategy plan. Most of these measures resulted in changes to teaching practices in the ordinary activities at the schools. Some of the other projects described here are examples of changes that occurred without the use of any extra funds, but the activities are offered a free follow-up and guidance programme and competence-building courses run by NAFO. These projects have also led to changes in the ordinary teaching practices at the schools.

Some of the presentations are descriptions of larger national or regional measures that consist of various projects at an activity level at different places around the country. There are also examples here of broad-ranging municipal intervention covering specific changes to school plans and integrated measures to assist learning for minority language pupils on all levels. Other presentations are more practical projects where the work of each particular school is described. We have also decided to include descriptions of competence-building measures and programmes implemented by the national education authorities with specific objectives and guidelines.

Many of the presentations deal with collaborations across various levels. A good collaboration between kindergartens and schools, or between compulsory and upper secondary schools, will help with the transition from one school level to the next. These measures are meant to make these transitions easier for the pupils and can make parents feel more comfortable about the continuity of their child's education. In addition to these, this kind of collaboration helps experts and professionals at many different levels learn from one another and together contribute to offering their pupils a better education.

Many of the projects that were run on one level have still focused on measures that had comprehensive transitional values at the other levels.

Otherwise, many of the projects that are described in the measures involve various levels and collaborators. For example, there are a number of cooperative projects between schools involved at the upper secondary and compulsory school levels. This presumes that the school owners at both levels work together and that the activities are well coordinated. There are also various projects that involve kindergartens and primary or lower secondary schools. Challenges related to cooperation between both these levels were dealt with in a positive manner with great flexibility on the part of both sides. The parents act as important collaborators in most of the projects at the different levels described below. Parent participation can thus be described as a common thread that runs through all work directed at these measures. Another common focus has been linguistic and cultural diversity as a resource for the work

done by everyone. By working so individual pupils are given the greatest amount of potential for development - for example, by developing teaching resources for teachers who work to improve learning for minority language pupils - one will provide the opportunity so everyone can participate in society. And by contributing so multicultural cooperation becomes a good arena for the sharing experience and knowledge, diversity will help enrich all the individuals involved, and society as a whole. This is why a resource-perspective is illustrated in all the measures at all levels.

When a number of the measures described include participation by various levels, these will also generally be tied to the main objectives of the strategy plan. That is why we give the main objectives a number and included what we found to be relevant information about the different projects, in the table below.

The following projects have been concluded or are still in progress:

<b>Measures no.</b>	<b>Focus</b>	<b>Scope</b>	<b>Number of subproject/publications</b>	<b>Main objectives</b>
2: Language Promotion	Improve language skills of children attending kindergarten / pupils in school	9 municipalities in Oslo participate in 5 neighbourhoods. 15 -20 children in each municipality/ neighbourhood are followed for 2 years at kindergarten and 2 years at school	Evaluation of <i>Language Promotion and the Development Project</i> in schools with more than 25 % minority language pupils, Rambøll, August 2009: <a href="http://www.udir.no/Rapporter/Sprakloftet-og-Utviklingsprosjekt-for-minoritetsspraklige-elever/">http://www.udir.no/Rapporter/Sprakloftet-og-Utviklingsprosjekt-for-minoritetsspraklige-elever/</a> This project will end in 2011	Nos. 1 and 2
4: Development of models for learning	Improve learning at the different levels, across all levels, as well as models for family learning	3 municipalities	3 subprojects. Final report: <a href="http://www.hio.no/content/view/full/56015">http://www.hio.no/content/view/full/56015</a> Descriptions of the models: <a href="http://www.hio.no/Enheter/NAFO/Prosjekter-Tiltak/Modellbeskrivelse-tiltak-4-1">http://www.hio.no/Enheter/NAFO/Prosjekter-Tiltak/Modellbeskrivelse-tiltak-4-1</a> <a href="http://www.skoleipraksis.no">www.skoleipraksis.no</a>	Nos. 1, 2 and 5
5: the Diversity Mirror	Handling diversity at the different institutions	Testing and trials of the process tool called <i>Diversity Mirror</i>	Diversity Mirror: <a href="http://www.mangfold.no/">http://www.mangfold.no/</a>	Nos. 1, 2 and 3

<b>Measures no.</b>	<b>Focus</b>	<b>Scope</b>	<b>Number of subproject/publications</b>	<b>Main objectives</b>
6: Competence-building for kindergarten employees	Competence-building in linguistic and cultural diversity for kindergarten employees	19 counties, 16 colleges/universities 91 municipalities, 270 kindergartens		No. 1
7: Cooperation with parents (kindergarten)	Support parents in child bilingual development	National	<i>Children from multilingual families. Guidance for parents and employees of kindergartens and at child health clinics. Guidelines exist in Arabic, Turkish, English, Urdu and Somali, in addition to Norwegian.</i> <a href="http://udir.no/Brosjyrer/Barn-i-fler-spraklige-familier/">http://udir.no/Brosjyrer/Barn-i-fler-spraklige-familier/</a>	No. 1
8: Measures at schools with more than 25 % minority language pupils	Improve pupil learning outcomes	7 municipalities	Rambøll has evaluated this project: Evaluation of <i>Language Promotion and the Development Project</i> in schools with more than 25 % minority language pupils, August 2009: <a href="http://www.udir.no/Rapporter/Sprakloftet-og-Utviklingsprosjekt-for-minoritetsspraklige-elever/">http://www.udir.no/Rapporter/Sprakloftet-og-Utviklingsprosjekt-for-minoritetsspraklige-elever/</a>	No. 2
9: Experiments with first language as a second language	Bilingual pupils are offered instruction in their first language as a second language	2 municipalities	Trondheim University College started the evaluation of this project in autumn 2009	No. 2
10: Supplementary education in second language didactics and curricula	Implementation of curricula for basic Norwegian and mother-tongue, and mapping tools and guidance	National	16 course packages of 16 hours and 70 whole or part-time day courses - 6000 teachers/school leaders from all levels and from all counties participated	Nos. 2, 3, 4 and 5

<b>Measures no.</b>	<b>Focus</b>	<b>Scope</b>	<b>Number of subproject/publications</b>	<b>Main objectives</b>
11: Guidance materials for teachers	Guidance materials and documents for teachers for curricula for Basic Norwegian and first language	National	Guidance for the curriculum for Basic Norwegian and in the first languages is found on internet: <a href="http://www.hio.no/content/view/full/67021">http://www.hio.no/content/view/full/67021</a> Curricula with examples will be ready for use in the spring of 2010.	Nos. 2, 3 and 5
12: Experiments with non-European languages as foreign languages	Chinese as a foreign language	1 municipality	This project was carried out at Sverresborg School in Trondheim.	No. 2
13: Mapping, reporting and training counselors at the Education and Psychological Counselling Services (PPT)	Mapping reading skills in different languages, mapping special education needs, mapping of school background.	National and regional	Mapping tests for reading skills in 13 languages - special education tools will be ready in the spring of 2010, Tools for mapping school background can be found on internet: <a href="http://www.hio.no/content/view/full/70152">http://www.hio.no/content/view/full/70152</a> The PPT Project covers 11 PPT offices in 3 counties. Their reports are found at: <a href="http://www.hio.no/Enheter/NAFO/Prosjekter-Tiltak/Prosjektrapporter-Utvikling-av-PPTs-kompetanse-i-flerkulturelle-emner-2006-2008">http://www.hio.no/Enheter/NAFO/Prosjekter-Tiltak/Prosjektrapporter-Utvikling-av-PPTs-kompetanse-i-flerkulturelle-emner-2006-2008</a>	Nos. 1, 2 and 3
15: the scholarship scheme	Scholarships for minority language teachers	National	295 minority language teachers have received a scholarship during the period 2004 to 2009. As of December 2008, 48 school owners - distributed among all the counties - reported that 114 scholarship recipients have completed their education.	Nos. 2 and 4
16: Cooperation with parents (school)	Improve cooperation between school and home	8 compulsory schools in 8 municipalities. Mir groups in 7 municipalities	<a href="http://www.skoleipraksis.no">www.skoleipraksis.no</a>	Nos. 2, 3 and 5

<b>Measures no.</b>	<b>Focus</b>	<b>Scope</b>	<b>Number of subproject/publications</b>	<b>Main objectives</b>
19: Completion of upper secondary education	Reduce drop-outs rates through result-oriented work based on Section 3.12 of the Education Act	2 upper secondary schools in 2 counties	<a href="http://www.skoleipraksis.no">www.skoleipraksis.no</a>	No. 3
20: Adolescents with poor previous schooling	Models for improving learning among young people with diverse school backgrounds	7 schools in 4 counties	<a href="http://www.hio.no/content/view/full/70152">www.skoleipraksis.no http://www.hio.no/content/view/full/70152</a> and the Final Report from NAFO, January 2010	No. 3
21: Recruit more students with minority backgrounds to higher education	Contribute so more minority language students take higher education	1 University College	Internet-based, periodic publication: MaiA: Diversity in Academia (Mangfold i Akademia) <a href="http://www.hio.no/content/view/full/310607">http://www.hio.no/content/view/full/310607</a>	No. 4
22: BA education for bilingual teachers	More bilingual teachers shall be qualified to work at schools	National, 9 colleges cooperate on this offer	Website <a href="http://hino.no/">http://hino.no/</a>	Nos. 2 and 4
28: Teaching in prison	Improve learning for minority language inmates	Regional, 2 prisons	Idea pamphlet: Measures directed at language minority inmates for training within the Criminal Care Department. <a href="http://www.hio.no/Enheter/NAFO/Ressursbank/Idehefte-om-opplaering-i-fengsel">http://www.hio.no/Enheter/NAFO/Ressursbank/Idehefte-om-opplaering-i-fengsel</a>	Nos. 4 and 5
30: Family learning	Develop models for learning situations where various generations are pupils/participants	National	National coordinating group run by NAFO. <a href="http://www.skoleipraksis.no">www.skoleipraksis.no</a>	Nos. 1, 2, 3 and 5
37: Annual conferences	Share experiences from working with the strategy plan	National	6 national conferences have been arranged, where 120 projects are presented.	Nos. 1, 2, 3, 4 and 5

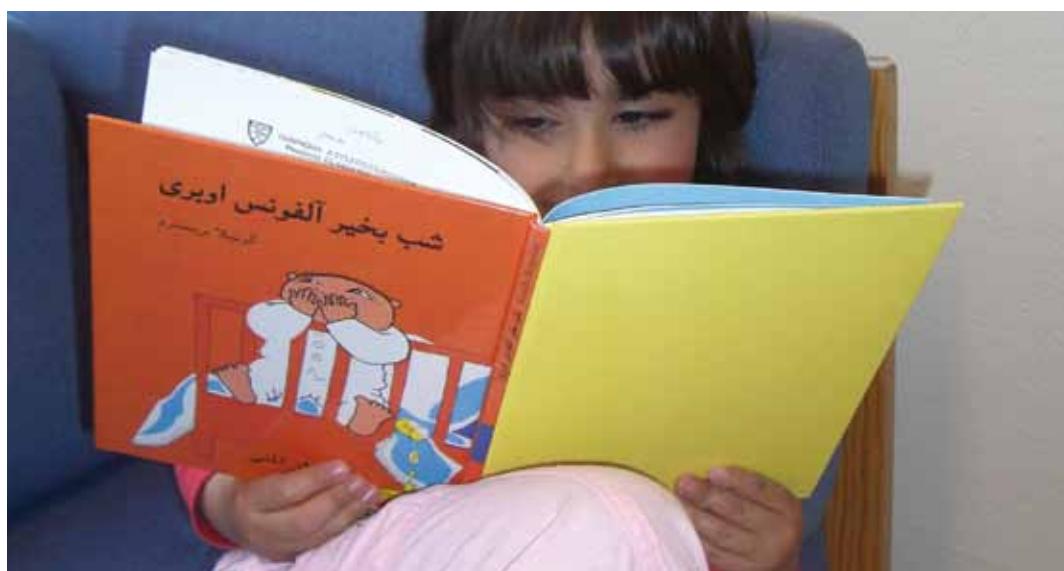
## Linguistic and cultural diversity as a resource

### Multilingualism – a resource at kindergarten

The staff at the Bikuben Kindergarten has become more aware of the fact that their pupils have different first languages and that these should be seen and heard at the kindergarten. This has led to the children using their own language more, and showing more pride in their first language than before. It has been thought-provoking for the staff to see the positive effects this has had on their attitudes toward the children's use of language. This despite the fact that the staff does not speak a child's first language.

#### **About the project**

Bikuben Kindergarten in the Municipality of Sunndal, Møre og Romsdal County, has participated in NAFO's competence development project for kindergarten employees since 2007. Bikuben is a single-department kindergarten associated with the municipality's reception centre for asylum-seekers. This is why all the children in the kindergarten have a first language other than Norwegian. The kindergarten does not have bilingual assistants, but the parents help with work at the kindergarten, amounting to a 50 % full-time position. In connection with participation in the competence development project Bikuben has carried out a two-year practical project with guidance from Volda University College and with project funds from NAFO. The main objective of this project was to strengthen the children's developmental opportunities in their own first languages. All the children should have the opportunity to hear, see and use their first language at kindergarten, every day. In this way, the staff was able to strengthen the children's multilingual development in their first languages and by acquiring better Norwegian language skills. How can a kindergarten create an environment that brings to light and values a child's first language every day, without having access to bilingual assistance? What kind of skills and competence, and what tools are needed by the staff, to be able to arrange a good language environment for all the children? How can the staff organize things so the parents can be used as resources at the kindergarten?



*It is nice to be able to read in a language I understand! (Photo: Bikuben Kindergarten)*

### **In practice**

Even if all the children at Bikuben Kindergarten use a different first language than Norwegian, the staff experienced that the children's language skills were not negatively affected at the kindergarten in the normal course of their stay there. Other languages than Norwegian were not heard or used to a great extent. To be able to strengthen a child's opportunities for developing in his or her first language, the staff chose to work with four subsidiary objectives:

- Arrange things at the kindergarten so the child can use and preserve his or her first language.
- Make linguistic diversity seen, heard and real at the kindergarten.
- Make use of the parents as resources for learning first languages.
- Increase the competence of the kindergarten staff for multilingualism and raise interest for the significance of first languages.

The leaders of the kindergarten chose to use project funds to hire a pedagogical leader and enhance the competence of the kindergarten's staff. The kindergarten's language environment improved through improved competence of the staff, and their increasing awareness of multilingualism and diversity. A significant increase in the use of different first languages was seen and heard among the children, staff and parents.

To organize things so the children could use their multilingualism at the kindergarten, the staff implemented specific measures like purchasing books in different languages, hanging up name signs in the children's entry hall in different languages and making word lists. The kindergarten made "language boxes" for storytelling and songs used there, and by cooperating with parents they were able to translate the most important words and concepts from these stories and songs. The kindergarten collected songs, rhymes, verses and fairy tales from different countries in cooperation with the parents and adult education institutions in the municipality. Parents and interpreters also helped translate the children's literature.

The staff saw a significant change in how the children now use their multilingual competence at the kindergarten. The children now use their first language actively in all situations, but especially in small groups and when meeting new children. The staff experienced that their knowledge about - and attitudes toward - multilingualism were very important for the quality of the kindergarten's language environment. That the kindergarten teachers and assistants with Norwegian as their first language spoke about and were interested in the child's first language and encouraged them to use their first language actively at the kindergarten has had a very positive effect on the children's use of language there. Multilingualism has become a resource for the children and adults when working with language stimulation and enhancement. Adults and children develop their own language perspectives through wonder and by becoming curious about language, and they talk about the similarities and differences in their languages.

An adult is together with 5 children in the climbing room. The children are working together to build a house of pillows in the room, and begin a role-play. Two of the children begin to meow as they walk around, and a third pretends to be a dog saying “voff, voff”. Now all the children are participating in the game. Some say “mjau” and others say “voff”. Two of the children have Chechen as their first language, two speak Farsi, and one speaks Serbian. The adult ask the children if they know what the words for dog and cat are in their first language. The children all speak at the same time trying to be heard. “In Chechnya, a cat is called ,tjiska’ and a dog is called ,zal”, one child says. “In Farsi, a cat is called a ,pissji et gårbe’ and a dog is called a ,zægel hopa”, another says. “In Serbia we call a cat ,matza’ and a dog ,kootsa”, another says. The children continue with the game of dogs-and-cats. After a while, the adult says: “Do cats use the same language in Norway, Iran, Chechnya and Serbia?” The children are quiet for a moment, before they all begin to meow to test out the question. The children agree that the cat says the same thing in all these countries. “What about a dog, then?” the adult asks. The children test this one out, some with more fervour than the others. Yes, dogs say the same thing in Norway, Iran and Serbia. But one of the children, who speaks Farsi, shakes her head and disagrees. “In Iran, dogs do not say ,voff”. “Iranian dogs say ,vaff, vaff”, she says. Another child with Farsi as first language agrees. Then they both begin to “vaffe”. (Practical narrative from the kindergarten’s own project report, somewhat redacted)

### **The Road Ahead**

The Bikuben Kindergarten project shows how important it is for teachers and other employees at kindergartens to have competence in multilingualism and be conscious of its importance and influence. In cooperation with the parents, the staff is able to preserve the children’s multilingualism and the kindergarten’s opportunity to support and enhance the different first languages. These experiences were shared with other kindergartens in their local network in the Municipality of Sunndal and in the network shared with the other municipalities in Møre og Romsdal. Even if the kindergarten is unable to provide its children with bilingual assistance, a greater awareness and knowledge on the part of the staff to strengthen the children’s language competence in both their first languages and in Norwegian is of much help.

## Linguistic and cultural diversity as a resource

### A resource- perspective at the primary and lower secondary school levels

"A multicultural kindergarten or multicultural school is characterised by staff members who see cultural and linguistic diversity as a normal condition and use this diversity as a resource". The Equal Education in Practice Strategy Plan encourages teachers and school leaders to use linguistic and cultural diversity constructively for learning. By acknowledging and recognising all the children's or pupils' experiences, and by using this diversity in learning, one will be better able to enrich the entire classroom and learning experience.

#### **About the project**

Rykkinn School in Bærum and Tøyen School in Oslo have participated in a project where focus was placed on how linguistic and cultural diversity can be used as a resource. Everyone can learn something new by using diversity in different ways, which is quite different than using diversity in places where this is not a theme. This also sends a signal that the experiences and backgrounds of all pupils are valued and valuable. This creates trust and provides a good basis for each pupil to participate at school and in society.

Work is also being done at Stinta School in Arendal and at Bjørndal School in Oslo to use linguistic and cultural diversity for learning.

#### **In practice**

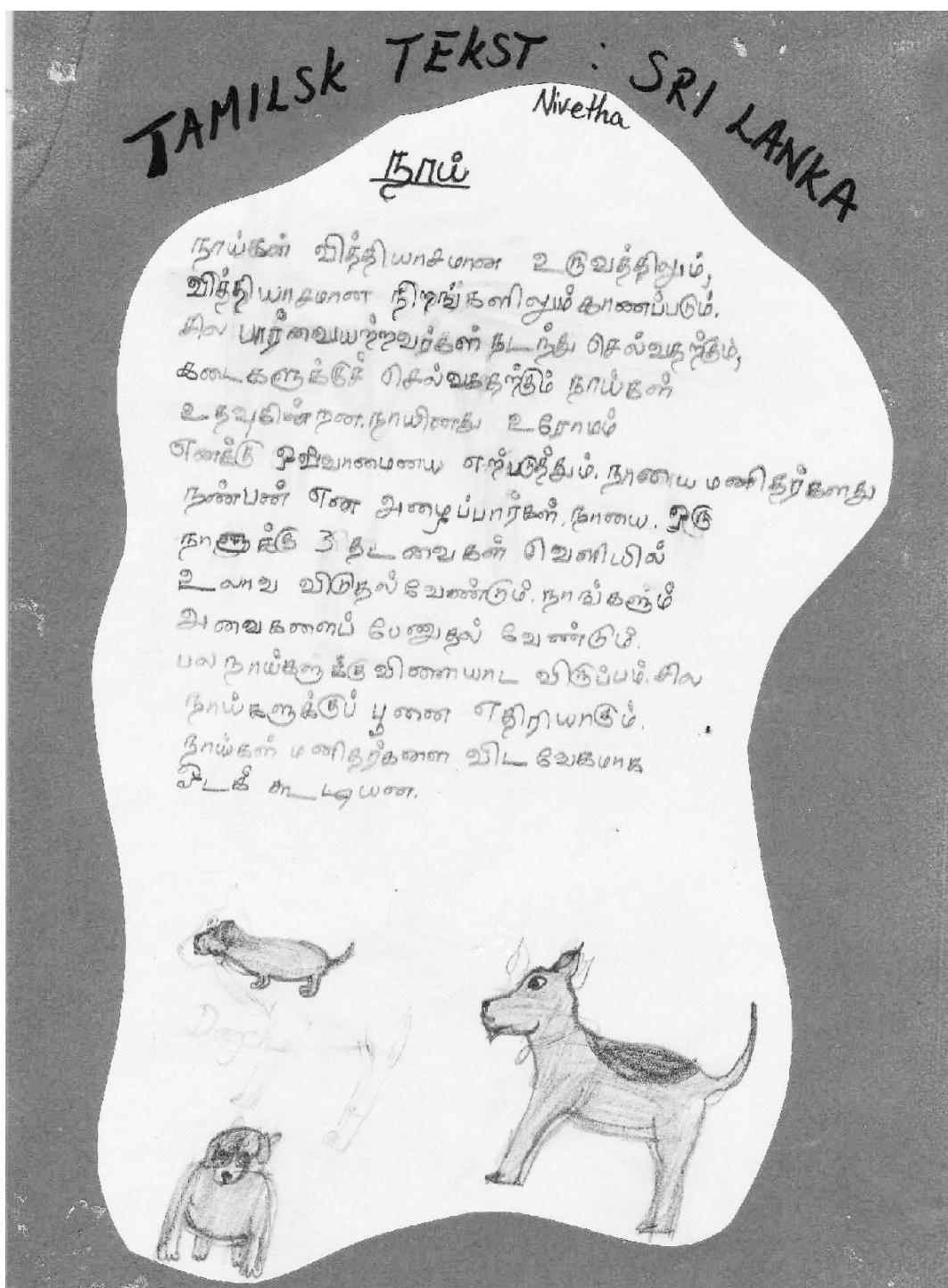
##### **Work with linguistic diversity at Rykkinn School**

The staff at Rykkinn School in the Municipality of Bærum has been experimenting with whether one can use linguistic and cultural diversity in practice based on the diversity that exists among the pupils at the school itself.

Rykkinn School is a compulsory school (year levels 1-10), divided into two departments. Approximately 25 % of the school's pupils have bilingual backgrounds. The school was consolidated from two older schools, but when these became one larger school, Rykkinn, the school had to take a fresh look at its identity. They wanted to define themselves as a multicultural school where the linguistic and cultural diversity of its pupils should be seen as a resource. Based on ideas presented by the staff, a plan was created to organize what should be done to make diversity at the different class- levels more visible, valued and useful. A similar plan was created for the various activities by the pupils in linguistic and cultural diversity that would be used when working with each year level.

It was decided that the pupils would begin to write in different languages starting at class level 5. The teachers discovered that they could combine this with the subject of English. The pupils wrote short stories in English. Those that were able to translate these into other languages did so. The pupils presented their stories to the class, and the written texts were exhibited in the school's main entry area. Some of the teachers felt before the experiment that it would be difficult to get this to work, especially in the many different first languages, but in fact the pupils attacked the assignment with

great interest. The parents got excited about the project, and the pupils were later able to admire each other's written work. The pupils who wrote using a different alphabet or different characters attracted a lot of interest. After the experiment ended, the teachers reported that the teaching sessions for this project were very successful, expressing an interest to try it again in the future.



A story written by one of the pupils in the project

### **Work with focus countries at Tøyen School**

Tøyen School is composed of class levels 1-7, where pupils attend with backgrounds from many different countries. They are working in many different ways at Tøyen School to encourage a multicultural perspective. Among other things, the school organized theme days, which they called "focus country" days. The goal of focus country day was for pupils and parents to get to know the culture, language, geography and history of one of the countries represented by pupils from that country at the school. The pupils and parents with origins or affiliations to the country in question were made responsible for preparing the theme day. By encouraging the pupils with the idea that their experiences from their country of origin are valuable for others, there is reason to believe that this improved the pupil self-image and in this way motivated them to be more active in society. At the same time, the entire school was working on classroom themes about the focus country - doing investigations, writing stories and giving presentations about the country. This project functioned to acknowledge the personal, historical identities of the pupils with their background from the focus country, as well as giving all the other pupils an expanded view of life in the country. A film of the project Focus Country Pakistan can be seen at

<http://www.skoleipraksis.no/flerkulturell-opplering/>



Dancers getting ready for a performance (Photo: Snøball Film)

### **A travel fair at Stinta School**

The teachers of class level 9 at Stinta School in Arendal wanted to use the international background and competence of their pupils in class. A project was created that related to the competence aims of the subjects Geography and Social Science, among others. Pupils with backgrounds from other countries would present their country of origin to the entire school. All the pupils at this class level were divided into class groups with minority language pupils as group leaders. It was these pupils and their parents who had special and essential expertise in the countries in question. The teachers at the school functioned as supervisors, and the bilingual teachers were key employees in the project.

The final product was a “travel fair” where all the pupils from each country presented the country they were associated with. Stinta – a diverse environment is the name of the project that was filmed. This can be seen by going to:

<http://www.skolepraksis.no/flerkulturell-opplering/>



*What about a trip to Poland? (Photo: Snøball Film)*

### **The library at Bjørndal School**

It's just not teachers who have had the opportunity to use and recognise diversity at the school. The librarian at Bjørndal School in Oslo has an important task of stimulating the desire to read and to help pupils from different backgrounds to acknowledge their identity. She did this by ensuring that that library had books in many languages so the pupils were able to read books in their first language. If books in their own language were not available to the pupils, she encouraged the pupils to make their own books. We can see examples of this on a film made at Bjørndal School

<http://www.skolepraksis.no/flerkulturell-opplering/>

### **The Road Ahead**

Many schools practice the use of linguistic and cultural diversity in a constructive way. Some examples are presented in the Idea Pamphlet called *Linguistic and Cultural Diversity – A Resource for Learning*. This pamphlet collects ideas on how schools can make linguistic and cultural diversity more visible in the classroom and around the school in general. Examples from celebrations of national holidays and other festivals are given. Furthermore, examples on how diversity can be used to fulfil the different competence aims for the subjects are available. One of the important aspects of this pamphlet is for the school to activate international competence that exists at the school and use this from a comparative perspective. This pamphlet has been prepared by NAFO, and the plan is that it will be updated annually based on input from practice in the field. Good ideas and experiences can be sent to [nafo@hio.no](mailto:nafo@hio.no)

The idea pamphlet can be found on NAFO's home page. This can be downloaded here:  
<http://www.hio.no/Enheter/NAFO/Ressursbank/Idehefte.-Språklig-og-kulturelt-mangfold-en-ressurs-i-opplaeringen>

## Competence-building

### Improving the competence of employees in the kindergarten sector on a national level

Kindergartens across the entire country have been acquiring new experience and new knowledge through the national Competence Development Plan and measures enacted for this. In this way, kindergarten employees have been receiving a better foundation on which to work with diversity at kindergartens on a daily basis. All children should have the opportunity to play and learn based on their own premises and merits, and with their own cultural backgrounds.

#### **About the project**

NAFO currently runs a competence development programme for kindergarten employees on language enhancement and multicultural pedagogy, on assignment from the Ministry of Education and Research, for a period of 5 years from 2005 to 2010. This programme was implemented with assistance from county governors, colleges and universities from all the counties in Norway.

16 colleges and universities are involved in the competence development programme, with a total of 44 professional employees working on all or part of the project during the programme's duration. About 1000 kindergarten employees participated, spread among 95 municipalities. 270 kindergartens were a part of the programme, some participating throughout the entire phase of the project, others for shorter periods, of which 80 were given guidance from colleges and universities related to practical project work being done at their own kindergarten.

The goals of this competence development programme were to

- help improve the competence of kindergarten employees
- help implement superior plans for the kindergartens
- help strengthen colleges and universities as competence environments

Competence enhancement is a measure used to raise awareness and improve the competence of employees within the field of bilingual development and multicultural perspectives among kindergarten employees so that all children can have basic needs covered. Children need to have their personal identities recognised and acknowledged, their perspectives expanded, and they need to work to stimulate language skills in Norwegian and their own first language; these are key concepts for building competence and skills.

Implementation of “*The Framework Plan for Content and Tasks of Kindergartens*” and encouraging work using the pamphlet entitled “*Language and Cultural Diversity in Kindergarten*” were the basis for the competence development measures. Access to funds from the grant scheme called “*Grants for measures to improve language comprehension among minority language children of pre-school age and the Equal Education in Practice Strategy Plan*” were essential in implementing these measures. Another essential guideline used was the Government’s “*Strategy for Competence*

*Development in the Kindergarten Sector 2007 - 2010*" from which funds for competence development were collected.

An important point here was that the measures were also intended to strengthen the role of colleges and universities as competence environments with a thought to implementing multicultural perspectives at kindergartens and in the kindergarten teacher education programme.

The target group for competence enhancement was administrators, educationalists, pedagogical leaders, skilled workers in the field of education, bilingual assistants and kindergarten assistants, as well as professional employees from colleges and universities in the individual counties where the programmes were offered. Kindergarten authorities from the participating municipalities were also an important target group and played a central role in development work in each individual municipality.

### ***In practice***

#### **Administrating and organizing**

The competence development programme had a main structure even though this structure differed from county to county and was adapted to local challenges and needs. Each county had a liaison group consisting of one representative from NAFO, one representative from the county governor and one or more representatives from the university and college sector. These met prior to implementing the programme and on a continuing basis during the year the project ran.

The structure of this programme was based on meetings held in different counties in large gatherings, local network gatherings and practical projects at the kindergartens. Each county had a large gathering that was arranged for all the participating kindergartens at the beginning of the project year and at its end, two or three network gatherings for two or three networks, as well as guidance from the college/university held at the kindergarten where the practical projects were implemented. Each year was ended with a national conference in Oslo for all the participants from the kindergartens, colleges and universities, and the representatives from the county governors' offices and the kindergarten authorities. The conferences were organized in the form of a joint lecture series with a focus on the different aspects of multicultural perspectives at kindergarten, and the project kindergartens were allowed to present their own projects in parallel sessions. The conferences and large gatherings were professionally inspiring and became an important meeting point with the possibility to form contacts with other kindergartens.

As project coordinator, NAFO was responsible for assisting in competence development by providing professional expertise and guidance and by following up on and coordinating the activities on a national level. Experts from the universities and colleges were responsible for contributing with competence in and guidance for the participants in the county. They arranged the large gathering and network gatherings, selected the themes for the gatherings based on consultations with NAFO, and were responsible for providing guidance for the networks when needed, assisting the kindergartens with academic

and professional guidance, making assignments for the kindergartens and writing the project reports. The county governors' representatives organized the administrative frameworks, had a general overview of who the minority language children were in their county and - based on this - prepared a plan for recruitment of kindergartens to the competence development programme. They also assisted in work arranging the large gathering and also participated in this gathering. Some counties granted funds for executing projects, in addition to specific funds provided by NAFO. This provided each kindergarten with an even greater opportunity and freedom of action to carry out the projects, as well as providing a positive signal from the county about the significance of the competence development programme's primary focus. The municipalities and kindergartens selected the kindergartens' representatives who would participate in the large gatherings and the network gatherings. Their role was to initiate development work at each kindergarten and organize the implementation of the superior plans for each kindergarten's educational activities. NAFO's focus kindergartens always played a central role at the large gatherings and network gatherings and were an important part of the competence development programme in their individual counties.

### In practice

Attention on the academic content of the linguistic aspects of competence development was the main focus of the programme during its duration. This is why specific measures were tested as in-depth continuations of existing work, and by using the practical projects to develop good methods to help multilingual children in their language development. The objective here was to increase the awareness and knowledge on the part of the kindergarten staff members about multilingualism, and about how one can support the children's Norwegian and first language development at kindergarten. The individual practical projects at each kindergarten were meant to contribute to developing methods to work with multilingual development with help from multilingual co-workers and cooperating with parents. Three measures were given highest priority in order to reach these objectives:

- Measures to strengthen the cooperation between the bilingual assistants, pedagogical leaders and administrators
- Measures to strengthen the parents as resources in the children's multilingual development
- Measures to work with literature to strengthen the children's multilingual development

Most kindergartens worked toward goals that were mainly related to the second and third measures listed above. Focusing on cooperating with bilingual assistants was only possible to a limited degree, because there were not many bilingual employees at the kindergartens. One example of a practical project with its point of departure in the first measure is Beckerbo Kindergarten, in the Municipality of Horten. Through a project called "*Mother-tongue Assistant or kitchen hand?*" (*Morsmålsassistent eller kjøkkenhjelp?*), they were able to focus on systematic and specific cooperation with bilingual assistants and were able to create a linguistic environment at the kindergarten where the different first languages aided the children's linguistic and social development.

Bikuben Kindergarten in Sunndal is one example of a kindergarten that uses parents actively as resources for mother-tongue training. Their project entitled “*Multilingualism - A Resource!*” (*Flerspråkighet - en ressurs!*) was described in detail earlier in this report. Førresfjorden Kindergarten in the Municipality of Tysvær worked to strengthen multilingual development by using literature, calling the project “*Oh my, What a Great Book!*” (*Du store verden, for ei bok!*). Many kindergartens that participated in the competence development programme told of how they were working actively to implement their practical projects in the entire kindergarten so that all staff members would have some kind of relationship to the project. Many of these kindergartens used their different meeting arenas for discussions and to work further on this goal. It was reported that attitudes changed among the staff about multicultural questions in general and toward the children and parents in particular. Many expressed that, through systematic observations, project execution and discussions about this, they became more aware of why so many minority language children fail to play or participate in activities at the kindergarten and that it is necessary to work consciously to include all the children at the kindergarten in the kindergarten’s social life. Many also said that communication with parents improved, and that a better dialogue led to more confidence among employees and parents. This gave new insight and a broader understanding of the parents’ viewpoints. Kyrkjevegen Kindergarten in the Municipality of Førde was able to involve the parents in designing a book about the perspectives of different childhood experiences and child-raising in their project entitled “*Take a Look at our Diversity – Thoughts about Children seen from the Eyes of the Parents*” (*Sjå mangfoldet vårt. Tankar kring child sett frå foreldreståstadene*). This project is described in this report, and on the kindergarten’s own website:

[http://www.kyrkjevegen.barnehage.forde.no/filer/kyrkjevegen\\_barnehage\\_liten\\_fil-b.pdf](http://www.kyrkjevegen.barnehage.forde.no/filer/kyrkjevegen_barnehage_liten_fil-b.pdf)

Experts from universities and colleges assert that the competence development programme has had a great influence on individual and academic development and greater awareness about the focus on linguistic and cultural diversity at kindergartens. They reported that it was interesting to experience such projects up close, and in a practical way. This also led to discussions and interest for the project internally at their place of work. The colleges and universities felt that they gained valuable insights into the different experiences, challenges and dilemmas faced by kindergartens in their daily work with children, in their professional experience in the practical work done at the kindergartens and the stories that they were told while there. They gained good insight into the practical aspects of work in the field, and this was important in their work to educate future teachers at the universities and colleges.

### **The Road Ahead**

The good experiences from the competence development programme are due, to a great extent, because the colleges and universities were able to communicate their professional expertise, and they had the opportunity to follow up on progress through the large gatherings, networking and guidance activities. The colleges, universities and kindergartens reported that it was the guidance given from and through these networks that was most inspiring and which helped to bolster the competence of the staff members at the kindergartens that participated in the networks. The kindergartens

expressed a desire for more guidance and training, especially the guidance given during the gatherings that involved all staff members in their group. The colleges and universities expressed a need to belong to a competence environment that focused on multicultural issues. They spoke of the great usefulness of participating in the college and university gatherings related to the project.

There is still a need for colleges and universities to be visible and available for more development work at kindergartens in their own regions. The county governor was and is an important contributor in initiating this type of work. The kindergarten authority in each individual municipality will play a significant role in the scope of future efforts in

this field. In counties where the kindergarten authorities were well represented, these reported that there was good progress and that much valuable work was done in spreading information. The municipalities are organized in very different ways and they have different challenges, but all the municipalities and all the kindergartens can profit from better competence in multicultural issues and by focusing on the different aspects of a society characterised by diversity.

(Photo: Marte Garmann Johnsen)



"In the past we would ask the parents if they would like to help at the kindergarten. We no longer ask **if they can help**, but **how**. We let the parents know how important it is for everyone to participate at the kindergarten... we now believe that diversity at kindergarten must certainly be encouraged and that everyone understands how important this is." (*Øvre Sjetnan Kindergarten, Municipality of Trondheim*)

The staff members in our department are preparing Kurdish Week at the kindergarten. This is why I ask Amir if he can teach me how to count from 1 to 10 in Kurdish. Amir looks at me as if he does not understand. I ask him again, but he says nothing. I try using different words, I try asking him what "hello" and "good bye" are in Kurdish, and finally how to say "thank you". Amir is still speechless. None of the staff have ever heard him speak Kurdish at the kindergarten, either to his parents or with other Kurdish children. I begin thinking that my earlier assumption that Amir does not speak his mother-tongue is correct. Later that same day, Amir's mother helps me with the numbers and words I requested.

Kurdish Week passed by with storytelling, dances and music from Kurdistan, eating Kurdish food and learning to count to ten, among other events. The Monday after Kurdish Week, Amir comes toward me when I arrive at work. He says: "Mari, Mari, come here! Come to the doll corner!" I follow him, full of expectation, waiting for something really exciting. When we get to the doll corner he says, "Do you know what this is called in Kurdish?" Amir points to a lot of different things in the doll house and tells me what their names are in Kurdish. His face lights up with happiness.

(*a practical narrative from the kindergarten's own project report*)

## Language stimulation

### Oh my! What a great book!

While working to make linguistic and cultural diversity more visible, the staff at Førresfjorden Kindergarten found that the children began to show a new pride and individuality within the different children's groups.

#### **About the project**

Førresfjorden Kindergarten in the Municipality of Tysvær is one of 15 kindergartens in Rogaland that participated in NAFO's national competence development project for kindergarten employees. They have participated in the project every year for 4 years since 2006. They have participated in the regional network all these years in the large gatherings, and have received frequent guidance from the University of Stavanger. They have received project funds from NAFO and/or from the County Governor of Rogaland. The kindergarten has four departments, and a total of 66 children; approximately 30 % of these are kids multilingual. We can read the following statement from their website: "*Linguistic, cultural and religious diversity are normal. Diversity is a natural part of our everyday lives.*"

They began their project work with a project entitled "Oh my!" (Du store verden!) - an exclamation literally translated as "You Big World!"). They have been working to develop a pedagogy where different linguistic, cultural and religious expressions are exemplified in the daily life of the kindergarten. They began to see the kindergarten's plans, inventory, equipment, activities and conversations in a new light, with the goal of allowing all the children to acknowledge their personal identities. They shared their acquired knowledge and competence with other kindergartens throughout the duration of the project at a regional and national level while they continued to develop their own teaching practices.

#### **In practice**

Most of the children had the opportunity during the project to share their experiences, which they were unable to do earlier at kindergarten before the project started. By exposing the different backgrounds and experiences of the children and parents, the staff saw that the content of learning grew and was continually being refreshed. This provided food for thought for the staff, and the significance of the children's and parents' contributions and participation became important themes for the staff to work with in the future.

One of the employees tells us: *Amidst the Muslim celebration of Eid at our kindergarten, one of the fathers suddenly arrived with some Moroccan cakes. These were leftovers from the family' Eid celebration. Nobody knew he was coming, and the child who "owned" the cakes was allowed to offer all the other children and adults the cakes. This was a nice surprise!*

When meeting children and parents with different first languages, the kindergarten saw the need for acquiring more knowledge about multilingualism and about the significance of first language for child development. They wanted the children with a different first language than Norwegian to experience a richer language environment. The kindergarten saw that the bilingual employees and the parents were important collaborators in this work. In addition to training days set aside for the personnel, the kindergarten arranged

theme evenings together with the parents that focused on creating a good language environment for the children at home and at the kindergarten. They all agreed to work with children's literature in the children's different first languages, calling the project: "Oh my! What a great book!" (*Du store verden, for ei bok!*)

The Tysvær library was an important collaborator in this work. The kindergarten became a formal centre for borrowing library books, which means that the parents and children were able to take books home from kindergarten. The library contributed by expanding the kindergarten's selection of children's literature in different languages.

In connection with NAFO's kindergarten project, Førresfjorden Kindergarten established a network with three other kindergartens in the municipalities of Haugesund and Tysvær, Vassbrekke Culture Kindergarten, St. Olavs Kindergarten and Frakkagjerd Kindergarten. This became an important network with a thought to developing the kindergarten's pedagogy. They used this network to share experiences, exchange ideas and reflect on how the kindergarten's programmes are experienced by children and parents. Experts from the University of Stavanger led this network.

The kindergartens worked together to prepare a bookcase at each kindergarten. The bookcases contained picture books with a little written text and small objects to play with. These objects were used together with the books to enrich how a book's content is communicated to the child. The books in the bookcase were translated into different mother-tongues. The kindergarten will also create audiobooks in a number of languages that can be used together with these books, especially with a goal of providing families with reading material in families whose parents cannot read in their own mother-tongue. The kindergarten also has frequent reading sessions at the library where they invite other kindergartens to participate. The children and adults from the kindergarten read out loud together and tell stories from the books with a point of departure in the kindergartens' bookcases.

### **The Road Ahead**

When working on developing the kindergarten's pedagogy, the staff experienced that it was important to combine the acquisition of theory and new knowledge with experiments and testing new measures in practice. Reflecting on their experiences, they help contribute to understanding the theoretical aspects of what they have learned, in light of practical experience. "We have learned things at the workshops and gatherings, we have tested these in practice, and we have seen positive changes in the children and adults." This will be important knowledge for future work to help the kindergarten's pedagogy develop further.

**We have become bolder when daring to cooperate with parents. We discuss things in a more direct manner and we believe that we are part of an integration process and that we also feel that we have a certain responsibility to do this.**

**Even if we are reasonably educated and have a good deal of experience that we think is multicultural, we need to constantly focus attention on this. We have learned to continually look at our own attitudes as challenges to be met.**

## Stimulating language and reading ability

### The Language Promotion Programme

Language skills are important in allowing us to participate in society and in social groups. The Norwegian language skills of some children are poor when they begin school. The Language Promotion is the name of a national campaign and appurtenant measures to aid in good and versatile development of Norwegian language skills and the mother-tongues of pre-school age children for the future of their education.

#### **About the project**

Language Promotion started in 2007, and lasts four years. Nine municipalities have participated in the Language Promotion campaign. These are the municipalities of Bærum, Drammen, Fredrikstad, Oslo (five neighbourhoods), Skedsmo, Skien, Stavanger, Tromsø and Trondheim. The purpose of this project is to promote good linguistic skills in the Norwegian language. Children who had been to the child health clinics who were seen to have specific language difficulties were selected for a follow-up programme to map their development for two years at kindergarten, and a further two years at compulsory school. These children were provided with extra instruction in language skills and/or teaching in the use of the Norwegian language. The different municipalities have emphasised language enhancement in many different ways. Halfway through the project, all the municipalities reported that the children who started first grade in the fall of 2009 have profited from the adapted follow-up programme they participated in.

The project expects the municipalities to offer parents or mothers training in the Norwegian language, carrying this out as needed. More emphasis was placed on the municipalities finding a model that has a comprehensive chain of measures that start with the child health clinic evaluations and continue through kindergarten and further into the school years.

This chain of measures is meant to ensure that all the children who need special help with language enhancement are continually aided in a systematic manner at kindergarten and during the first years of schooling.



*Stimulating proficiency in first language at Granåsen Kindergarten in Skien (Photo: Snøball Film)*

## **In practice**

### **Language stimulation**

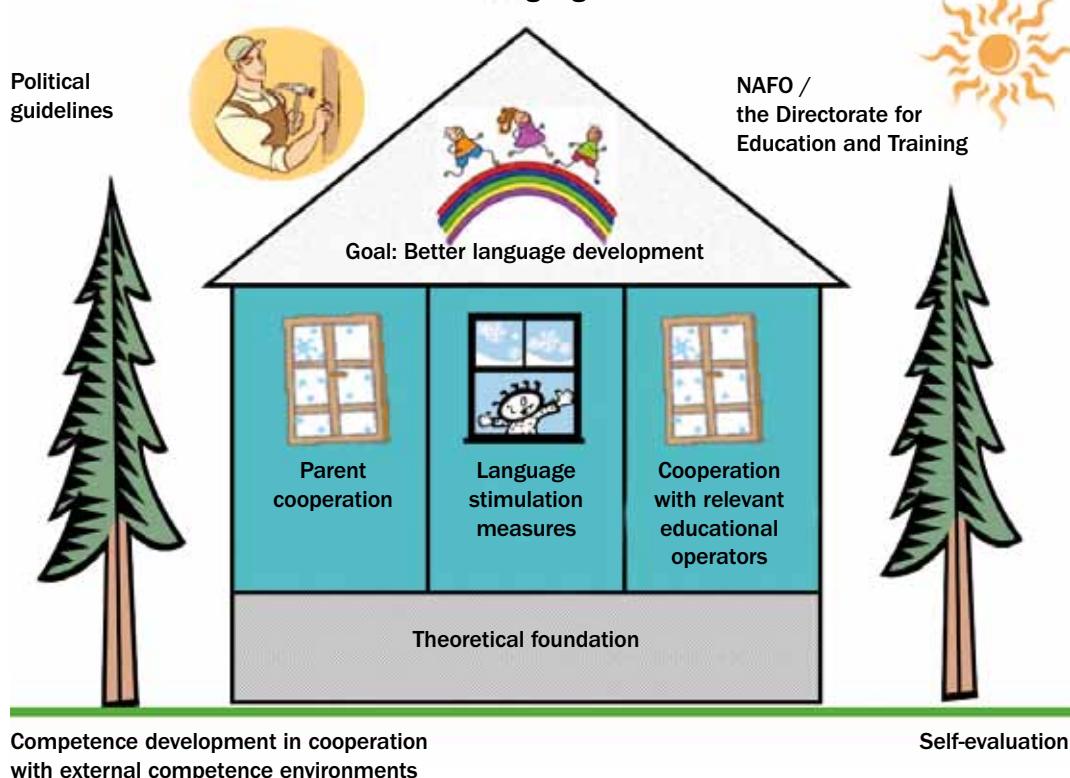
The model used for language enhancement in the Municipality of Skien documents the children's development and ability to tell stories.

### **A model directed at learning language**

In Bærum, educationalists think that a model for learning language deals with finding a way to lead political guidelines into positive measures that can be used in practice. This project has been named "Language in Focus" and the model is designed like a house is constructed. The foundation for this is a theoretical base upon which the active measures are built. The measures, in relation to the parents, children and staff, shall contribute to reaching the goal of improved language skills of minority language children and pupils.

At the end of the project, the model used for learning language shall be a part of the larger chain of measures to ensure that children who need help to improve their language skills is followed systematically at the kindergarten and during the first years of schooling.

### **MODEL FOR LEARNING LANGUAGE – "Language in focus"**



### **Norwegian language courses for mothers**

The parents' interest in their children's education is presumed to be an important criterion for educational progress. In order to follow their children's development at school and at kindergarten, it is a real advantage to be able to communicate in Norwegian. In the Municipality of Trondheim there was an expressed desire to improve the Norwegian language skills of minority language parents in one of the city's neighbourhood school districts. The parents themselves wanted help to learn Norwegian language skills for a long time. A free language course for Kurdish mothers was arranged in the spring of 2008 at one of the schools in the neighbourhood through the municipality's participation in the Language Promotion campaign, in cooperation with the Adult Education Agency (Enhet for Voksenopplæring - EVO) and the Open Kindergartens. Two groups of mothers with ten participants in each group met 2 days a week during the day. The Open Kindergartens organized a language stimulation course for the children while the mothers received 2 to 3 hours of Norwegian training at each session. These workshops were held at a primary school in the neighbourhood.

In connection with Language Promotion, the project group prepared material that was related to many different themes. These were used at the kindergartens and schools that participated in the project. These same themes were used for the mothers' groups and for the children at the child care centres.

The programme for the mothers' groups was evaluated after the first year of this project, and the measures that were implemented were found to be very successful. The workshops for the mothers were therefore extended for into the future. After a while, many of the participants were able to pass the Basic Norwegian Language tests numbers 1 and 2. Some of the participants have been given teaching traineeships while others started compulsory education for adults. This measure led to more self-confidence among the mothers and greater motivation to learn Norwegian and participate in society. The mothers have expressed that, among other things, they feel more secure in their role as parents: I am now able to help my child with lessons.



*Kurdish mothers participating in a Norwegian language course at Saupstad School in Trondheim.  
(Photo: Saupstad School)*

### **The Road Ahead**

Language Promotion as a project in the nine municipalities ends in 2011. The municipalities have already gained much valuable experience. Until the end of the programme, the municipalities will continue with this work at kindergartens and further develop their models for language enhancement. The schools will add to the things already accomplished at the kindergartens and develop their models and adapt these to each individual school. A final report will be written with information from all the participating municipalities when the project is terminated. This will be available on NAFO's websitehome page.

## Stimulating language and reading ability

### My reading friend

The Municipality of Lørenskog has a project entitled “My Reading Friend”, which is a cooperation between Åsen School, the Klubben/Solheim/Løkenhagen/Løkenåsen kindergartens and the Lørenskog public library. This group has entered into a collaboration with NAFO and participates in a number of projects listed in Measure 4 of the strategy plan.

#### **About the project**

Pupils from class level 4 at Åsen School visit the district's four kindergartens four times a year to read in different mother-tongues for the children attending the kindergarten. This project has a number of aims:

- strengthen reading skills and the ability to tell stories
- ease the transition from kindergarten to school
- improve language comprehension among minority language children at kindergarten
- care for and strengthen multicultural perspectives at kindergarten and school
- strengthen reading interest among kindergarten children and school pupils
- strengthen the cooperation between the home and kindergarten/school
- utilise resources and knowledge in collaborative projects and cooperative activities
- bring to life and use the innate linguistic resources of the children
- help establish a well-functioning model for cooperation and share information with others

#### **In practice**

All the fourth graders and their teachers at Åsen School gather in an information meeting to talk about what “being a reading friend” involves. A reading friend is a job that only the fourth graders are allowed to do. The pupils are allowed to ask questions and come with remarks.

Teachers prepare an overview of the mother-tongues that are represented in a class and send this list to the librarian at Lørenskog library and to the kindergarten administrators. The librarian finds books in the languages in question that are suitable for pre-school children. She is assisted in this work by the Multilingual Library (Det Flerspråklige Bibliotek - Dfb) at Deichmann Library in Oslo. The kindergartens' administrators group the children based on mother-tongue and bring these kids together with readers (the school children) with the same mother-tongue.

After the librarian has collected the books she invites the pupils to the library so they can select three books to read from among the books that the librarian has collected for them. The readers tell the librarian which kindergarten they will be reading at so the library knows where the books have gone. The kindergartens cooperate with the library to organize the return of the borrowed books. The books stay at the kindergartens and can be borrowed by parents for more reading at home.

The pupils prepare themselves at school for the reading sessions at the kindergartens. They read for one another and use time in class to discuss how they should read for small children; they also show pictures, ask questions, and come with ideas. Emphasis is placed on the fact that those pupils who are not very good at reading in their mother-tongue may tell stories.

Parents are drawn into this work by being informed about the reading friends, and they are encouraged to read the books for and together with the pupils in the different mother-tongues. This helps the pupils who cannot read in their mother-tongue to learn the stories and be able to tell these stories to the smaller children.

The department leaders at the kindergarten speak with the children about inviting school children to the kindergarten to read for them. The kindergarten sends an invitation to the school requesting a visit to reading hour at the kindergarten.

On *My Reading Friend Day*, the school children are given name tags to hang around their necks, as are the children at the kindergarten. The name tags have different colours. This is done so that everyone knows who will be reading for them, and which kids are in each pupil's reading group. The red name tags belong to one language, the green name tags to another.

The children will have the same reader at each gathering. This allows the small kids to get to know the pupils a little better, which helps create some intimacy, security and friendship.

The books stay at the kindergarten a while after the reading friend visits have ended, based on an agreement with the library. The parents of the children attending kindergarten are also permitted to borrow the books that were read by the pupils so they can read for the children at home.

After *My Reading Friend Day* is over, the school children take notes in their logbooks about their experiences; what functioned well and what did not go so well. The teachers have one-on-one conversations with the pupils and the class has meetings to talk about what small changes could be made for the next gathering.

The library also held a party for the kindergarten children and the school pupils. The kindergarten children have performed songs for the school kids, and the school kids have dramatised a fairy tale in a number of languages for the kindergarten children. Both age groups contribute with their own resources.



Pupils read for kindergarten children at Solheim Kindergarten (Photo: Snøball Film)



Pupils read for kindergarten children at Løkenåsen Kindergarten (Photo: Elin Warme)

### **The Road Ahead**

This measure helped the kindergarten children and school pupils to use their different mother-tongues in the context of the kindergarten and school and helped make the language competence of the pupils and kindergarten children more visible and positive.

The school reports of a greater desire to read by the pupils and that they find it very useful and positive that the language minority pupils get to use and show their linguistic resources.

The kindergartens described the project as positive; the friendship with the school kids and getting to know the school is a good transitional exercise for the kindergarten children considering their transition to compulsory school at a later time.

The schools and kindergartens saw the cooperation with the library as very positive and the model for borrowing books functions well. This has contributed to parents becoming more active in following up on reading and storytelling in their mother-tongue, for both the pupils attending school and for the children attending kindergarten.

This measure shows that cooperation between the different educational institutions at different levels provides a greater scope of available resources and increases the opportunity to capitalise on the desire to read among kindergarten children and school pupils.

My Reading Friend at Lørenskog has been filmed:

<http://www.skolepraksis.no/flerkulturell-opplering/filmer/lesevenner/>

If you would like more information about Åsen School, please follow this hyperlink to their home page:

<http://asen.skole.lorenskog.no/>

## Stimulating language and reading

### Family learning and the library

Family learning means teaching activities for various generations - children and parents or children and grandparents – working together. The individual and personal resources of the participants help to create the content of the activities. These activities can occur at schools, kindergartens, libraries, in society, or in similar places. Measure 4 of the *Equal Education in Practice Strategy Plan* is designated: *Development of Models for Teaching Minority Language Children, Pupils and Participants*, with five different projects that involved library cooperation with schools and kindergartens, and to a certain extent also included parents working actively with their children. Below is a description of a project carried out by the Municipality of Skedsmo.

#### **About the project**

*Share a book in various languages* (*Del en bok på flere språk*) has been a cooperative project between Melby School (now Gjellerås School), the Sagelva Adult Education Centre (now Skedsmo Adult Education Centre), the Skedsmo library and NAFO.

Melby School had already established a group of minority language mothers who met frequently. The themes for the meetings varied, but the content, among other things, included reading and reading enhancement activities for children. The library and supervisor of the minority language programme in the municipality contacted this group and invited them to work with reading sessions for kids at the library. The participants from the adult education centre were also invited as readers, and a collaboration was established for execution of the project with the administrators of the adult education centre.

The readers prepared for the task together and alone, and the Skedsmo library invited children and adults to reading aloud at the library. The readings were done as a group, and among homogenous language groups in a number of different languages. The main purpose of the project was integration, more use of the library, more use of multilingual resources in the municipality and strengthening interaction between adults and children.

#### **In practice**

The reading was done at the library and arranged for two different target groups;

- for kindergartens and schools, in the afternoons
- for families in the evenings

The point of departure for the readings was one text. The text was first read in Norwegian to everyone, then read in the different mother-tongues in the separate language groups. Afterwards, everyone met together again for refreshments. Conversations went on in different languages about the content of the story that was read. The refreshments at the end were a good excuse to talk about language. How do you say cake, fruit, cookies etc in the different languages?

The library's representative for the project found the literature, provided the premises, did the marketing and ensured that refreshments were in place. The books were borrowed from the Multilingual Library, [http://www\[dfb.deichman.no\]](http://www[dfb.deichman.no]), preferably the same book in all the different languages.

Melby was the contact school for the mothers' group and sent the information about the project around the school. The school ensured that transportation for the readers was available if they needed this.

The adult education centre recruited the readers from the Norwegian language training courses and worked to get people interested in the project from among teachers and participants. The participants who read aloud had some hours credited to their Norwegian and Civic Life course. The schools also participated in planning meetings.

Those who read aloud joined the planning process and received the books in ample time before they would have to read so they could prepare. The readers were offered a chance to read in front of the librarian to practice if they wished. The dates for the reading sessions at the library were then published and announced. The schools and kindergartens in the municipality were invited to the gatherings during the day, and local families were invited for the evening sessions.

Three people with different positions (the librarian, the supervisor and the teacher) participated in the planning and execution. No extra funds were allocated for the project, but these came out of the ordinary funds for cooperative activities.

The project involved 18 readers who participated in varying degrees. In the period of one year there have been two different daily gatherings and two evening gatherings.

Plans are being made to expand this measure with more permanent scheduled gatherings based on a fixed scheme, and marketing the offer is being spread to other municipalities.

#### **The results:**

Very many people participated in these gatherings. The last evening session had 45 participants. The participants said they felt the gatherings were a success, that they inspired more interaction and created friendships. Further focus on the different languages and possibilities for reflection about the different words, concepts and stories has created an interest to listen to and learn new words and expressions in different languages.

Most of the participants at the gatherings have begun to use the library more. Many say that they now read frequently for their children in their mother-tongue, and in Norwegian.

Important factors for the success of this project have been the commitment by administrators to cooperate with the different institutions involved. The administrators have contributed by finding time and other resources necessary to carry out the project. They have also been active in spreading information about the project and creating

publicity about the project in different environments. The interest of those responsible for the project was also an important factor for success. Reflections around its execution and changes to the programme if this did not function as planned were also necessary and became an important asset to the project.

Being open to input and suggestions from the participants and the different parties involved has been important for the project's success. It was possible to influence the project's form and content to make it more attractive to the participants. Everyone who participated in the project was on equal footing and contributed so that everyone learned more and was inspired.

### **The Road Ahead**

This project is considered such a success that it will continue after the project is terminated. Plans are being made to develop a digital version of this activity; reading aloud in different languages will be filmed and published on internet. It will now be possible for anyone to use the activity, not just the local participants, and anyone from Norway or around the world can share the same stories.



Read-aloud gatherings for parents and children at Skedsmo library (Photo: Ragnhild Madsen)



Parents read aloud for children at Skedsmo library (Photo: Ragnhild Madsen)

## Cooperating with parents

### Take a look at our diversity!

Kyrkjevegen Kindergarten has been making books about diversity they experience in their daily lives. They tell about finding a new and revitalised view of the parents' ways of approaching their own reality and everyday life in Norway. The eyes of the kindergarten employees have been opened to how important it is to get to know the parents when trying to understand their children.



#### About the project

Kyrkjevegen Kindergarten is composed of children, parents and staff with different linguistic and cultural backgrounds. They have been working for many years to create a pedagogy that includes diversity they meet among the kindergarten's children and their parents. They are one of NAFO's focus kindergartens and have been involved in NAFO's national competence development project for kindergarten employees from 2007 to 2010.

In 2008, they created a book entitled "*Take a Little Look at our Diversity!*" (*Sjå en flik av mangfaldet vårt!*). The second book was created in 2009: "*Take a look at our diversity! Thoughts about Children seen from the Eyes of the Parents*" (*Sjå mangfaldet vårt! Tankar kring barndom sett fra foreldreståstad*). The first book portrays some of the children at the kindergarten. We can read a little about some of the kids' own personal histories, about the country they and their families come from and their backgrounds, and about their mother-tongues. The book presents a fairytale the children are especially fond of, as well as words and expressions in the children's own mother-tongues. The second book makes room for the parents' stories. Work making these two books changed the staff, children and parents at the kindergarten. They tell about experiencing pride and joy in the diversity that characterises their lives and the people involved in the kindergarten.

#### In practice

The book "*Take a Look at Our Diversity! Thoughts about Children seen from the Eyes of the Parents*" deals with the parents' thoughts about raising a child in Norway, about their expectations and about their wishes and hopes for their children. The book gives us a view of how the parents think and what they have to say about this. Some are born and raised in Norway, some are refugees still living at the Bergum Reception Centre, while others have lived many years in Førde and have their personal backgrounds from other countries. They are able to share experiences in the book from their own childhoods, their thoughts about what they think it means to be Norwegian, thoughts about whether this is something one is born with or if one can become Norwegian and about what is important for nurturing a child and which choices they made for their own lives and for their children's lives. The parents have been part of the entire process of preparing the book.

The making of the book has raised the awareness of the kindergarten employees and the parents about their differences and similarities. One mother from Afghanistan shared these thoughts: *"One of my daughters plays volleyball together with many other girls her same age. Just then, together, all the girls are volleyball players, yet with their own homes, own traditions and own ways of living, which they all return to at the end of the day. We are very similar, yet we are very different. We cannot all be alike, and no one is 100 % different either."* The kindergarten staff members say that they have a better insight into what it can mean to come from a completely different place in order to try to acquire an understanding of what it means to live in Norway. One mother from Eritrea describes it this way: *"It is difficult to understand what is expected of me as a mother; to be able to stay ahead of things and understand."* One father from Rwanda says: *"My children can see what Norwegian standards are, and they demand these from us. That is their right. I understand why, but I cannot help them with this at all. I have lost all I had in Rwanda, but I am thankful for being alive. (...) It is not easy to forget where one comes from. And one should not forget either, but my children do not have the same background as I do now! And they should be allowed to live a completely new and different life than the one I have lived!"*

The staff members feel that cooperating with the parents has to start with understanding the parents' viewpoints, not that the parents must first understand the kindergarten with all its rules and practices. One of the educators tells us: *"When working on the portrait of one father, I experienced that he now takes more initiative to talk about raising children here in Norway. Our cooperation has brought us closer together and stimulated interest."*

Many parents tell us in the book about caring adults they had when growing up, their own parents or a grandmother or an adult at an orphanage. The parents want their own children to experience trustworthy and understanding adults; adults who see them and support the children. The parents are also concerned about the children being able to play and be together with good friends at kindergarten. Yonas' mother likes the educational supervisor's tale from one morning at the kindergarten:

*Yonas, Hussein and Harald are playing peacefully with a toy train in the play room in the loft. They concentrate deeply and enjoy their game. Each has his own train that they pull along the tracks. The tracks are not straight; the twist and turn through tunnels and over bridges, and reaching the end of the track is a bit of a challenge. All three boys are playing well together. Yonas looks at me, smiles, and says; "Now I am last. Hussein is first, then comes Harald. If I wait, I can be first. Then Harald will be last!" Yonas does as he says. He waits, and then he is first again!*

The kindergarten personnel have used staff meetings to share their experiences about cooperating with the parents. They reflect over what can create mutual respect and a good dialogue. They feel that they have gotten to know themselves better, with their own thoughts and attitudes about their differences and about diversity. They have also

gotten to know the parents better, those portrayed in the book, and the others. Experience working with the book has shown the staff some possibilities for how to cooperate with parents; cooperation in which they can contribute with their own viewpoints just because they are parents. One Polish mother says: *"I have many thoughts and opinions when I think back on my time as a child at kindergarten in Poland and I see how my children experience life in a Norwegian kindergarten. I feel that childhood in Norway is highly respected and that children grow with a great deal of self-confidence, they are more capable in social settings and have a lot more freedom. That is great. Still, I feel that children here can be a little too free and unruly. I miss what I consider is discipline, and by that I mean respect for and concentration in learning situations and organized activities."*

Many of the parents have expressed what it means to them to be seen and heard, and that it was a good and positive opportunity to be able to speak to someone who listens to them.

### **The Road Ahead**

Experience from Kyrkjevegen Kindergarten and working with the book tells us about cooperation with the parents with a point of departure in who the parents are personally and what they are concerned about when raising their children. We get insight into the parents' perspectives on kindergarten and childhood through specific work done with the book at the kindergarten. We are able to hear how the parents' own childhoods have created and affected their thoughts and hopes for their children. We also are able to participate in the dilemmas and situations the parents find demanding and challenging. The closeness, trust and nuances that characterise the parents' stories at Kyrkjevegen Kindergarten can inspire kindergartens to be more open to the presence of the parents at kindergarten and their participation in the kindergarten's daily activities.

## Cooperating with parents

### The Multicultural Initiative and Resource Network (MiR)

The Multicultural Initiative and Resource Network is a volunteer organization that takes its point of departure in the parents as resources for pupil learning at school. This network works for bilingual parents that wish to cooperate with the school and who will and can take responsibility for their child's learning. The agency also works to make the parents more aware of their role in relation to the Norwegian school system, to society and to their own children.

#### **About the project**

MiR started as a measure in a project led by the National Parents' Committee for Primary and Lower Secondary Education (FUG), called: "*Minority Language Parents as Resources for Pupil Learning at School*". It once existed as a loose network of parents who wanted to participate in a collaboration between home and school and be better at guiding their children through their education. When FUG's project was terminated in December 2006, many of the parents who were active in MiR took the initiative to establish MiR as an independent and volunteer organization and continue its work on their own.

One desired effect of FUG's project was that the measures implemented would still be used after the project was terminated. The fact that MIR was established as its own organization on initiative from the parents themselves signifies that the work has already contributed to establishing a foundation for further work. Operations at MIR have been partly financed with funds from the *Equal Education in Practice Strategy Plan*.

MiR has its own board consisting of seven people and is registered in the Central Coordinating Register for Legal Entities as a volunteer organization. The project coordinator from the original project at FUG is registered as the general manager. During their national congress, it was decided to change the name to the Multicultural Initiative and Resource Network (Multikulturelt Initiativ- og Ressursnettverk) to include more parents of Norwegian heritage.

#### **The Organization's structure**

The central board of MiR meets 4 times a year. Their meetings deal with cases that arise in local MiR groups and define the comprehensive strategy for the future. MiR's central administration also has the task of obtaining a general overview of the parents who wish to participate in networking so that they can receive relevant information.

**MiR-K (municipal level)** (local teams) has meetings at least four times a year. These groups discuss cases that concern the parents on a municipal level. The teams are also responsible for instructing local MiR groups and carrying out family learning. MiR-K is the point of contact for schools that have local MiR groups. They offer lectures and input in different languages and give the parents information about the rights and obligations they and their children have in the Norwegian education system.

**MiR-local** is for groups of parents who wish to focus most of their attention on their own children and on the schools the kids attend. They participate in parent meetings, work with parent groups at schools, and communicate the needs and experiences that arise from decisions and meetings of MiR-K. These small groups of parents are important for gathering input from the parents and their worries, challenges and experiences from their own contact with schools. When the parents are able to support one another in this way, it is easier for the individuals to discuss problems or blame-worthy conditions at the schools. A collaborative meeting between MiR, a representative from the parent group and representatives from the school has been documented in a film found at:

<http://www.skolepraksis.no/flerkulturell-opplering/filmer/samarbeid-mellom-skole-og-mir/>

### **In practice**

MiR's articles of association state, among other things, that "MiR is a democratic network that works for multicultural parents, children and adolescents in Norway. It is a politically impartial organization with no religious dependencies, which shall spread information about the Norwegian education system and arrange activities and workshops for parents." MiR works to aid and support minority parents to become more aware of their parental role in relation to Norwegian schools and Norwegian society, to communicate good examples of what can be done to support children attending school and in society, and to improve cooperation between the home and school. It also works to stimulate debate within minority environments that can lead to greater awareness about how to improve real participation in society. It is also important to work to find good role models among immigrants and to strengthen the self-confidence of children from immigrant backgrounds and to get more parents involved in public debates about schooling.



*Participants of a Mir meeting at Saupstad School in Trondheim (Photo: Snøball Film)*

### **Development and dissemination of MiR**

After MiR established itself as an independent volunteer organization in the beginning of 2007, the organization has focused attention on creating workshops and training for its main board members, coordinators at a municipal level and the boards of the local teams in the municipalities. MiR is found in Bodø, Bergen, Lower Romerike, Fredrikstad, Drammen, Oslo and Trondheim. All these local teams have a coordinator employed for them who works locally on specific measures in the area. One goal is to work constantly on quality assurance so that the network ensures itself a good reputation. This is considered more important than increasing the number of groups at too high a pace. MiR therefore wishes to expand its numbers gradually so that the necessary level of quality can be assured. Still, establishing new groups is being planned in places like Tromsø and Tønsberg.

All the local teams have a board/resource group that ensures participation and democracy by working so the board members can involve other members in their work. Thus far, it has been important to inform minority language parents about the Norwegian education system and about how children learn so participation and cooperation between the home and the school becomes easier.

Examples of how MiR works: Cooperation in parent meetings (Årstad Upper Secondary School in Bergen), family learning and swimming courses for Somali and Albanian parents (Fredrikstad), computer workshops for parents and help with lessons and homework for pupils (Lower Romerike), guidance for parents collaboration at Strømmen Upper Secondary School, computer workshops and meetings with parents in cooperation with the school (Drammen and Trondheim), cabin hikes for parents and children and conversations about child rearing (Bodø) and parent groups in 6 languages (Linderud, Oslo).

### ***The Road Ahead***

Through participation at schools MiR is able to assist many parents and spread information about the organization to new potential users of the networks. More municipalities have established contact with the organization for guidance on how they can work with parent groups and maybe start their own local MiR groups. MiR is also receiving enquiries from private individuals who work as native language teachers and see the need for MiR in their municipalities.

This work has proven that minority language families wish to cooperate with schools and that they wish for and can take responsibility for their own children's learning. Establishing MiR as an organization forms the basis for greater awareness of the parents' role in relation to schools in Norway, to society and to their own children. The work done at the organization is important for strengthening the voice of the parents when cooperating with the school. More information about MiR is available from their home page:

<http://www.mirnett.org/pub/>

## Cooperating with parents

### Multilingual mathematics – help with lessons in the Municipality of Larvik

Some of the institutions that have cooperated in this measure are the Sentrum barne- og ungdomsskole (consisting of Byskogen Primary School, Torstrand Primary School and Mesterfjellet Lower Secondary School) and the Larvik Learning Centre in the Municipality of Larvik.

#### **About the project**

The collaborating schools experienced that many language minority pupils were struggling with mathematics. A big cause of this was not their academic or cognitive level but the result of deficient linguistic adaptation and the fact that the Norwegian language skills of these kids were not good enough to master this school subject during classes that were held in the Norwegian language. In addition to these, many of the kids for the same reasons did not have the opportunity to get help with lessons or homework. The schools therefore wanted to cooperate on a project that would focus on learning mathematics and focus on help with lessons and homework. The project was awarded a grant through the Directorate for Education and Training, *Project Help with Lessons (Prosjekt Leksehjelp)*, and was also given funds from the Municipality of Larvik. This project was one of the many other projects tied to Measure 4 of the *Equal Education in Practice Strategy Plan*:

The goals to be achieved through this project were:

- develop and document teaching models for bilingual children in ordinary groups and establish good arenas for cooperation for planning and assessing bilingual teaching
- strengthen pupil comprehension in the subject of Mathematics and establish a tripartite collaboration between teachers (a description of the tripartite collaboration can be seen in this film: *Tripartite Collaboration and Word Bank*).  
<http://www.skoleipraksis.no/flerkulturell-opplering/filmer/trekantsamarbeid-og-ordbank/>
- strengthen learning in mathematics skills for pupils with limited schooling in the past
- make teachers more aware of the fact that some cultures have different approaches to mathematics and the way calculations are done
- strengthen the parents' abilities to help and be active with their child's homework

### ***In practice***

The schools have cooperated on the scheme itself, on different workshops and the different measures to be used. Help with lessons was still organized at all of the participating schools. This was done to assist in work to strengthen the cooperation between parents and school and to strengthen the schools' possibilities to carry out a dialogue with parents and follow-up on each individual child.

The bilingual teachers were sent to workshops in mathematical didactics to be better equipped and prepared to teach mathematics according to the curricula and textbooks. The parents were also offered workshops on mathematics and an introduction into the content of what the pupils used. Organizing and content are described and itemised here:

- The offer of help with lessons and homework was in principle given to all pupils from year levels 1 – 10, but minority language pupils were given preferential right to help.
- Strengthening the tripartite collaboration (cooperation between bilingual teachers, subject teachers and Norwegian teachers) in that all the teachers had Classfronter addresses. Information, weekly plans and working plans were published on the Classfronter web portal so that everyone had the possibility to improve and receive the necessary information and to exchange information.
- Multilingual mathematics has its own zone in Fronter.
- Workshops for parent in how to help their child with homework and with a focus on mathematics. The parent workshops were arranged at all four schools.
- Workshops for mothers with discussions about themes related to child education, schooling, information and conversations with the public health nurse, and tours and information about the library.
- All four schools held multilingual mathematics days.
- There were joint multicultural mathematics days for all the schools. Teachers of mother-tongues at the four schools were responsible for this day.
- Mastery weeks (Mesteruker) at Mesterfjellet Lower Secondary School were held when pupils would get teaching in mathematics in their mother-tongue.
- A course for mothers at one of the primary schools. An offer to minority language mothers with children at year levels 1 and 2. The themes varied and were selected from specific wishes and needs.
- Special rooms for language work were organized at two of the primary schools, which had various learning aids and learning tools and devices to work with linguistic and conceptual development.

Help with lessons was done twice a week at the schools. For the youngest pupils (year levels 1 - 4), help with lessons and homework was done during the Afterschool Activities Programme (SFO). The pupils were given fruit to eat during these sessions. Pupils at year levels 4 – 10 were given warm meals when they arrived.

### **The Road Ahead**

This project has been evaluated using a questionnaire or evaluation form that was given to the pupils and parents who participated. Feedback has been very positive, with requests for the programme to continue. The schools report that the pupils were very satisfied, skills improved, and the self-confidence and motivation of the pupils in relation to schoolwork and homework improved. The schools felt that some of the criteria for success of this programme were these:

- The same teachers and assistants who taught at school participated in lesson help
- Enhancement of the skills of bilingual mathematics teachers and other teachers who work with bilingual vocational training
- Commitment by school administrations
- Cooperation with the Afterschool Programme (SFO) and bilingual assistants
- Use of mother-tongue during learning
- Cooperation between school and home

## Competence-building as a collaborative project

### Competence-building collaborations between colleges, the county governor, school owners and NAFO - Project: The multicultural school in North Trøndelag.

North Trøndelag University College (HiNT) has been collaborating with the County Governor's Office of North Trøndelag and NAFO since the autumn of 2006 in a project for the county's kindergartens. This project had the objective of enhancing employee competence in multicultural areas through lectures, working with the project in some selected kindergartens, and through network gatherings and exchanges between these.

With experience gained from this preliminary work, a similar project was started at the county's primary and lower secondary schools in the autumn of 2008. Two employees from North Trøndelag University College acted as project coordinators and cooperated with two project supervisors in the kindergarten project with a representative from the county governor's office. The county governor's representative participated in the meetings, at the professional gatherings and provided the rooms for the meetings. North Trøndelag University College and the county governor's office also made funds available for the project. NAFO contributed with professional lecturers at the gatherings.

#### **About the project**

The main objective of the project was to help improve real competence in multicultural areas for all school employees. There was also a goal that the participating schools would function as competence units and contribute by spreading competence. The primary/lower secondary schools in the county were invited to apply to participate in the competence development project called *The Multicultural School*. Five schools were chosen to participate. The selection was made by the county governor and with North Trøndelag University College. The schools were then to cooperate with the university to develop projects that focused on implementing multicultural practices and the enhancing competence of the schools' employees. All the schools in the county were invited to participate in professional gatherings in connection with enhancing the skills of the employees at the project schools.

#### **In practice**

Five gatherings were held during school year 2008/09. The themes of these gatherings were:

- Equal education in a collective cultural school
- New efforts toward learning for language minority pupils
- The transition from kindergarten to school
- Family learning
- Cultural understanding and work to change negative attitudes

The lecturers at the gatherings came from the North Trøndelag University College and from NAFO. Four of the gatherings were held for both the kindergarten and primary

school projects. Employees from kindergartens and schools from all over the county participated in the gatherings. This contributed to enhancing and improving competence among kindergarten and school employees who did not participate in the project. After the lecture for all the participants, the project kindergartens and project primary schools separated into their own network gatherings.

Two gatherings have been held so far for school year 2009/10 with the following themes:

- Religious diversity with a focus on Islam
- Minority pupils learn Norwegian

The gatherings were either held at HiNT's premises in Levanger or at the county governor's office building in Steinkjer. This was done out of consideration for the participants who came from the most northern part of the county, but also to illustrate the cooperation between the county governor's office and the university.

The network gatherings with the project schools functioned so everyone could share experiences, hold discussions and get guidance on the content and future progress of the different projects. The schools have also contacted and exchanged information through the Classfronter web portal during the time between the gatherings.

In addition to leading the network gatherings and professional gatherings, the project coordinator from HiNT participated in guidance interviews with the project supervisors at the schools and held speeches at personnel meetings.

Five schools participated in the project for school year 2008/09. The contents and aims of the projects were:

- Two schools put effort into better home-school cooperation, with special focus on language minority parents.
- One school worked particularly with developing good routines for receive pupils that begin schooling in the middle of the school year. The school also worked with measures to improve cooperation with parents.
- One school worked to develop a base that was used for minority language pupils in particular.
- One school focused on cooperation with the Educational and psychological counselling service (PPT) and developing competence in learning difficulties for minority language pupils.

In the continuation of the project for school year 2009/10, three schools terminated their projects, while two continued and two new projects arrived. The content of these new projects was:

- Two schools that also participated during school year 2008/09 develop and continued using routines and measures to improve home-school cooperation. In addition to this, one of the schools focused on integration of families by using ethnic Norwegian parents as support persons for minority parents. Other measures that were implemented at the schools were: a parent “coffee shop” for children and parents during the school day, teaching for parents about different themes, help with lessons for pupils where the parents participated.
- One new school that arrived later in the project also focused on home-school cooperation, in addition to wanting to improve the competence of its teaching staff, and that everyone understood and was able to work with multicultural perspectives at the school.
- The other school that joined in 2009/10 had little experience with language minority pupils and wanted to develop good routines to receive new minority languages pupils to the school.



North Trøndelag University College, Røstad Campus, at Levanger (Photographer Hattrem AS)

### **The Road Ahead**

The schools that participated in the project found good use for the competence development and participation in the network and gatherings. The cooperation between the university and the school owners by way of the county governor was very successful. Interest and focus on a multicultural school environment also inspired the university to start a college course called Cultural Diversity in the autumn of 2010. This course is directed at educationalist, teachers, health workers, employees of refugee centres and other occupational groups. This course gives 10 + 10 + 10 credits.

## Practices in primary and lower secondary school

### Academic language in practice



Pupils at Fjell School on their way to the forest (photo: Fjell School)

Many pupils with minority backgrounds have problems learning subject content from textbooks. This is especially true for the subject of Natural Science. The purpose of this project is for pupils to improve reading and writing proficiency in the natural science subjects. They will do this by augmenting their knowledge about the natural sciences and by using their whole language competence when working with subject content and themes. By whole language competence is meant the right and ability to use their mother-tongue alongside Norwegian.

#### **About the project**

Fjell School has participated in Measure 4 of the Equal Education in Practice Strategy Plan and has cooperated with the Norwegian Centre for Science Education (<http://www.naturfag.no>) in this project. The participants were classes selected from all year levels. Project work in these classes lasts about four weeks for each period. It is interesting to note that Fjell School begins work with reading of subject texts as early as class level 2 for this project. This measure is a part of the school's ordinary operations, so no special resources have been allocated for the project by the school or from external supporters. Yet the school had already purchased new digital screens that could be used to search internet and show useful demonstrations and assignments for the larger groups of pupils. This was very helpful for carrying out this project. The project involves systematic learning cooperation between the subject teachers and the bilingual teachers, and even the contact teachers, cf. tripartite cooperation at Gautesete School (p. 62).

### **In practice**

Common for all the pupils in the project is that they are primarily encouraged to be active. As users of language, they are required to speak, read and write in Norwegian and in their mother-tongue. Pupil activities are organized around the natural sciences, like experimentation and observation. The pupils shall also use language actively in these subjects. They are required to use language to describe what they have observed and participated in. They can use images and video shots (photo stories) to describe what they have done, and take notes and write small reports about what they worked on when communicating about what they have done.



*Observation, measuring and taking notes in the field (photo: Fjell School)*

Attempts were made to get parents involved in this work by informing them about the themes by giving the parents a list of the words in Norwegian and in the children's mother-tongue, and by having the pupils take assignments home that could involve the parents. The school encouraged the parents and children to discuss what the pupils had observed and done. The pupils would only work with the textbook after they had been out in the field and worked actively with the subject. Allowing the pupils to participate in nature activities before reading the textbook is one way to build understanding in the natural sciences. They are active in a kind of pre-study phase. The bilingual teachers play an important role here: They translate and review specific words and concepts in the pupils' mother-tongues and make a list of these that the pupils can take home. Relevant words can be *temperature*, *measurement*, *heat*, *cold*, *plus* and *minus*. At the end of the study period the pupils will present their work to the rest of the pupils and evaluate the working processes they participated in, and they will be evaluated by the others. There is a video on internet where the school's multilingual vocational training is shown:

<http://www.skolepraksis.no/flerkulturell-opplering/filmer/fjellskole-naturfag/>

### A subproject – an example from class level 6

This example describes work related to the school's plan for natural science lessons. The main subject is *Heat* and the sub-theme is *Weather observations*. The pupils are to learn to make relevant weather observations and present their results with and without digital aids and tools. Their task was to measure outdoor temperatures every day at 07:30 and 19:30. Those who did not have a thermometer at home were allowed to read the thermometer outside the classroom. The pupils' different languages and ethnic origins were an important source of knowledge: In addition to the weather observations, the bilingual pupils were also asked to take observations about their parents' country of origin by following the weather there on TV, internet or by telephone with the family in the foreign country.

In relation to the competence aims for the subject, the teachers have created a list of methods that the individuals and groups should learn and work with, including asking questions, formulating hypotheses and testing these hypotheses. For example, one hypothesis could be that *the average temperature throughout a four-week period was lower in Norway than in Poland*. This would be investigated and the results presented.

The subproject also had social aims: *The pupils should function in an obligatory group work and show respect for social differences*. The class was organized into different language groups for this. The pupils worked bilingually where possible, both in writing and orally. The group presented its work to the class in Norwegian. They also presented their work in their respective mother-tongues for the pupils of the same language competence at other year levels. Where possible, the works were sent to the pupils' families where the parents had the same country of origin.

Evaluations in Natural Science are done through subject tests and completing projects. The evaluations assessed the pupils and their project work. The pupils created the evaluation form to be used together with the teacher. This is filled in by the individuals or in groups. The teacher sets the criteria to be used in the evaluation scheme. The pupils evaluate the overall teaching scheme based on these criteria.

### Oral evaluation

The pupils evaluate the teaching scheme together with their group, based on...



*Evaluation criteria for project work (illustration: Fjell School)*

### **The Road Ahead**

The school considered this work highly valuable and plans to have it implemented into the working methods at all year levels. Here is a summary from one fourth year Natural Science classroom:

- Everyone became really interested in the smallest and biggest things in nature, and in this way gained better knowledge about the natural sciences
- Everyone has a certain understanding about climate change and how this will have consequences for nature
- The pupils are very motivated in the natural science courses done outside (use of the natural environment for teaching purposes), and we have seen little absence on these days
- Parents show a lot of interest and support our use of the natural environment for teaching

The project can maybe inspire other schools in how to use bilingual teaching in the natural sciences.

## Practices in primary and lower secondary school

### Tripartite cooperation and the Word Bank

Gautese School intends for minority language pupils to get the best learning outcome possible. This is why the school has been working to develop a model for learning language where the pupils will meet and learn relevant words and concepts related to education – which means specific academic words and so-called *grey zone words*, through systematic teacher collaborations about the chosen words; this process has been given the name *The Word Bank (Ordbank)*.

#### **About the project**

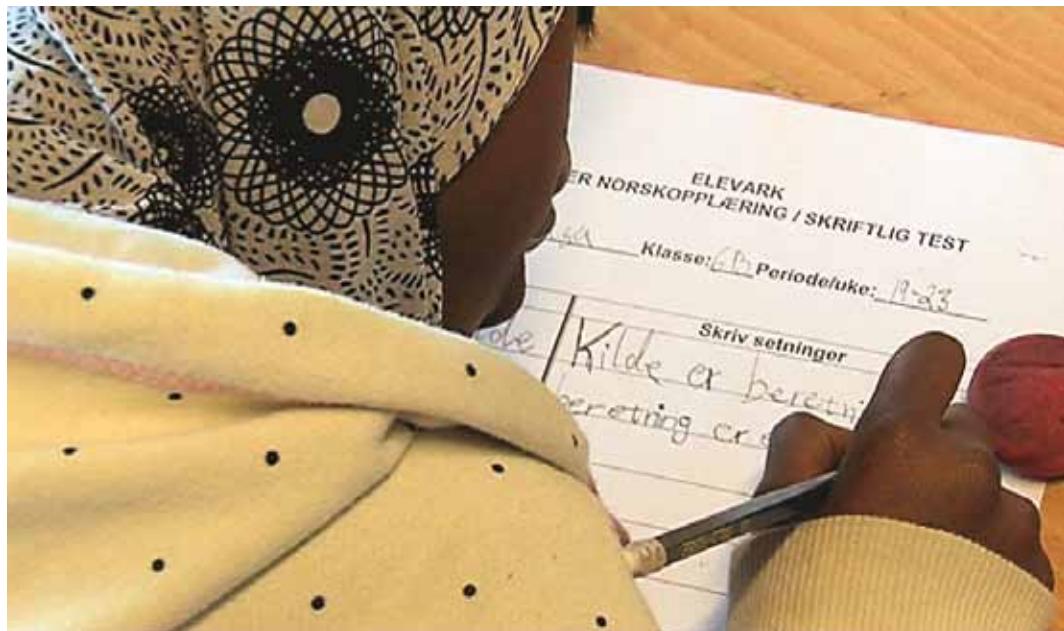
Gautese completed this project in connection with Measure 4 of the *Equal Education in Practice Strategy Plan*. The project was carried out at year levels 5-7, with twenty-eight pupils spread through 9 different language groups: Ache, Albanian, Dari, Kurdish, Somali, Thai, Turkish, Urdu and Vietnamese. The practices that arose from this project have now been integrated into the school's ordinary activities.

Primary technical terms and grey zone words from the social sciences are chosen for a period of six weeks. A grey zone word is a word assumed to be understood by majority language pupils, and which is therefore not explained to the class groups but which pupils from language minorities often do not have experience with. Examples of this can be *inclined* (*skrå*) such as in the word *inclined plane* (*skråplan*) and *line* (*kant*) as in the word *waterline* (*vannkant*) and *treeline* (*skogkant*). One tries to choose words from those that are organized in super-concepts and sub-concepts, if these can be used within a number of disciplines or subjects, and if they are relatively general concepts.

The pupils are introduced to 5 new words every week. In total, the Word Bank will contain 15-20 words for each period. The pupils have three hours every week with focused Norwegian language training, one hour in their mother-tongue and between one and two hours per language group with bilingual subject instruction. One can consider work with Word Bank as a pre-study phase in working with subject texts where the pupils get to know the themes before textbooks reading begins. The bilingual teachers also contribute with internationalisation and a comparative perspective on the themes for all pupils. They collect relevant information from the country of origin of the language minority pupils. The pupils are given written and oral assessments after a period of six weeks.

A video with a demonstration of how the school works with this can be found on internet:

<http://www.skoleipraksis.no/flerkulturell-opplering/filmer/trekantsamarbeid-og-ordbank/>



(Photo: Snøball Film)

### In practice

Different teacher groups are committed to working with Word Bank in a so-called tripartite collaboration. This triangle consists of bilingual subject teachers, the contact teachers and teachers of Basic Norwegian. The Word Bank is prepared by the teachers of Basic Norwegian and by the subject teachers. They take their point of departure from the plan for the subject of Social Science made for a period of six weeks.

The Word Bank is then sent by e-mail to a bilingual teacher so that he or she can evaluate and comment on the words and translate these prior to the new theme period. The bilingual teachers, teachers of Basic Norwegian and the contact teachers also have the opportunity to cooperate through fixed collaborations prior to each period. Two of the bilingual teachers have one full-time position and part-time position at Gautesete School, while the other seven are employed at the Johannes Learning Centre and work at many different schools. The Johannes Learning Centre and Gautesete School cooperate in making class schedules for the bilingual teachers so the school can be better at coordinating meeting times between the teacher groups. This has made it easier to organize the tripartite collaboration.

The Word Bank and the weekly words are published on internet the week before the period begins. The Word Bank is illustrated and promoted in the classroom and in the working plans by giving the words fixed times in the weekly classroom plan, being included in the lessons and being hung up in the classroom. The bilingual subject teachers and teacher of basic Norwegian work with the words prior to classroom teaching.

The teacher's point of departure is to use images and illustrations to get the pupils to actively use their previous knowledge to integrate the words into their vocabulary. The teacher explores the pupil's knowledge of the subject-matter in the mother-tongue and how good the concepts are organized - for example as superordinate and subordinate-concepts. Work is also done with learning strategies. The teachers feel that the following working methods are able to interest and activate their pupils:

- Connecting the words to themes, thereby putting the words into context. Focus is put on one or two pages of the Social Science textbook each week, and reference is made to the pages of the textbook that the words were collected from. This strengthens the thematic relationship between the words. The pupils are also given tasks like this: "What can you tell me about the Bronze Age by using these five words?"
- The pupils can be given tasks like making a text with images that illustrates the theme, and writing factual sentences for the theme. They also write longer process-oriented texts. The teacher gives his or her input along the way, and the pupils read the text out loud for one another and give each other input.
- Ensuring pupil interaction and variation in work. One has allowed the pupils to work in small groups at certain places or stations where they solve tasks together. The pupils can be given the task of finding an explanation of a word using dictionaries or searching internet. One can also activate pupil interest by using materials from educational work done with learning styles. In this case, this involves making learning material that can be used as a game: A carrousel box with flash cards with the correct answer on the back, while one can spread the task sheet on the floor in a floor game.

Teachers who have participated have considered it important to

- get in touch with the parents to participate actively with learning Word Bank words
- that the class hours set aside for working with Word Bank do not disappear because of other instruction, excursions or other measures
- to develop routines and systems to get all the teacher groups involved, especially the new contact teachers. The bilingual teachers are already involved in the routines
- having separate meetings for teachers of Basic Norwegian where one can discuss how this work should be done and how the pupils should be evaluated in the project
- having realistic goals for the number of words in Word Bank

The school tried to evaluate how well each pupil appropriated all the words orally throughout one period. This was extensive and time-consuming work. The current practice is, before each evaluation period, the teacher of Basic Norwegian selects ten words that the pupils should be tested on. These are sent to the bilingual teachers and the contact teachers. The bilingual teacher evaluates whether the pupils can give examples of the Word Bank words, knows its synonyms and antonyms, can explain the word, write them from dictation and make sentences with ten of the words at the end of the 6-week period.

In Basic Norwegian the pupil had to write five sentences a week in their lessons using the word from the Word Bank. At the end of the 6-week period they are given a dictation and have to make sentences using the ten words. They write synonyms and antonyms where possible, and they define the words. The teachers have prepared their own evaluation form for this.

### ***The Road Ahead***

All the contact teachers and teachers of Basic Norwegian feel that this work is meaningful and provides valuable learning outcomes. They experience that the pupils are more active, have learned more about a topic before classroom teaching starts, and have the key words to use in relation to the subject matter. The majority language pupils also profit from working with Word Bank. Participating teachers think the tripartite collaboration and Word Bank provide bilingual teachers and teachers of Basic Norwegian with systematic working methods. These teaching sessions were not as structured before. It is valuable to systematise teaching around the concepts. The work is also challenging and the contact teachers need to think in new ways and make space in the classroom for working with Word Bank.

The project has generally been integrated into the school's ordinary operations. Gautesete has now implemented work with Word Bank at three levels; year levels 1 - 4, year levels 5 - 7 and year levels 8 - 10. The school administration and the teachers involved in the project have seen how the project has attracted a lot of interest. The school was asked to hold speeches at workshops and conferences on a national level, in addition to accepting local visiting groups.

This working method seems to inspire other municipalities and schools to try it out.

## Practices in primary and lower secondary school

### Receiving new pupils



Ila School (photo: Ila School)

Ila School in the Municipality of Trondheim has carried out a project to find out whether the school's way of organizing reception classes for newly-arrived minority language pupils is satisfactory, and whether the school is able to provide the pupils with good academic experiences and a social network. The main goal of learning in reception classes is for the pupils - after a period of learning in such classes are able to follow an adapted learning pathway in a class at their age-level at Ila School before they begin normal schooling in their neighbourhood school. Not many of these pupils live in the Ila School District, so there are not many of them that continue at Ila School after these two years end.

#### **About the project**

Ila school has participated in Measure 4 of Equal Education in Practice! for two years. The school felt it was important to organize a "soft landing" and flexible scheme for the reception groups.

Ila School is both an ordinary primary school as well as a reception school for newly-arrived pupils, and therefore has to organise its teaching activities accordingly. Ila school keeps pupils longer than that which is normal for reception classes in other schools. Pupils go in such classes for a period of two years. During their final reception year however, the reception pupils start in ordinary classes at Ila. After this, the pupils that reside in other school districts are transferred to their own school district. The new

pupils in the reception groups belong to the class level that corresponds to their school age from the first day. As long as they can communicate somewhat in Norwegian they join a class at their class level for a few hours a week. After a while they are allowed to try to study in a school subject that they may be able to master during the first year – for example in subjects like Physical Education or English. Some can also be transferred to their class level after a shorter period of time, if this is justifiable. When they are transferred to the class level they belong to, the minority language pupils are placed into adapted education programmes together with mostly ethnic Norwegian pupils and also receive mother-tongue / bilingual training and teaching in Basic Norwegian. All this is done at Ila School. The school has associated one reception group to each school floor where the teaching of pupils in their same class level is done. In this way, the pupils from the reception groups get an earlier attachment and connection with pupils from their actual class level; the reception teacher is stationed near them at each class level.



*Illustrating and recognising the pupils' countries of origin (photo: Ila School)*

This project also wanted to organize cooperation between everyone who is or who might be involved in the pupil's education. The school wanted to manifest an effective mother-tongue education and bilingual subject instruction for the reception phase and achieve a closer cooperation between the reception teachers and the bilingual teachers. This was ensured through a cooperation scheme based on fixed timetable hours at the school. Bringing in different agencies that could be of help with comprehensive work for these pupils was included here. The Child and Family Services, the Public Health Services for Refugees, the Qualifications Centre for Newly-arrived Refugees and the Centre for Adult Education in the Municipality of Trondheim have been important collaborators.

In order to ensure the quality of learning in general, the school systematised assessment work and begun to use portfolio assessment, establish a so-called language concept room and started to use the "Classfronter" learning platform.

### **In practice**

The teacher of the reception class kept a teacher logbook, selected documentation such as pupil work and photos, and started to use the mapping processes in “the Language Competence in Basic Norwegian Programme” to follow and evaluate their pupils’ Norwegian language skills. The school assumes that by arranging systematic Norwegian language training and earlier subject instruction, the pupils would get the opportunity to develop communications skills and develop linguistic tools in the use of Norwegian.

The school worked consciously to develop positive attitudes, to improve the quality of the learning environment and to counteract problem behaviour. Cooperation with the Centre for Behavioural Research in Stavanger was established to create a scheme called the Respect Programme. All school employees participated, with attention directed at classroom leadership. The adults would learn to communicate clearly with pupils and be a secure in their work, and learn to show that they control the classroom environment and to show a caring attitude. The programme functions very well for multilingual pupils. They learn the rules and expectations of the Norwegian education system faster, which otherwise takes a long time for them to discover. It can be easy to misinterpret a jovial manner or believe that the limits to behaviour are much more liberal than what they really are.

The school has also integrated measures against bullying. A plan for bullying and zero-tolerance to racist expressions has been implemented. The school also has its own Ila song against bullying: “Stop, don’t bully!” The parents are contacted quickly if bullying is discovered.

In order to strengthen the learning environment, a mentor system has been organized with trip friends and pupil arbitration, and an employee activity leader elected. Work is also being done directly with how pupils describe one another. For example, they try to counteract such expressions as “that Somalian girl”. The teachers point out that it is important to see each pupil as an individual – everyone has a name. Cooperation with the bilingual teachers is presented as something valuable for the contact teachers and subject teachers. There is also an exciting collaboration for readership training in two languages. You can see more about this in a video from Ila School found at:

<http://www.skoleipraksis.no/flerkulturell-opplering/filmer/arbeid-i-mottak/>



(Photo: Snøball Film)

### **The Road Ahead**

The school has learned that there is a limit to how much pupils with limited school backgrounds are able to learn in a short time, especially when these pupils have been exposed to factors that do not contribute to good learning such as traumatic experiences and parents who have difficulties themselves. To secure learning for these pupils, it seems that structure and predictability and developing a good relationship to the teacher are important factors for success. It is also certain that one year at a reception centre is not enough if these pupils did not receive adequate education before coming to Norway. The school has been considering making changes to its learning model for these pupils. The pupils at class level 1 left the programme early to enter the class level for their age level at Ila, but after feedback that their language and development were not satisfactory at class level 2, the school decided that the pupils from class level 1 should also have an extra period in the reception programme to acquire better Norwegian skills.

The school has also seen and experienced the need for systematic parental cooperation, preferably through the bilingual teacher or assistant. Through this project, the project group has become more aware of including the reception group and giving them positive attention, in among other ways by creating gatherings that are common for the whole school.

Ila School now has systematic parent cooperation working to ensure a higher quality of learning for these pupils. They have parent meetings for parents with the same mother-tongue, parent conversations with the Norwegian and bilingual teachers together, goal-setting conversations 2 (3) times a year, while the bilingual teachers are available and contact the parents by phone, e-mail and sms.

Otherwise, the school has seen very good results using systematic cooperation in readership skills in Somali, in what they call the Alpha Class. This is a class for pupils who have not learned to read or write but who are older than the usual beginners. Attention is now directed at including pupils in the reception group within the normal school environment. The school is working through the Respect Programme that involves, among other things, a mentor scheme, trip friends, pupil arbitration and activity leaders.

The school has discovered that the flexible model they use functions best. This may have a transitional value for other schools that may want to establish similar reception classes.

## Practices in primary and lower secondary school

### The mother tongue as a second language

The project in the Municipality of Trondheim

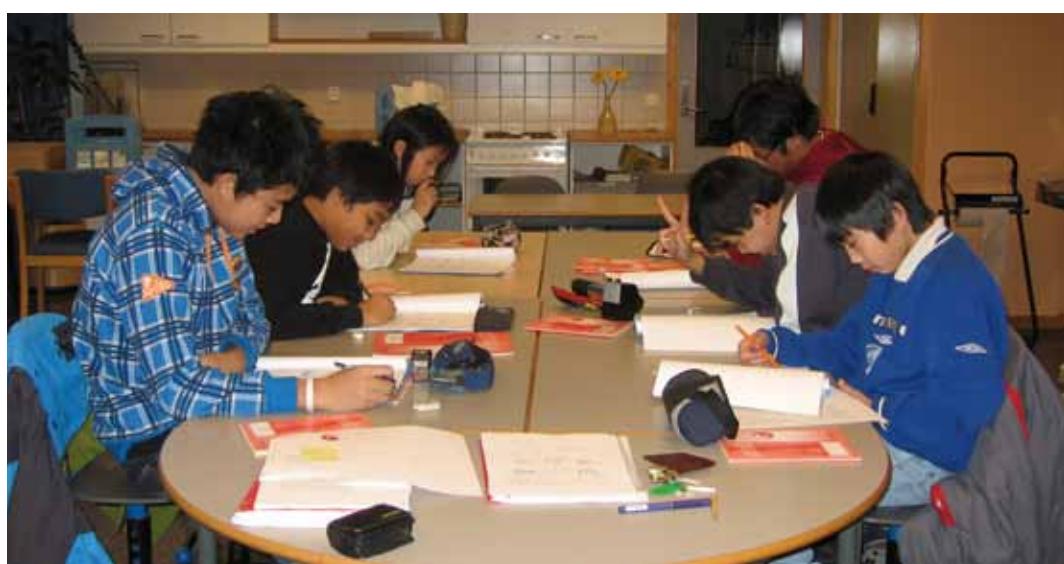
#### **Mother-tongue**

The title may seem a paradox, because *mother-tongue* is often used as a synonym for one's true first language, and because a second language can be defined as any other language one learns after learning one's first language. But the concept of first language is not so easy to define. Some people learn two languages from early childhood and begin life as bilingual, but only one of these languages is used as the language of instruction at school, and maybe a third language is also involved. Alongside changes in life because of education, work, relationships and mobility, the languages we use are in constant development. What was once a first language for one person can be experienced as a second language at a later time in life.

#### **About the project**

In Norway, the right to an education in one's mother-tongue is tied to skills in learning the Norwegian language. The right to special language instruction is formulated in the Norwegian Education Act in which we see the reasons for teaching in a pupil's mother-tongue for language minority pupils as purely instrumental: Mother-tongues are seen as a tool to learn the Norwegian language.

In this context, it is of interest to mention the Swedish Primary School Scheme which has a completely different framework for mother-tongue education. In Sweden, mother-tongue education is a generalised offer for all children with a mother or father who speak a different first language than Swedish. The conditions for this are that the child has a basic knowledge of the language, the child wants to be educated in his or her first language and that there are at least five children in a municipality with the same language. The goal of this learning programme is to develop the child or adolescent's multilingualism.



Mother-tongue teaching in Vietnamese. (Photo: Suong Ngoc Le)

NAFO initiated a project called *Mother-tongue as Second Language (Morsmål som andrespråk)* in the fall of 2007, in cooperation with the Norwegian Centre for Foreign Language in Education. Trondheim was chosen because there are many multilingual children living there, and the city has a good history of teaching mother-tongue to children who are eligible for this. That means that it was easy to find children and teachers for the language groups that were chosen to participate in the project. The target group was children who had not earned the right to an education in their mother-tongue according to Section 2.8 of the Norwegian Education Act, which means multilingual children with good Norwegian language skills.

The languages in the project were chosen with a point of departure in how easy it would be to find pupils in these language groups with good Norwegian language skills.

The goals of the project were, i.e. to provide minority language pupils with the possibility to further develop their bilingualism, to test out the content in a plan for the subject Mother-tongue as a Second Language, and to test out the models for organizing education in a mother-tongue.

### ***In practice***

The project was originally two years long, but it was extended by one year until June of 2010. There were four language groups at the start: Vietnamese, Farsi, Russian and Bosnian/Croatian/Serbian. A group for bilingual teachers of Arabic also started in January 2009. All these groups have two hours of teaching each week, after school. The pupils are given instruction in their mother-tongue at the class level in which they attend classes. These are mixed-age groups with pupils from year levels 2 to 10, but one tries to avoid having the oldest and the youngest pupils in the same group for pedagogical and social reasons. The sizes of the groups vary from 2 to 14 pupils. Many of the pupils only had oral skills in their mother-tongue when they started and were therefore given basic instruction in reading and writing.

Since the summer of 2008, the bilingual teachers entered a project to test out *Language Portfolio 6-12*, which was developed by the Norwegian Centre for Foreign Languages in Education. This is a language portfolio that was especially adapted for pupils at primary level at Norwegian schools. This portfolio can help every pupil learn language by having instruction specially adapted to his or her needs. The Language Portfolio is used to map the pupils' comprehension levels in their mother-tongues. Progression is documented with texts and sound files. The teachers report good language development by their pupils, good attendance and very few drop-outs, and the parents are also enthusiastic.



Mother-tongue being taught in Russian. (Photo: Svetlana Mork)

### **The Road Ahead**

A similar project existed in the Municipality of Sør-Varanger from June 2008 to December 2009. It had its origins in a decision by the Sør-Varanger Executive Committee in August of 2007. It was pointed out that bilingualism among Russian-Norwegian children and adolescents would be an important element in the political and social commitments in the northern regions and a great resource for society and its individuals. Approximately 50 Russian-Norwegian children and adolescents participated in instruction 2 hours a week, distributed in three groups as long as the programme ran. The parents and children were very satisfied with the programme. Unfortunately, the offer had to be discontinued in December of 2009 because of a lack of funding.

The Municipality of Alta began offering the same programme for Russian-Norwegian bilingual children in January 2010. The reason the municipality started this project was a need for bilingual and bi-cultural competence in the Russian and Norwegian languages in the region. They consider it a bonus that the programme also provides an educational boost for the children who participate. The mother-tongue teachers are paid by the Municipality of Alta and financing was supplemented by a small user fee. The intention was to offer the programme for at least three years and obtain enough external financing from the business community and from the county government and maybe others.

With a thought to nurturing and keeping hold of this great potential resource in the multilingualism of the children and adolescents, for the individual and for Norwegian society, it would be interesting to take a closer look at the framework for mother-tongue education in Sweden.

#### **A presentation of the project:**

<http://www.fremmedspraksenteret.no/index.php?ID=16393>

The Municipality of Trondheim's website on minority language pupils:

<http://www.trondheim.kommune.no/content.ap?thisId=1117647166>

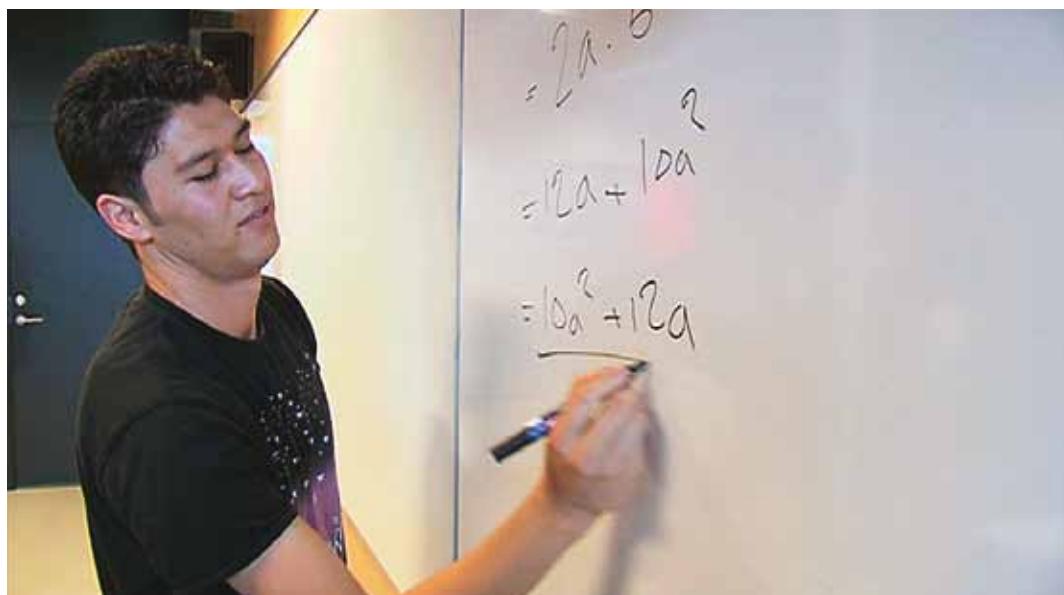
## Efforts to counteract drop-outs at upper secondary level:

### The Larvik “16–24” Combination Project

Many young people from the ages 16 to 24 immigrate to Norway each year. Some of these have received very little education in their country of origin. In Larvik, in the County of Vestfold, the municipality and county municipality have joined together on a school project to provide better and more adapted education for this group. Experience shows that this project helps more pupils complete an upper secondary education.

#### **About the project**

Thor Heyerdahl Upper Secondary School and the Larvik Learning Centre's department for learning in Norwegian and Civic Life course (Norskskolen) have been cooperating closely for many years to offer an education programme for young people from 16 to 24 years of age who have not been attending Norwegian primary and lower secondary schools and who have only lived a short time in Norway. The pupils that this programme supports have limited Norwegian language proficiency and often also had limited schooling before. Many of the young people have not completed compulsory education in their country of origin. In 2007, Thor Heyerdahl Upper Secondary School and the Larvik Learning Centre started the so-called *Combination Project* (Kombinasjonsprosjektet). This project offered basic Norwegian language training and compulsory education in other subjects that followed an adult education plan. Subjects taught are English, Mathematics, Natural Science and Social Science, and Norwegian language training has also been integrated alongside these subjects. Most teaching for this group around Norway is done at municipal adult education centres. In Larvik, the municipality and the county municipality cooperate so that young people who have lived only a short time in Norway can go to a school with children their same age instead of learning basic skills at an adult education centre.



Mathematics class (Photo: Snøball Film)

### ***In practice***

Three teachers from the Municipality of Larvik's Learning Centre have their base at Thor Heyerdahl Upper Secondary School and cooperate with the teachers on courses offered in the Combination Project. The fact that teaching is done at an upper secondary school provides the pupils with an attractive social environment and a teaching scheme that provides greater academic flexibility.

The Combination Project offers teaching at two levels in all subjects. Level 1 is examination-related, and level 2 aims a bit lower and concentrates on basic skills. The pupils can select different levels in different subjects, as the class hours run parallel. If any of the pupils is proficient enough to study at upper secondary level in a subject, they are allowed attend classes in an ordinary upper secondary class for that subject. If they are able to follow teaching they are given the status of normal pupil. They will receive a final assessment grade and can formally finish the upper secondary subject. When the pupil enters an ordinary class after one year in the Combination Project, he or she will be given the opportunity here to have extra time to concentrate on the other subjects.

The programme at Thor Heyerdahl Upper Secondary School can also be useful for pupils who are admitted to ordinary upper secondary classes. If it is found that they have insufficient knowledge in a single subject, they can use an advisor to request the right to attend a subject in the Combination Project. The opportunity to receive an adapted education is improved for all groups when this routine is used.

The Combination Project eases the difficult transition from compulsory school to upper secondary school. A lot of emphasis is placed on informing the pupils about the different programme areas at upper secondary school. In this way, the pupils in the project are provided with a better basis from which to select subjects, and the number of unfortunate choices they may make is reduced. This helps prevent drop-outs. The pupils also express that they enjoy going to an ordinary upper secondary school together with young people their same age, even though they receive teaching at primary/lower secondary level. This seems to increase motivation.

Another thing that eases this transition is that information about the individual's ability level in a specific subject is understood by the teacher when the pupil begins schooling at ordinary upper secondary level. This increases the possibility of organizing and adapting their educational pathway already from the first day, and this will also help prevent drop-outs from upper secondary. Bård Jacobsen, daily manager of the Larvik Learning Centre, could proudly say in an interview with NRK Vestfold in May of 2009 that the drop-out rate for the pupil group in question was reduced from 25 % before the Combination Project to 8 %.



Satisfied pupils at Thor Heyerdahl Upper Secondary School (Photo: Snøball Film)

### **The Road Ahead**

Knowledge to be drawn from this project is that flexible schemes in which the municipality and county municipality work together can dramatically decrease drop-out rates and increase completion rates among upper secondary pupils. When the Education Act was revised in 2009, some people took Section 6-10 of its Regulations - *Conditions for Admittance to Upper Secondary Level 1 (VG1)* as a signal that such offers like the Combination Project were on their way out, and that all the responsibility for the education of 16-19 year olds would be put in the hands of the county municipalities and the upper secondary schools themselves. The Østberg Committee (which was appointed by the Ministry of Education and Research to take a look at the education and training options offered to minority language children, adolescents and adults) has on the contrary stated that many pupils will still need basic primary and secondary educations even if they are older than 16 years of age. In the Partial Report of 21 December 2009 written and submitted by the committee, it states that “*We face a dilemma with how to deal with pupils who enter their education late. When these pupils come to Norway during the last two years of lower secondary schooling and have little education from before, it will often be difficult for them to participate in ordinary learning situations or complete an upper secondary education at a later time. There can be no doubt that many newly-arrived pupils will first need teaching in primary/lower secondary skills as is stated in Section 4A-1 of the Education Act. Some pupils will need more than one year of introductory education before entering upper secondary if they enter lower secondary level late and with limited schooling from before.*” (p.183-184) Measures like the Combination Project can be the best solution for this group of pupils.

## **Efforts to counteract drop-out rates at the upper secondary level**

### **Cooperating on bilingual teaching by compulsory and upper secondary schools**

This is a joint cooperative project between Tiller Upper Secondary School and Åsheim Lower Secondary School in Trondheim. These schools cooperate on bilingual education and advisory services directed at the transition from lower secondary to upper secondary, and have developed different measures that provide minority language pupils with greater opportunity to select the correct programme subjects and improve learning dividends.

#### **About the project**

The project attempted to look at how to improve coordination between educational options that would not lead to too many extra costs, but which were carried out within the economic frameworks the schools already had. The target group for the project was minority language pupils at lower secondary schools and upper secondary schools who have only lived a short time in Norway. By utilising the bilingual teachers as advisors and as teachers in school subjects the goal was to provide better and more adapted education and raise the level of enjoyment and sense of security among the pupils and, in this way, hinder drop-outs at upper secondary level for this group of pupils.

Bilingual teachers at compulsory level were trained in advisory techniques. They were given the responsibility of advising pupils at compulsory level on occupational and educational choices. These teacher-advisors work at both levels and continue to advise and guide the pupils when they begin upper secondary school.

The upper secondary schools employ the bilingual teachers at different part-time positions so they can give the pupils the bilingual subject instruction they need, alongside their advisory tasks. The two school levels work jointly on employing the bilingual teachers so they can have acceptable employment conditions in terms of hours and pay. The schools have also employed bilingual milieu therapists who follow the pupils during the transition from lower secondary to upper secondary.

#### **In practice**

The bilingual teachers work at both levels; lower secondary and upper secondary. Pupils at lower secondary can get subject instruction at upper secondary school, and the pupils from upper secondary level can get bilingual subject instruction at lower secondary. The pupils who enter their final year of lower secondary are allowed to attend the different subjects at upper secondary and get help from the same bilingual teachers that they know from lower secondary to have things explained and get help with learning. The pupils from lower secondary get to know the school facilities and buildings, employees, other pupils and the content of the upper secondary programmes. This helps motivate them and provides them with a better basis for making qualified decisions about what to study.

The schools have also cooperated on preparing teaching aids, materials and media for occupational and educational guidance.

These pamphlets have been translated into Arabic, Sorani (Kurdish) and Somali.

A network has been established among employees from both schools who have frequent meetings and who cooperate on teaching plans and educational measures. Administrators from the two schools meet twice a year to assess what they should cooperate on, and they make a plan for the measures that will be implemented.

Good cooperation between the municipality and the county municipality has also been established for how pupils are admitted to upper secondary schools.

### ***The Road Ahead***

The cooperation on bilingual education measures has proven to be quite successful. Feedback from school employees, parents and the pupils themselves speak of better and more equal education for minority language pupils and more enjoyment and motivation to do schoolwork among pupils. Drop-out statistics also show improvements here. As criteria for success can be mentioned:

- Enhancing the competence of bilingual teachers
- Employees at upper secondary have been more aware of using more languages during learning and to see bilingual teachers as a great resource
- Better employment conditions for bilingual teachers makes them more visible at the schools and creates better conditions for employment
- Greater awareness and knowledge about bilingual education among school leaders and administrators at the schools

The schools see cooperating on bilingual education as a very successful and positive measure. The schools want to develop a similar collaboration in the subject of Basic Norwegian for Language Minorities.

## **Efforts to counteract drop-out rates at upper secondary level**

**Recently arrived young people with poor schooling from their country of origin**

### **About the project**

Young people who have only lived a short time in Norway and who have little or no schooling from their country of origin face greater challenges to completing their education compared with pupils who have been educated their whole lives in Norway. As part of Measure 20 of the *Equal Education in Practice Strategy Plan*, a project was implemented in 4 counties in 2006 (Hordaland, Møre og Romsdal, Oslo and Rogaland) which tried to develop and test learning models and working methods that were better adapted to this pupil group. Nygård School (a primary school offer for language minority pupils over 16 years of age) cooperated with Årstad Upper Secondary School in Bergen, Fræna Upper Secondary School organized adapted education pathways in the introduction class for minority language pupils from Fræna and the neighbouring municipalities of Møre og Romsdal, Sofienberg Upper Secondary School and Holtet Upper Secondary School in Oslo have primary school classes for pupils over 16 years of age, and the Johannes Learning Centre (a primary school offer for language minority pupils over 16 years of age) cooperated with Sola Upper Secondary School in Stavanger on the transition from lower to upper level schools and developed adapted education programmes at both levels.

### **About the project in Hordaland**

Årstad Upper Secondary School and Nygård School have called their cooperative project "Let Us Try" (*La oss få prøve*). The schools cooperated to help pupils enter or attend upper secondary classes during the last year of the pupils' lower secondary schooling. Pupils at primary level sat in on programme subjects they selected themselves, twice a year.



*A guest pupil attending the Restaurant and Food Processing Programme  
at Årstad Upper Secondary School (Photo: Årstad Upper Secondary School)*

Pupils at Nygård School are introduced to Årstad Upper Secondary School before they select any programme area to attend as a guest pupil. A special meeting just for parents is arranged to provide information about attending courses as a guest pupil. The schools have arranged for interpreters to help in this meeting in the languages of the parents involved. Årstad Upper Secondary School has also translated its information brochure for this programme for the parents meeting, in 12 different languages.

### ***In practice***

Attending courses as a guest pupil is done in programme subjects in the theoretical and practical subjects, and the teachers from Nygård School follow the pupils over to Årstad Upper Secondary during their week-long visit as a guest pupil. The lower secondary pupils who attend courses have their own base class during their visit. In the hours of common core subjects, the pupils are taught by their own teachers in the base class, and the pupils work on the assignments at their own levels. The teachers from Nygård School also visit the pupils when they participate in the programme subject during classes.

The pupils from Årstad Upper Secondary School act as mentors for the lower secondary pupils. The mentors show the pupils around the school and help them feel welcome, and they can ask these mentors for help and be together with them in the new classes.

This guest pupil week is a measure that gives the pupils from Nygård School a better point of departure for selecting a programme area that suits them, and they get a realistic impression of what it is like to be a pupil at upper secondary, and to know what is expected of them.

### ***The Road Ahead***

After finishing the project, the schools changed their normal practice and started holding only two visitation weeks a year. This was done because they no longer had extra project funds, and the measure was very demanding in terms of time and money. The schools see the programme as very useful and have implemented routines for cooperation and visitations into their ordinary practice.

This project has been filmed.

<http://www.skolepraksis.no/flerkulturell-opplering/filmer/la-oss-fa-prove/>

## About the project in Møre og Romsdal

Fræna Upper Secondary School has participated in a project in Møre og Romsdal County. The reason the school wanted to participate was that it wished to develop and document an offer for minority language pupils in an introductory class. Since 2003, the school has organized an educational programme for a group of refugee pupils who reside in Fræna and the surrounding municipalities of Aukra, Midsund and Eide.

### **In practice**

The model that was developed has three phases:

- 1 Learning in the Norwegian and Civic Life course and lower secondary curricula (financed with funds earmarked for the Norwegian and Civil Life course). The pupils were also offered to participate in the visitation programme in different areas of study at upper secondary level. This helped the pupils later to have a better point of departure for making the right study choices at upper secondary level.
- 2 After 2 years the pupils begin attending ordinary upper secondary education and follow upper secondary educational pathways. These are financed by the county. The pupils are distributed among these programme areas: Building and Construction, Health and Social Care, Technical and Industrial Production, General Studies at level VG 1 and General Studies at level VG 2.
- 3 The pupils get extra follow-up help when needed. A contact teacher is always available, and at this phase a lot of emphasis is placed on career guidance, advice in the social aspects of their lives and follow-up programmes in vocational apprenticeships at companies.



Pupils from the introductory class at Fræna Upper Secondary School perform at a Christmas presentation  
(Photo: Fræna Upper Secondary School)



*Pupils from Fræna Upper Secondary School work as temporary workers at a nursing home during the summer (Photo: Fræna Upper Secondary School)*

### **The Road Ahead**

The programme offered at Fræna Upper Secondary School is an example of how to organize primary and lower secondary education for later participation in upper secondary for pupils of upper secondary age. This programme is also an example of municipal and county municipal cooperation so the pupil group can receive the best possible education. This model has functioned well for the municipalities because they have fewer pupils and lack the funds to offer a good educational programme for all the pupil groups in the separate municipalities.

The school reports that this model and the introductory class have shown good results. None of the pupils have quit school. They feel that close follow-ups, counselling and guidance have been important contributions to the good results, but this requires more money. They also want the county municipality to show more responsibility for all pupils over the age of 16 so they can organize primary and lower secondary education at upper secondary schools in the future. This should be done to maintain a competent educational environment and provide a permanent offer for minority language pupils who need adapted education. Financing this kind of programme must be done regardless of the number of pupils in the programme.

### **About the project in Oslo**

In Oslo, both primary/lower secondary and upper secondary education are organized by the Education Agency of Oslo. Primary and lower secondary education for minority language pupils with poor Norwegian language proficiency and who have only lived in Norway for a limited time for the age group 16-20 years is organized at three upper secondary schools in Oslo: Holtet Upper Secondary School, Sogn Upper Secondary School and Sofienberg Upper Secondary School. After completing a lower secondary education at an upper secondary school, the pupils apply to enter a normal upper secondary school.

During the period from January 2008 to June 2009, Holtet and Sofienberg have participated in a project composed of two separate projects: *Better Adapted Education in Norwegian, English and Mathematics at Compulsory School for Minority Language Adolescents aged 16– 20* at Holtet, and *Pupil Participation and Parental Cooperation at Compulsory School for Minority Language Adolescent* at Sofienberg.

#### **About the project at Holtet Upper Secondary School**

The organization of the project for primary and lower secondary education at Holtet Upper Secondary School was set up in this way: A one-year compulsory education pathway (1GA), a two-year compulsory pathway (2GA) and a three-year compulsory pathway (3GA). Before the pupils are placed in their different classes their proficiencies are mapped by using different tests and conversations with the pupils and parents. The project was directed at two classes that only had six months left of their 1GA and 2GA pathways, and for a three-year pathway which was the final year class of 2009. Pupils in the three-year pathway showed poor proficiency in the subjects Norwegian, English and Mathematics. Some of the pupils in this group lacked good education from before from their countries of origin, but most had had some schooling before. The variations in the pupils' backgrounds and their point of departure for learning implied a great need for individual adaptation. The school wanted to organize the educational pathways available to them into smaller groups with greater possibility for individual adaptation and follow-up. The goal was for the pupils to receive a better adapted education programme that would result in better learning outcomes. To achieve this, the school wanted to provide the class with an extra teacher in the subjects of Norwegian, English and Mathematics so the pupils could be split into smaller groups and get more individualised attention.

#### **In practice**

The groups were divided into one small group and one large group for these subjects. The grouping here was decided based on level of ability in each specific subject, and social relationships. The groups were rotated every 14 days. The school saw that attendance among the pupils increased, that there were fewer classroom disturbances, and that there was more concentration on assignments and teaching activities. The pupils who in the beginning showed poorer skills in Mathematics raised their skill level considerably (by one or two marks).

#### **About the project at Sofienberg Upper Secondary School**

The reasoning behind the project at Sofienberg was that the school wanted the pupils and their parents to become more involved in school activities. The pupils should feel that they could influence their own learning and that the pupils and parents had a real possibility to influence activities at the school. The project's main goal was for the pupils to improve their learning outcome in all subjects, and that more of them would get acceptable marks and complete a lower secondary education. This would be achieved through greater participation at the school and in classroom learning activities.

### ***In practice***

The school established a pupil council and a division of the Norwegian Parents' Council (FAU) for the compulsory school classes. Both these arenas were followed closely by the school teachers and counsellors. The contact teachers were given one extra hour a week to use to contact parents. The contact teachers were also allocated fewer pupils – two contact teachers were employed for each class.

Workshops were held in pupil democracy for pupils at class level2. The workshops were held in different languages: Somali, Arabic, Pashto, Dari and Norwegian.

The school arranged an ICT course for the parents and pupils together.

Theme meetings were also arranged for the parents of compulsory school pupils. The theme meetings focused on different problems that the parents and the school were worried about like home-school cooperation and bullying. The meetings had an introduction and a termination in Norwegian, but most of the meetings were carried out by different language groups: Somali, English, Dari, Pashto and Norwegian. There were also interpreters at the meetings. The school employed a milieu therapist who spoke Somali, and they have seen how positive it was to be able to have meetings among parents who spoke the same language and to have the opportunity to speak with the pupils from that language group in their first language.

Sofienberg School has also offered its pupils different activities such as teaching in subjects and help with lessons during three days of Easter vacation week. This programme was run with employees (milieu therapists and assistants) who were scheduled to work during school vacation.



*Deep concentration. A pupil at Sofienberg Upper Secondary School  
(Photo: Sofienberg Upper Secondary School)*



*Pupils at Sofienberg Upper Secondary School on a winter activities day  
(Photo: Sofienberg Upper Secondary School)*

### **The Road Ahead**

Having the same administrative level for primary/lower secondary and upper secondary education increases the possibility of applying adapted education and for more flexibility. A high number of pupils aged 16 years or older who have the same need for adapted education at compulsory levels makes it possible to organize different courses of educational pathways for the individual pupils on a permanent continuous basis.

At Holtet Upper Secondary School, the teachers felt this collaboration was very positive for teaching and assessment work. They have learned from one another and were able to provide greater variation during teaching. The pupils showed better attendance rates, and their academic achievement improved.

At Sofienberg Upper Secondary School, the staff felt that they achieved a better and closer cooperation with minority language parents than before. They connected well with the parents that participated in FAU. Through this cooperation, the school got to know what the parents were interested in and could cooperate further on the content and organization of learning. Through this form of collaboration and guidance and closer follow-ups by and with the pupil council, the school experienced a greater interest among and contribution by pupils. Both of these measures are now established as a part of ordinary school practices and will continue in the future.

Sofienberg has also had a positive experience using the pupils' mother-tongues in learning and in meetings and conversations with their parents. They would like to continue this work through measures like:

- Offering interpreters in the languages of the parents during the parent meetings
- Organize things so the parents can speak among themselves in their mother-tongue
- Employ minority language teachers and counsellors

### **About the project in Rogaland**

Sola Upper Secondary School and the Johannes Learning Centre participated in a project in Rogaland County. These activities have each developed their own educational model for helping these kinds of pupils. The schools have also cooperated extensively to build competence among the teachers and on how to assess the pupils' levels of competence.

This collaboration has also had a goal of creating continuity for learning for the pupils. Many of the pupils that began at Sola were pupils at the Johannes Learning Centre. The schools cooperate on the pupil portfolios and the assessments that follow the pupils from one school level to the next.

### **About the project at Sola Upper Secondary School**

The most important elements in this model have been the division of the pupil group into a vocational pathway and a pathway directed at specialisation in general studies, improving educational guidance, strengthening the school as implementer – and help with lessons, making learning goals more specific and acquiring better routines for evaluating and mapping, and a new subject: Concept Learning (Begrepslæring). The offer to participate in the introductory class (a preparatory course for minority language pupils) was offered as a programme before the pupils would enter ordinary upper secondary school. This programme was to organize the transition into upper secondary school.

### **In practice**

At school start, the contact teacher reads information about the pupil that arrives with the pupil's admission documents. After this, the contact teacher holds a start-up conversation with the pupil and follows Part I of the *Analysis Tool called Mapping Educational Skills in Newly-arrived Minority Language Adolescents* (Directorate for Education and Training, NAFO 2009). This analysis tool was prepared as part of Measure 20.

<http://www.hio.no/Enheter/NAFO>

Teachers from the Johannes Learning Centre and Sola Upper Secondary School have transition meetings to aid the pupil's transition to upper secondary.

The pupil's parents are also invited to their first conversation and are invited later to talk about the pupil's educational choices.

The introductory class follows the pupils' education in Norwegian based on the *Curriculum for Norwegian and Civic Life Course for Adult Immigrants* (Ministry for Education and Research, 2005). The pupils' Norwegian language skills are analysed with tests similar to Norwegian Tests 2 and 3 (prepared for use in learning in the Norwegian and Civil Life course) and Migranorsk. The pupils receive individual education plans with their point of departure in their own knowledge level.

The pupils are allowed to attend different education programmes at upper secondary school.

The contact teachers get extra working resources and have taken over the role of advisor for these pupils.



*Introductory class at Sola Upper Secondary School on a class trip to Prekestolen  
(Photo: Sola Upper Secondary School)*



*Pupils working together in the introductory class at Sola Upper Secondary School  
(Photo: Sola Upper Secondary School)*

#### **About the project at the Johannes Learning Centre**

The objective of this project was to make the transition from an adult education programme (primary/lower secondary) into upper secondary a more comprehensive

pathway for minority language pupils by sharing knowledge and building competence in the content and working methods for working with this pupil group.

The Johannes Learning Centre has developed local curricula with a point of departure in the Knowledge Promotion. This is a modular plan.

### **In practice**

The pupils are placed in small groups based on their learning level after analysing and mapping the pupils' skills in school subjects, in Norwegian and in their mother-tongue. <http://www.hio.no/Enheter/NAFO/Kartleggingsmateriell/Kartleggingsmateriell-nyankomne-minoritetsspråklige-ungdommer>

This programme has two sections. The first period gives the pupil teaching in Norwegian and subject instruction in Mathematics and English. The second provides subject instruction in Natural Science and Social Science. Class hours are also available in Physical Education, individual guidance, different elective subjects and activity groups. Through continual assessment and close follow-up procedures, the teachers (and pupils) can evaluate their levels and progress. Because learning at the different levels runs parallel, the pupils can move between the different levels and groups throughout the entire school year. In this way, learning is adapted to the individual pupil's own starting point, needs and progression.

Work is done in all the groups to learn concepts and focus on language in all subjects. The school also uses bilingual teachers for learning. They can offer instruction in Persian, Polish, Pashto, Dari, Chin, Somali and Amharic.

Help with lessons and individual guidance were introduced as obligatory schemes two hours a week. In addition to these schemes, all pupils receive individual guidance when applying for upper secondary school, including the possibility to apply for admission to the introductory class at Sola Upper Secondary School.

The home-school cooperation has received a good deal of focus in this project. Information about the content and demands of upper secondary education have also be a central theme.

### **The Road Ahead**

Both of the project schools in Rogaland have cooperated on competence building and to establish better coordination between the teachers of these two schools. Language as an area of focus in subjects has been given special attention. Teachers have had many meetings where they discussed and developed teaching plans. The schools find it useful and necessary to include all the teachers in the preparations for how language is used for teaching minority language pupils. Cooperating on assessments and cooperating to find a common understanding of how levels are established was also an area they wished to continue with. It was also considered very useful, and to save money and resources, to transfer the pupils' educational files from one school to another.

## **Good ideas – upper secondary education and adult education**

Ideas for practical work within upper secondary and adult education

### **About the project**

An action plan was prepared under the leadership of the County Governor of Hordaland for the purpose of complying with *Report to the Storting #27 (2004-2005) Another Spring - Concerning Education and Training within the Criminal Care Department*, which states that guidance and instruction material with particular relevance to minority language inmates would be created. This part of the county governor's action plan was specified further as Measure 28 of the *Equal Education in Practice Strategy Plan*. Work on Measure 28 was coordinated by NAFO in cooperation with the Grønland Adult Education Centre in Oslo – which is responsible for educating the inmates of the Oslo prisons, and in cooperation with Jessheim Upper Secondary School which has a field department at Ullersmo Prison.

### **In practice**

There are three groups of minority language inmates in Norwegian prisons

- 1 Norwegian citizens with other mother-tongues than Norwegian or Sami
- 2 Foreign citizens who hold residence permits
- 3 Foreign citizens with deportation orders or who have an unclarified status

For the first two groups the right to an education is laid down in existing national legislation. For foreign citizens with deportation orders or unclarified status, the more general conventions and recommendations concerning the right to an education form the basis for education provided for these inmates – which imply that all inmates have the right to some kind of training during their prison term.

The need for differentiation is especially great for education and training within the criminal care system because of the variety of inmates mentioned above, and because of their legal situation in relation to the Norwegian state - but also because the inmates all have quite different educational histories, ages, language competences, cultures and social backgrounds.

A distinctive feature of Measure 28 for all development work done at the two schools was to promote the possibility of differentiation within economic and (especially) security frameworks that must be considered when working in prisons. Mapping the pupils' skills and competences has therefore been a central aspect of development work in this area.

### **Mapping pupil skills**

Mapping work at the schools underwent three phases, with the purpose of

- finding the best possible way to create a comprehensive overview of a pupil's academic, occupational and linguistic competences
- providing subject teachers with the best possible foundation for applying adapted education

- providing training at the right level
- getting an overview of which disciplines and subjects the pupils would like to learn
- finding out whether the pupil has prior learning experience within a discipline
- informing the inmates about their rights to an education

The tool that is used alongside conversations with the pupils is called *Rådgiveren* (Counsellor), published by NetPed AS

<http://www.raadgiveren.no/index.php4?menu=produktoversikt&submenu=1>

The basic guidelines for using this tool are specially adapted to minority language pupils.

*The Field Department at Ullersmo Prison works with 3 areas in connection with Measure 28:*

- Mapping and documenting the pupils' skills and competences
- Offering relevant subjects to inmates who hold deportation orders or unclarified status
- Develop teaching materials that are suited for minority language inmates and which are specific to each subject

#### **Documentation of pupil competences**

Because of the increasing number of pupils at Ullersmo Prison who have an unclarified status in Norway after ending their prison term, a good deal of work in the adapted education programme is directed at work to provide these pupils with competence certificates that will be accepted in the pupils' home countries after deportation. This is why the school has organized things so that these minority language pupils can obtain a *Europass Language Passport* and guidance in doing a self-assessment of one's own language skills, and that the minority language pupils who finish vocational training can get guidance in making a *Europass CV* and a *Europass Certificate Supplement*. One of these goals was to find European standards for a certificate of competence; using *Europass* was a part of this work. The *Europass* system is a European Union programme consisting of different documents that make it easier for individuals to work or study in other countries.

#### **Relevant disciplines offered to pupils with deportation orders or unclarified status after terminating a prison term**

The project tested a full-time programme and a part-time programme. In the full-time programme, the pupils received teaching in English, Norwegian, computer skills, social subjects/history and physical education. The part-time programme provided the pupils with teaching in physical education and one of the other subjects from the full-time programme. The school developed a resource pamphlet with ideas for how to develop language skills and adapting the *EU Milestone Language Portfolio* to local needs and conditions. Learning in computer literacy led to the "Datakortet", the Norwegian variant of the *European Computer Driving Licence*, which is the world's most extensive certification in basic IT competence. Norwegian language training was documented by using Norway's standard language test (the Bergen Test) or Norwegian 2 or 3 for Adult Immigrants. English language training was documented by using the Dialang Language Proficiency Test.

### **Subject-specific teaching and learning materials: The concept database**

A concept database assists in systematic work to learn concepts, professional terminology and vocabulary within the different disciplines and subjects. At Ullersmo Prison's education Department, teaching material was developed for the school subject of Building & Construction, but this working method can also be applied to all available subjects. Subject teachers enter a few specific terms and their definitions into the database for each discipline. This document can then be put into a separate folder for the pupils' disciplines on the school's intranet portal. This same folder can also include more detailed information about these concepts. Pupils can use the document as a basic dictionary, but it can also be used to find more extensive information which can also be included in the folder. Because this material is created in a digital media as the pupils learn, this project becomes a sort of collaboration between the teachers and pupils, and between the pupils themselves.



*A pupil working with the concept database for the school subject Building & Construction  
(Photo: Morten Kirkemo)*

*The Grønland Adult Education Centre organized this development work at system level, at school level and in the individual classrooms. At system level, this work revolves around clarifying the economy responsibility for Norwegian language training and clarification of the rights that pupils with deportation orders have after their prison term ends, and/or those without residence/work permits. Fixed routines and methods for analysis and mapping work were developed at school level. An adapted course package was developed at a classroom level in language training (Norwegian or English), Mathematics, Social Science, ICT and a practical-aesthetic subject. Alternative methods were also developed in practical-aesthetic subjects (practical/aesthetic/*

creative = PES model) to provide training in the subjects of Music, Drama and Design etc for pupils who do not master Norwegian or English.

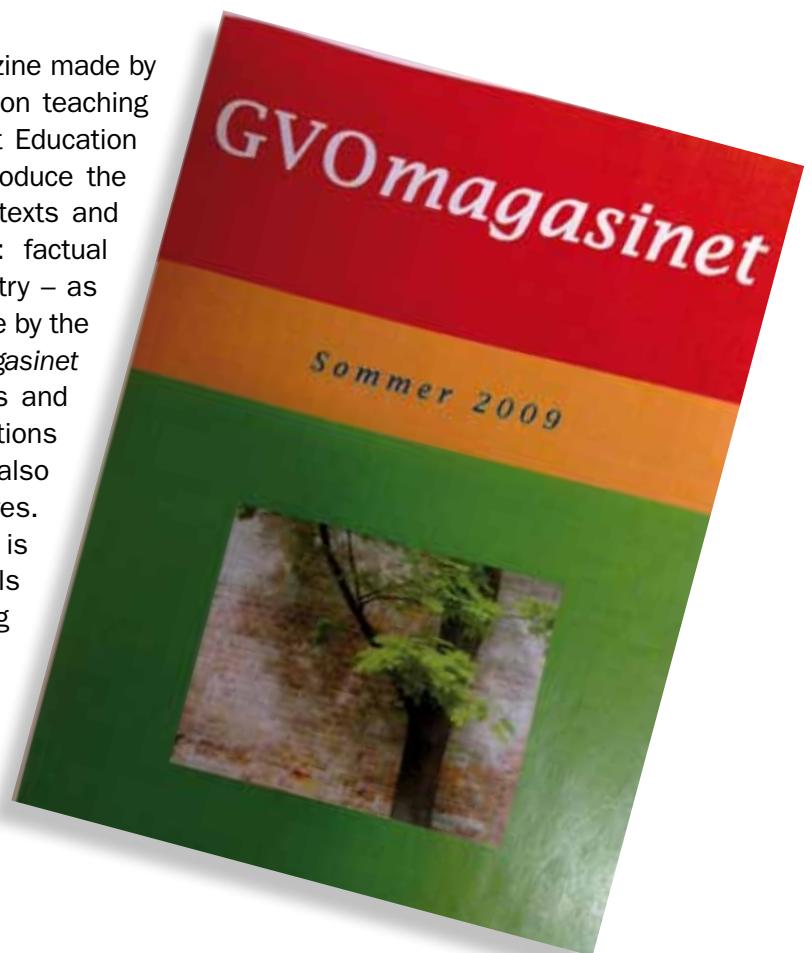
The PES model is documented on a CD that can be obtained by enquiring at the Grønland Adult Education Centre. See <http://www.gronland.oslovo.no/>

#### **The magazine**

*Magasinet* is the name of a magazine made by pupils who participate in the prison teaching project run by the Grønland Adult Education Centre. The pupils create and produce the texts of *Magasinet*. All kinds of texts and written matter can be included: factual prose, fictional contributions, poetry – as long as the contributions are made by the pupils themselves. Work with *Magasinet* is integrated into all the subjects and the pupils can also write contributions in their free time. The pupils can also contribute with drawings and pictures. The texts can be in English if this is suitable for the inmate. The pupils are represented on the editing staff, but a teacher has the primary coordinating responsibility for editing.

*Magasinet's home page is meant to be inviting and inspire reading and future contributions.*

(Photo: Haakon Gaukstad)



#### **The Road Ahead**

Learning models, written aids and working methods have been developed for Measure 28 of the strategy plan that are described in the *Idea Pamphlet for Language Minority Learning within the Criminal Care Department* (NAFO, November 2009) with this web site <http://www.hio.no/Enheter/NAFO/Ressursbank/Idehefte-om-opplaering-i-fengsel>

The idea pamphlet gives examples of specific teaching plans, ways of organizing, mapping, and competence-building for staff members, and can in this way be a point of departure for development work within learning in the Criminal Care Department, but also within the field of upper secondary education and adult education in general.

## **Adult education**

**“The Base” – an alternative low-threshold programme adapted to participants who, for psycho-social reasons, cannot participate in ordinary adult education**

The Kongsgård School Centre (Kongsgård skolesenter) in the Municipality of Kristiansand has established a programme offered to people with psychosocial difficulties to ensure their right to participate in the Norwegian and Civic Life course, and to participate in a special education programme if needed. A new programme was offered in a new department that was to be called “*Basen*” (the Base). Learning at the Base was adapted to each individual participant; the offer covers teaching and rehabilitation training with close individual follow-up.

The target group for this programme is minority language adults who for different psychological and psychosocial reasons are not able to participate in ordinary learning programmes. Many of the participants in the Base programme suffer from post-traumatic stress syndrome (PTSD) as a consequence of experiencing war, persecution, torture, forced migration and the loss of human life or possessions. Some have also been troubled with migration and difficulties dealing with their new existence.

### **About this offer**

The goals of this offer are to:

- help give adults access to knowledge, insight and skills that can promote their own personal growth, values and development, strengthen their independence, and help them cooperate with others at work and in society.
- achieve the competence aims of the Norwegian and Civic Life course Curriculum for Adult Immigrants by:
  - providing an offer for individual adapted learning in the Norwegian language to participants who are not able to participate in ordinary schooling or training and to
  - provide an offer that involves both learning in the Norwegian and Civic Life course and a rehabilitation training programme
- help the individuals in the target group to participate in the Norwegian and Civic Life course, which they have a right to
- help the individuals in the target group to comply with their obligation to participate in the Norwegian and Civic Life course
- qualify for advanced education or training and/or work

In order to achieve these goals, the programme emphasises:

- meeting the individual participant based on his or her particular needs like finding a place to live, someone to talk to, the need to be seen and heard, and to get help to be free from a feeling of chaos and crisis.
- help give the participant a feeling of safety and aid them in building a stable foundation for their life, and in this way to establish a good learning environment based on the idea that having a fixed place to go to can have a rehabilitating effect

- have such a low threshold for permitting entry to the programme that it can interest participants that would otherwise not dare participate, and those who have not participated in work or society for a long time because of illness
- follow the guiding principle that no participant will leave the Base programme without having a meaningful alternative to go to

Three teachers work at the Base, with a total of almost three full-time positions (290 %). Two of the teachers have studied mental health care in some form through continuing education. The number of pupils can vary from month to month, but there should be about 15 participants at any given time. The time spent at the Base by each participant should vary from 1 hour twice a week to all day 4 days a week. One-on-one teaching shall be offered as often as possible. This functions best because there are great variations to what each individual participant can handle.

### ***In practice***

Each week starts with team meetings where learning, needs, measures and individual participants are reviewed. Participants in these meetings include: the three teachers and the psychiatric nurses from the refugee health service. The school's advisor, head teacher and programme advisors from the refugee health service; others will participate if needed. Some time and energy is used on networking and the distribution of responsibilities between the different municipal operators.

Norwegian language training is integrated as much as is possible into the Norwegian and Civic Life course Curriculum for Adult Immigrants. For some of the participants, the aim of this project is to return to ordinary schooling and continue an education there. Learning is adapted to the individual as much as possible, and a great deal of learning is given on a one-to-one basis. Each participant has an individual course schedule and his or her own individualised learning and training pathway. This plan is prepared by the teacher in consultation with the participant and the participant's caseworker.

For participants in the Base programme, the individuals' own inner conflicts, problems and worries often create hindrances to the person's learning. This is why focus is first and foremost placed on these issues, for practical reasons. The teachers help organize the participants' personal lives in practical areas like: unpaid bills, remembering appointments, relating to kindergartens and schools for the participants' children, finding a new place to live etc. Skills and knowledge are acquired in civic duties and social life with a point of departure in the participants' own personal lives and experiences, in addition to helping them establish good learning environments.

Work is done in different ways to prepare the participants for working life when they are ready for this. Work is done to prepare their CVs, write job applications, learn theoretical aspects of driving and traffic, and learn the theoretical aspects of taxi and truck driver skills. None of the participants of the Base programme quit before it is certain they have another programme or offer to go to.

### **The Road Ahead**

The school has had very good experience with the Base programme. This department is able to catch participants who would otherwise not have taken any form of education or training, and helps very many of these people to continue ordinary Norwegian language training. Many found work after beginning a work experience programme through this project that included individual attention while they participated in the Base programme, while others were able to continue some form of education, occupational training or schooling. Collaborators from the municipality have given positive feedback about the project. The Base has been able to offer and include participants that other state agencies were unable to help. The school thinks the success criteria for such good results are:

- full support and willingness on the part of school administrators to establish and maintain the Base programme
- teachers with competence in the field of mental health care
- teachers that function well together who are motivated to work with these participants
- good and suitable premises, facilities and buildings which have good lighting and are enjoyable environments
- the possibility to isolate areas of the building(s) for use by participants who are extra sensitive to sounds or who are sensitive to contact with other people

## Mapping work

### Mapping of linguistic and educational skills

#### **About the project**

Curricula and guidance material have been prepared for basic Norwegian language training and in the mother-tongues of the language minorities at the school. In addition to this, an analysis tool has been developed that can be used to work within the Basic Norwegian Curriculum. Tools have also been prepared to analyse and map reading proficiency in various languages and to analyse the educational skills of newly-arrived pupils. The tool should be useful for teachers in their follow up work for pupils and should arrange for adaptive learning as much as possible.

#### **In practice**

##### **How does one follow the development of the pupils' Norwegian language skills?**

The Curriculum for Basic Norwegian for Language Minorities is a transitional plan used for pupils who are able to follow classroom learning based on the subject curriculum for the Norwegian language. This curriculum is especially designed for pupils who have recently arrived at the school who need help in the form of special and adapted education to develop their Norwegian language skills as a tool for school-based learning. When a pupil has a sufficient amount of competence and is able to follow ordinary classroom teaching, the pupil will be transferred to a normal classroom and learning environment based on the ordinary plan for learning in Norwegian. Assessment of a pupil's Norwegian language skills and competences will be done based on the ability to understand and complete the competence aims that are listed in the subject Curriculum for Basic Norwegian for Language Minorities. For the teachers, it is important to follow a pupil's development so they will be able to identify when a pupil has achieved sufficient competence so the transfer to the normal Norwegian language programme can be done.

The tool known as *Mapping Pupil Language Competence in Basic Norwegian (Kartlegging av elevenes språkkompetanse i grunnleggende norsk)* has been prepared for this purpose.

By using this tool, a pupil's competence is monitored and assessed on a continual basis. The pupil also gains insight into the development of his or her own skills. This tool is also useful during conversations with a pupil's parents when discussing pupil development. This gives the parents the opportunity to monitor how their children are developing. When a pupil has reached the goals of the curriculum's third level, he or she will begin to follow ordinary Norwegian language training and be assessed in accordance with the rules for evaluating this. The example on page 100 describes how Stinta School uses this tool. One can also read more about the tool by following the hyperlink for the brochure on the bottom of the next page and click on the hyperlink called *Verktøyet (Tool)*. This tool can be downloaded and used in its digital form, or as a printout.

### **How does one follow the development of a pupil's reading proficiency in his or her mother-tongue?**

Mapping tests have been prepared with bilingual guidelines for teachers in 13 different mother-tongues for year levels 2 and 3: Albanian, Arabic, Kurdish (Sorani), Persian (Farsi), Polish, Russian, Somali, Spanish, Tamil, Thai, Turkish, Urdu and Vietnamese. For year levels 4 or 5, mapping tests have been developed with guidelines for teachers in three languages: Albanian, Somali and Turkish. The tests can be used to get a good overview of reading developments in these mother-tongues. They can also be useful for adult education, where it is difficult to judge the pupils' reading skills in their mother-tongues or in the language of instruction.

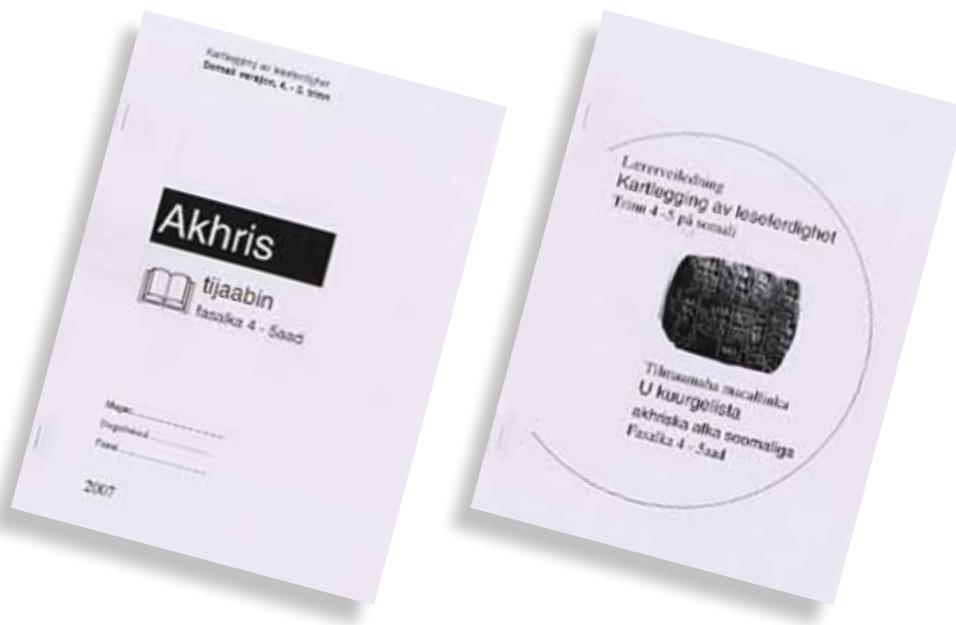
The mapping tests that the Reading Centre in Stavanger have developed are used as the model for these tests in the different mother-tongues. They are based on the models for reading and reading development.



*The Directorate for Education and Training's Pupil Pamphlet in Arabic (level 2) and bilingual guidelines for teachers (levels 2 and 3)*

The tests for year levels 2 and 3 cover the most important competence aims for reading at level 1:

- recognise numbers and the letters and characters of their mother-tongue
- associate letters to sounds and use the sounds in words, or use the characters
- read suitable texts with good flow and right context
- use simple strategies for reading comprehension



The Directorate for Education and Training's Pupil Pamphlet and guidelines for teachers in Somali (levels 4 and 5)

The tests for year levels 4 and 5 are relevant for the following competence aims at level 2:

- read different types of text and understand their content
- read and understand simple tables and graphic presentations
- write composite texts, stories and correspondence texts

The tests can be ordered from Ordering portal (Bestillingstorget) from the Directorate for Education and Training's website.

<http://bestilling.utdanningsdirektoratet.no/>

#### **Reading difficulties, or signs of normal bilingual development?**

Many teachers certainly ask themselves how they can discover if a pupil is having problems reading Norwegian, or if this is a natural phase in development of Norwegian language skills for bilingual pupils, if it is necessary to try to find the reason for an assumed problem. One can use reading tests in different mother-tongues at the same time as using the mapping tests from the National Centre for Reading Education and Research to get a better picture of a pupil's skills.

If a pupil shows low scores and a teacher is still worried about the reading development of this pupil, it might be useful to investigate whether the pupil is making the same mistakes in both languages. If a pupil only shows evidence of slow development in reading and writing and has difficulties in Norwegian, there may be reason to believe

that the cause of the difficulties is that the pupil has not advanced a great deal in his or her Norwegian language skills. If the same problems appear in the pupil's Norwegian and mother-tongue skills, it may be wise to investigate these problems further.

Tests have been prepared in different mother-tongues to carry out a more detailed investigation of possible reading difficulties, which may be able to assess a pupil's relevant reading skills. These tests are available for the Educational Psychology Services (PPT) and school support services.

#### **How should one analyse the skills of children of pre-school age?**

It can be useful to follow the children's development in the Norwegian language and their mother-tongues while they attend kindergarten. One is then able to identify any problems as early as possible, and this mapping can contribute to specific work that can be done to stimulate language development. A number of tools are available for analysing and mapping the Norwegian language competence of children of pre-school age, but the *Language Portfolio (Språkpermen)* is currently the only tool that has been adapted for language minorities. Besides this, the Portfolio can also be used as a tool to map a pupil's skills in his or her mother-tongue.

The Language Portfolio is an assessment portfolio that requires a teacher to follow the child's language development over time. It has been divided into different areas for analysis with guidelines for each area. The Language Portfolio has a comprehensive view of how a child learns language and how this develops, and it has been specially prepared for use with multilingual children. The Language Portfolio comes with the book *Teach Me Norwegian Before Starting School* which, in addition to its mapping functions, covers language theory and a method for language stimulation using literature. This can strengthen analysis and mapping techniques if these are used in connection with the method for language stimulation recommended in this scheme.

However, as a tool for analysing and mapping Norwegian language skills for the transition to school, an adaptation of this tool which follows the Curriculum for Basic Norwegian is better suited for this purpose. This must be adapted for language areas and levels. These are divided into various levels that give a good overview of a child's language level (also in purely visual terms). It is an advantage to have a common tool for analysis for both kindergartens and schools. This can help strengthen the cooperation between the kindergarten and the school where organizing learning for minority language children is concerned.

### **Mapping the educational skills of newly-arrived minority language adolescents**

Many educators were hoping to see a tool that could provide information about the educational skills of newly-arrived pupils when they start their education in Norway. It is important to know whether a pupil can read and write and if this person has elementary knowledge in the subject areas to be studied. A tool has been developed that describes the schooling experience and skills of minority language adolescents to aid in this situation. The purpose of this tool is to help give the individual pupil a better and more adapted education and the possibility to further his or her education and complete this at its different levels.

This analysis tool is divided into three main parts:

- 1** Mapping schooling already taken, what the language of instruction was, how long a school year is in that country, how many years it takes to complete compulsory school, pedagogical traditions, subjects and subject combinations. Furthermore, the tool helps map out the pupil's other skills and experiences, including language competence, work experience, as well as knowledge and skills acquired outside formal educational institutions.
- 2** Analysis and mapping of skills in the subjects English, Natural Science, Social Science and Mathematics and skills in using a PC.
- 3** Mapping and analysing reading and writing proficiency in the mother-tongue, or in a second language.

This tool is available from this hyperlink:

<http://www.hio.no/content/view/full/70152>

### **The Road Ahead**

The use of such tools has proven to be very useful when working to adapt learning to minority language pupils. This hyperlink will bring you to the tools in this brochure:

<http://www.hio.no/Enheter/NAFO/NAFOs-Brosjyrer>

## Mapping work

### Mapping basic Norwegian language skills

Stinta School in the Municipality of Arendal is a reception school for pupils from year levels 1 to 10 which has about 20 % minority language pupils at the school. Newly-arrived pupils get their basic education in Norwegian through the Basic Norwegian Department. The pupils' levels and progressions are assessed using a mapping aid called Language Competence in Basic Norwegian (see page 95). Mapping Norwegian language skills is a process that is done until the pupil has reached level 3 of the Basic Norwegian course. <http://www.stinta.skole.arendal.no/>

#### **About the project**

Some schools start early to test this analysis tool that was developed for the Curriculum for Basic Norwegian for Language Minorities. One of these is Stinta School in Arendal. As one of NAFO's focus school, the school was given training in the use of the mapping tool in November 2007 and began to map the pupils' Norwegian language skills at that time. With this, Stinta is one of the schools with the most experience in analysing Norwegian language skills in this way. Stinta School has a special team of professional educators who work specifically with basic Norwegian. They have experienced that a common document like this creates a more uniform assessment and more uniform teaching practices.



Mapping Norwegian language skills at Stinta (Photo: Snøball Film)

### **In practice**

Stinta School chose to make a printout of the analysis tool and include this in each pupil's folder. The teacher found that it was practical to have the folder within reach during teaching so this could easily be found for use in connection with pupil-teacher conversations, team meetings, parent-teacher conversations etc. The first part of the mapping and analysis documentation consists of a language biography that provides personal information and information about which language(s) the pupil speaks, and the pupil's own opinions about his or her language competence. This information is collected with help from an interpreter, if necessary. The second part is the main section that consists of checklists with *The Pupil Can Statements* (*Eleven-kan-utsagn*).

Pupils are separated into groups by ability level in basic Norwegian based on this background mapping. The checklists provide good ideas for the teachers about what is important to focus on, and they also function as pedagogical aids to structure and plan teaching. The ideal goal here is to develop a good cooperation between the contact teachers, bilingual teachers and teachers of Basic Norwegian about the content of classroom teaching. This mapping tool is a good point of departure for discussing what should be prioritised during learning. This material should also help the school assess when a pupil is able to follow and profit from learning based on the Curriculum for Norwegian, and should function as a support tool for making decisions about the transition to this curriculum.

The mapping tool is also a good point of departure for talking about language development with the pupils. It is not easy to remember what a pupil was able to do three months ago, and it is very motivating for the pupil and the teacher to be able to document progress using the checklists. At Stinta School, the boxes in the checklists are filled in and dated so that progression is easier to follow. They do not use all of the sheets in the checklists, nor do they fill in all of the boxes. This provides the best results when using the analysis tool on a regular basis, but not spending too much time on filling in the forms at each interval. This allows the pupils and teachers to realistically assess the pupils' language levels on a continuous assessment basis.

If the parents wish, the portfolio is also sent with the pupil to his or her next school. This saves time when teachers want to collect information and start a new series of mappings. This helps the pupil continue learning at the correct level from the start at a new school.

### **The Road Ahead**

The Municipality of Drammen has been downloading and using a digital version of the analysis tool that continually summarises the information included in it and which provides information for continuous assessment. For example, this kind of report can tell whether a pupil has finished level 1 in the sub-level skill of Writing, or if he or she is soon finished with level 2 of the sub-level skill of Speech. This can also be displayed in a graph with the pupil's levels in the 6 sub-skills to be evaluated. It can also show percentages of achievement in the 6 sub-skills (where completed level 1 is 33 %, completed level 2 is 66 % and completed level 3 is 100 %) to show where the pupil is located in a proficiency standing. It will be interesting to see whether this technique can be used at other schools.

As of 1 August 2009, obligatory mapping of Norwegian language skills for minority language pupils was implemented for all municipalities and county municipalities in Norway (the Education Act, Sections 2-8 and 3-12). If all the municipalities and counties map the pupils in the same way, this will mean less variation in assessment and teaching and greater certainty that the pupils will get the teaching they deserve. It will also ease the transition to new schools. This will save the teachers time and help them build further on mapping that was already done, and it will make it easier to plan the use of resources at the school for pupils who need and deserve special language education.

### **Resources:**

Educational film about mapping at Stinta School:

<http://www.skoleipraksis.no/flerkulturell-opplering/filmer/kartlegging-av-spraklige/>

The Curriculum for Basic Norwegian, guidance and analysis tool:

<http://www.hio.no/content/view/full/67021>

## Competence-building

### Enhancing competence in the new curricula and guiding documents

#### **About the project**

A new Curriculum for Basic Norwegian for Language Minorities arrived in the fall of 2007 that was now based on defining proficiency levels, which was to replace the Curriculum for Norwegian as a Second Language. An analysis tool and guidelines for using the new curriculum were developed for this. A national knowledge campaign and implementation scheme for using these learning resources was carried out by the Government to inform educators about how these should be used. A series of 2-day workshops totalling 16 hours of courses was prepared, with some shorter workshops arranged in other areas. The workshops have been held all around the country since November 2007.



*Guidelines for the  
Curriculum in Basic Norwegian  
<http://www.hio.no/content/view/full/67021>*

#### **In practice**

Most counties held workshops that amounted to 16 hours of work during two days. The two-day workshops and the shorter workshops give educators an introduction into second language didactics, and take their point of departure in the European framework that forms the basis for this curriculum and the analysis tool. The workshops also informed educators about the amendments to the provisions in the Education Act that deal with special language education for language minority pupils. NAFO and the universities/colleges were responsible for hosting the workshops.

The themes of the 16-hour workshops were, i.e. multilingualism, teaching second languages, distinctive features of Norwegian, work with assessment and mapping, teaching materials/aids/media and educational resource, adapted education for all pupils and how to organize learning.

The guidelines for the Curriculum for Basic Norwegian deal with all these themes and also contain literature for more detailed work in these areas. A total of sixteen 16-hour workshops have been held.

The shorter workshops primarily dealt with the curriculum and the use of the analysis tool. There was also a great need expressed to discuss cooperation to help language minorities learn at the individual schools and during the transition to new school, especially at the transition from compulsory school to upper secondary. Workshops lasting half or whole days were held in all counties, with a total of 70 workshops.

The workshops had many different target groups. In the County of Østfold for example, two-day workshops were held that were directed at teachers and administrators of upper secondary schools. Other places had workshops offered only to teachers and administrators of primary or lower secondary schools. It was also valuable to hold workshops with participants from primary, lower secondary and upper secondary schools, including adult education institutions. An essential element of the workshops was to get administrators involved in the workshops because it is organizing and prioritising by school administrations that decides if a school can offer special language training for language minority pupils, what kind of time and money will be spent, and the desired quality and effectiveness this learning is meant to achieve.

Some places created a comprehensive plan to enhance the competence of educators in one municipality over time. In Lillehammer, 400 teachers met for a lecture on multicultural education. Later, a representative for the school's minority language pupil programme along with a leader from each of the 12 compulsory schools in the municipality participated in a workshop on the use of the curriculum and the analysis tool. Their task was to spread this new knowledge at one's own school and start mapping and analysing pupils. After six month, the smaller group met again to share experiences and get guidance from NAFO.

Approximately 6000 teachers and school administrators have participated in the workshop programme on the new curricula and appurtenant educational aids and tools as of 1 December 2009. The workshops were organized and arranged in cooperation with different operators: The county governors' offices, the county municipalities, colleges, universities, primary agencies involved, and the municipalities. The workshops were held at no cost to the participants, and NAFO financed most of these activities.

### **The Road Ahead**

There is still a great need for knowledge and enhancing competence in the area of multicultural education. This is also an important subject in ordinary teacher education. In order to ensure that all newly-educated teachers are competent to teach in a multicultural classroom, all the teaching colleges and universities in the country should have employees with competence in second language didactics and should emphasize this subject for all their students. And even teachers who already work at schools and who face challenges with new pupil groups should have continuing education available at their nearest university or college in these themes.

In the fall of 2009, NAFO made a brochure that collects all the most essential information related to educating language minorities - including laws and regulations, curricula, guidelines and analysis tools. This is a good place to start for anyone who wants to know more about multicultural education, and this information will certainly help improve one's knowledge of these themes.

<http://www.hio.no/Enheter/NAFO/NAFOs-Brosjyrer>

curriculum, guidelines, analysis tool:

<http://www.hio.no/content/view/full/67021>

A number of instructional films have also been produced in themes related to multicultural education that can be used to enhance knowledge and competence internally at the schools, which also contain examples of how teaching can be organized and done. These can be downloaded and used freely by anyone who wishes to use this information. <http://www.skoleipraksis.no/>

## Mapping work

### Bilingual literacy training and mapping reading skills

This project includes pupils from class level 1 with Turkish as their mother-tongue

Learning to read in a language one understands is like being on home ground. One knows what the words mean and one can associate relevant speech sounds to the words used when one learns to read. Learning to read in one's mother-tongue before learning to read in a second language is therefore advised by experts. There is a lot of scepticism about learning to read two languages at the same time for fear of a child mixing and confusing these. However, it has been shown that learning to read can be more effective if this is done in a systematic and competent manner. Educationalists use a comparative method where they look for similarities and dissimilarities in speech sounds and letters between a pupil's mother-tongue and Norwegian.

For bilingual training in literacy it is logical to analyse reading proficiency in both languages in order to evaluate a pupil's progress. One advantage of this is that in this way one can locate pupils who are at risk of developing reading/writing difficulties at a relatively early age. If one only evaluates a pupil in Norwegian it can be difficult to know if a pupil has a genuine problem or if he or she is only struggling with a limited Norwegian vocabulary. NAFO has created mapping tests in 13 different mother-tongues (see p. 96). This tool was modelled on the same reading test prepared by the National Centre for Reading Education and Research (the Reading Centre). These tests are intended for bilingual teachers to assess their pupils.



Pupils taking the Directorate for Education and Training's Mapping Mother-tongue Reading Skills Test  
(photo: Svetlana Mork)

## **About the project**

Many of the schools that participated in Measure 4 of the *Equal Education in Practice Strategy Plan* have worked with literacy in a number of languages. This applies to Fjell School in Drammen and Gautesete School in Stavanger, among others. Tøyen School in Oslo also works with bi-lingual literacy and readership. These schools all use teacher cooperation systematically when working with pupil literacy. Where possible, each teacher who is responsible for literacy (for example, bilingual teachers, teachers of Basic Norwegian and contact teachers) will compare letters/characters, spelling and orthography in Norwegian with the other languages that language minority pupils learn to read in. The teaching starts with speech sounds that have commonalities in sounds and letters between Norwegian and the other language. At Gautesete School, teachers cooperate to help Turkish and Vietnamese pupils learn to read in their mother-tongue at the same time as they learn to read Norwegian. The teachers intended here to follow a learning sequence that made it possible to synthesise two simple words in the three languages as these were learned. This meant mixing consonants and vowels. They felt it was also wise if the first consonants were easy to isolate and articulate. The teachers that cooperated in the use of this technique also chose which letter progressions would be followed in the three main instructional reader books that were in general use at the school.

## **In practice**

At Fjell School, speech sounds and letters were compared that are used in Norwegian and Turkish. They often started with the letter M. "M" has a common speech sound in Norwegian and Turkish. When the teachers come to letters that look identical but which represent different speech sounds, they try to make the pupils extra aware of this difference. At beginner level, the letter "O" is primarily associated with the "O" sound in Norwegian, while the same letter is associated with the "O" sound in Turkish.



Comparative literacy training in the pupil's mother-tongue (photo: Snøball Film)

A film showing bilingual literacy training is available on internet

<http://www.skoleipraksis.no/flerkulturell-opplering/filmer/kartlegging-av-spraklige/>

<http://www.skoleipraksis.no/flerkulturell-opplering/filmer/parallel-lese/>

One can see in this film how Fjell School works contrastively with this letter and the speech sounds that belong to it.

At Fjell, the teachers analyse the reading proficiency of bilingual pupils systematically in two languages. The school follows each minority language pupil's proficiency level in reading and writing in order to provide an adequate education for each pupil. The school also has good experience with recording the pupils' voices when they read in each of their languages. This is a motivating factor because the pupils will be able to hear their own progress. The school uses the results from the analyses of reading proficiency in both languages to evaluate the pupils' general reading proficiency. They use mapping tests created by the Reading Centre in Stavanger, and tests that map reading skills in the different mother-tongues. It is important not to lose focus on the intent of the mapping **not** being an examination, rather a tool the school can use to implement extra measures where and when these are needed. If one discovers a pupil who seems to be struggling with reading and writing in both the mother-tongue and in Norwegian, there may be reason to believe that this pupil is struggling more than the others and has a right to adapted education, also based on the need for special education.

### **The Road Ahead**

Providing adapted education requires an educator who knows something about a pupil's background and the level at which the pupil finds himself in his or her academic development where language is concerned. For this, tools are needed that have been adapted and designed for the pupil group in question. This also requires competence as to what is and can be expected from a pupil's development. It is therefore important to have information about such tools and how to use these for the people who work with school or kindergarten children.

## Resources

**Tema Morsmål – a website for mother-tongue teachers, bilingual subject teachers, teachers who are responsible for bilingual subject instruction, pupils, parents and bilingual instruction at kindergartens, compulsory schools and upper secondary schools.**

There are more than two hundred languages spoken in Norway. We must learn to see this as a resource that is important to preserve and develop in the future. Norway needs people with good language skills in the global society in which we live today.

The Curriculum for Mother-tongue Minorities and the Curriculum for Norwegian for Language Minorities were the point of departure for the web-based educational resource called “*Tema Morsmål*”. The intention of this resource is to create a meeting place for mother-tongue teachers, parents and pupils where these people can find teaching resources in mother-tongues along with information about mother-tongue education. Mother-tongue teachers are the primary target group for this website.

### **About the project**

The project called *Tema Morsmål* (*Theme Mother Tongue*) is explained in the Report to the Storting # 23 (2007-2008) *Language Builds Bridges*, where multilingualism is stressed having value for the individual and for society. The Report also explains that using multilingualism in the classroom can be an important contribution to improving language skills in particular and inspiring interest in languages in general. The development of this website is also included in the *Equal Education in Practice Strategy Plan*.

The Ministry of Education and Research wants to continue to systemise resources and make digital teaching aids, tools and ICT-based solutions easier to find and more readily available for minority language pupils. This is why an initiative started to establish a Scandinavian cooperation on digital learning resources in many different languages, beginning first in Sweden.

Sweden had already developed a website called *Tema Modersmål* (*Theme Mother Tongue*). This website contains information and teaching resources in 40 languages. As a follow-up to the Report to the Storting, the Directorate for Education and Training was given the task of cooperating with Sweden to design and create more web-based teaching resources related to mother-tongue education, beginning in 2009.

### **In practice**

At the start of the project, the Directorate established cooperation with the Swedish National Agency for Education (Skolverket) in Stockholm to further develop the Swedish web sites. As mentioned earlier, Sweden’s website called *Tema Modersmål* had already developed teaching resources in 40 languages. The Norwegian website, *Tema Morsmål*, would initially develop 2 new sites for the mother-tongues of Urdu and Tamil and begin organizing sites for Russian, Polish, Somali and Turkish – adapting these to Norwegian conditions.

After this, the Directorate entered into an agreement with all the Norwegian municipalities that were interested in participating in the creative and editorial aspects of developing the web-based resources, and directing their efforts at 6 different languages. The Municipality of Drammen would act as head editing agency for these resources in Turkish, the Municipality of Bergen would be responsible for the Tamil and Polish sites, the Municipality of Oslo was responsible for Urdu, while the Municipality of Trondheim was to lead editorial work for Russian, and Larvik took charge of the Somali resources. Each of these municipalities hired bilingual teachers as editors in the different languages. The editor established an editing staff consisting of 3 or 4 bilingual teachers and now has regular editorial meetings to publish this information and teaching resources in the languages mentioned above. These tasks are done with a starting point in the Curriculum for Mother-tongue Minorities.

The editors for Urdu, Tamil, Russian, Turkish, Somali, Polish and Norwegian now have their own sites in own languages within the *Tema Morsmål* site.

In addition to providing these websites, the project also hosts gatherings for the users of these resources. For example, a joint Norwegian-Swedish conference was arranged for *Tema Morsmål/Tema Modersmål* in autumn 2009 at Solbacka in Sweden. A delegation of 23 people from Norway with 13 bilingual teachers, 6 school administrators, 2 representatives from NAFO and 2 from the Directorate went to Solbacka. There were a total of 103 participants at the first Norwegian-Swedish conference.

The Directorate also arranged workshops for the editors' editorial groups. Central themes in these workshops were the use of digital publication tools and training in the use of Joomla software for editing web pages. The Directorate was also responsible for guidance and instruction for the editors and their staff.

*Tema Morsmål* was officially opened as a website at the final conference for the strategy plan in October of 2009. Sweden launched its new web profile on the same day.

### **The Road Ahead**

Four new languages are in the works for 2010. These will come alongside work being done to follow up on the language groups already established in *Tema Morsmål*. The Swedes also launched some new languages, and by the end of 2010 there will be web-based teaching resources for more than 50 different languages on the Norwegian and Swedish web sites.

*Mother Tongue Day* will now be celebrated on the 21st of February annually by the different municipalities who are responsible for editing *Tema Morsmål*.

Plans are also in the works to create audiobooks in the different languages. The analysis tool and local curricula that exist in the different mother-tongues will also be made available on the *Tema Morsmål* websites. Work will be done to establish a distance education programme so that learning and education in one's mother-tongue can be done over internet.

The municipalities responsible for editing in these 6 languages are also responsible for organizing conferences for bilingual teachers from Norway and Sweden. These are announced on both the websites. A conference is being planned in Norway as part of this project for Norwegian and Swedish mother-tongue teachers and school administrators who participate in the project.

As a web-based learning resource, *Tema Morsmål* will help improve mother-tongue skills among minority language pupils and help vitalise these languages in Norwegian society. The plan is for NAFO to take over operation of the website in 2011.

## Competence-building

### Development of the Educational and Psychological Counselling Service's competence in multicultural matters

The Norwegian school system is constantly increasing in multiculturalism, which implies a need to educate pupils with different linguistic and cultural backgrounds. This is a new situation for Norway, and it demands more knowledge and experience by the Educational and Psychological Counselling Service (PPT) to understand the reality of minority language pupils in schools and kindergartens and to develop new professional competence in this service. This is why a project was started to raise the level of competence among these services as a part of the work of the *Equal Education in Practice Strategy Plan*.

A project called *Development of PPT's Competence in Multicultural Topics* had two intentions. The first was to improve PPT's competence in attending to the needs of children from linguistic minorities at a systemic level and for their research and investigative work. The second intention was to develop and share experiences from good examples of PPT's work from cooperating with kindergartens and schools. The practical aspects of this project were the core of the activity. Developing good models for investigation and systemic work would be done in collaboration between the individual PPT offices and the kindergarten or school.

#### **About the project**

Participants in the project were PPT and the administrators and teachers at the kindergartens and schools in three counties - Vest-Agder, Finnmark and Hedmark - and the project coordinator at NAFO. The project was carried out in cooperation with the county governor's office in each of these counties. The project was coordinated by the county governor's education offices in Finnmark and Vest-Agder, and in Hedmark the leader of PPS Glåmdal took responsibility for coordinating work on this project.

#### **In practice**

The county governor's office from the participating counties chose the PPT offices that would participate in the project. At the same time, a reference group was established in all three counties consisting of leaders from PPT, the project leaders, the project coordinators and NAFO. Each PPT office was asked to identify and focus their practical project in cooperation with an operational unit (a kindergarten or school.) The practical project would be based locally in the municipality. Then an inter-municipal network was established in each county consisting of PPT workers and the schools and kindergartens involved in the project.

Frequent network meetings were held in the three counties throughout the full 2 years of the project. The reference group held meetings before or just after the network meetings. The different practical aspects of the project and its progress were discussed at the reference group's meetings. Decisions were also made at this time about which lecturers would be invited to the network meetings to speak about the topics that the project participants wanted to look into in depth.

Between 50-55 representatives involved in the project met at the network meetings in Hedmark and Vest- Agder, and between 30-35 representatives met at the meetings in Finnmark. The purpose of these meetings was for the participants to

- get an introduction into project work as a working method
- find a common basis for understanding the problems within each field
- get input and feedback from aspects of practical work in the project in lectures and guidance.

After a while, the network meetings developed their own fixed structures. The first day of the network meetings was used for academic and professional enlightenment, called professional seminars. The second day of the meetings was used for group work on the practical projects, called the work seminars. Below is a list of some of the themes that were discussed at the individual professional seminars:

1. Learning: an interaction between mind, language, thought and culture
2. Mapping and analysing multilingual pupils' learning difficulties
  - different approaches and tools
3. From mapping to practical measures
4. Psychological traumas and crisis pedagogy
5. Career guidance and cultural complexity
6. Themes on adapted education when Norwegian is the second language
7. Linguistic and cultural diversity at kindergarten
8. Cooperation and networking between different administrative levels
  - a focus on the transition from compulsory schooling to upper secondary
9. Children growing up in other cultures
  - how to find belonging in Norwegian society without losing one's self?
10. Little or no previous education – some cognitive consequences
11. Parental cooperation in a multicultural perspective

After terminating the project, a two day long final conference was held with 130 participants. Employees from PPT from all over the country participated in the conference. The conference helped people share experiences and insight which participants gained through their own practical projects and shared these with others interested in their viewpoints. Fourteen practical projects were presented at the conference. These spanned a range of target groups and academic focus and had perspectives directed at pupils as individuals and at systems. Themes from the projects were: pre-school children, transition from kindergarten to school, measures from compulsory school and the transition from compulsory to upper secondary school. (A theme found among many projects was mapping of pupil language competence as a link in organizing learning). The reports from these practical projects can be read on NAFO's website:

<http://www.hio.no/Enheter/NAFO/Prosjekter-Tiltak/Prosjektrapporter-Utvikling-av-PPTs-kompetanse-i-flerkulturelle-emner-2006-2008>

### **The Road Ahead**

Project participants found the project to be very successful in terms of enhancing the competence of educators and pupils, improved coordination within their own counties and project guidance, networking and overall content. PPT Hedmark decided to continue the network meetings in its county. To begin with, it will arrange a county-wide conference about working with minority language pupils. NAFO will continue to provide guidance for this work.

There is still a need to commit to competence-building and skills development of special education teachers who work with minority language children, adolescents and adults. NAFO will prioritise this work and begin a new round of workshops for PPT employees and the bilingual teachers, with central themes like implementing the analysis tool for reading proficiency, special educational testing related to literacy and the use of other tools.

## Competence-building

### Municipal and county municipal guidance and administration

#### **Comprehensive municipal and county municipal commitments**

The municipalities and county municipalities have the primary comprehensive responsibility for education in Norway according to educational legislation that applies to kindergartens and schools. The national plan for these activities stresses the necessity of coordination between the different levels, from kindergarten and all the way through upper secondary education and vocational training.

When various institutions and agencies are involved, comprehensive results and coordination can only be achieved through methodical administration work and cooperation across all levels.

NAFO's regional network consists of participants from kindergartens, primary and lower secondary schools, upper secondary schools and adult education institutions - with cooperation between levels as its point of departure. Yet the probability of success increases if the municipality and county municipality are involved actively as coordinator and motivator of measures and activities.

For this reason, NAFO entered into an agreement with the Municipality of Verdal in North Trøndelag to make Verdal a focus municipality.

The Municipality of Lørenskog in Akershus - one of NAFO's collaborative municipalities - has prepared a comprehensive plan for committing to work in the field of migration pedagogy.

#### **In practice**

##### **The Municipality of Verdal**

The County Governor of Nord-Trøndelag enquired with the Municipality of Verdal in 2007 about how they could work to improve formative conditions for minority language children and adolescents as to how these pupils grow to become adults in their county. Based on the number of minority language children and adolescents in kindergartens, primary/lower secondary and upper secondary schools and participants in immigrant adult schooling activities in the county, it was seen that ensuring the quality of learning conditions for the immigrant and refugee population was needed by giving the ROS Programme the task of leading these measures (Resource Centre for Childhood in the Municipality of Verdal).

ROS established a team of professionals who specialise in the field of minority issues, with representatives from PPT, the child health clinics, the child welfare department, the adolescent contact office, the refugee guidance coordinator and counsellors of minority language children in the kindergarten and for pupils at school.

The goal of the team's work was to allow parents and users to find coordinated and result-oriented agencies and professionals to help them and their children.

According to the NAFO report of January 2010, the team's contribution to achieving this goal has been to

- contribute to enhancing competence and sharing professional knowledge
- contribute to changes needed in the systems and agencies involved
- give the team the authority to initiate needed measures
- establish a sense of trust between the professionals working at and through ROS

The internal challenges

- Duty of confidentiality – how to ensure that no obstacles exist to comprehensive solutions?
- At the start of a case, to use the interdisciplinary competence that already exists at ROS
- make an overall assessment of the user's needs

Various networks and teams have been established at a municipal level, with the childhood of minority language children and adolescents as a point of departure:

- Municipal networking between kindergartens
- Minority language teams at the individual kindergartens and schools
- Municipal networking between schools through team leaders for minority pupil issues
- Municipal networking for teachers that teach Basic Norwegian
- Municipal networking for head teachers and ROS
- Networking across the kindergarten and school levels

Areas of cooperation within the networks and teams have been

- A reception form for newly-arrived children and pupils is sent from the Norwegian Labour and Welfare Organization (NAV) to the kindergartens and schools
- Section 2-8 of the Education Act
- Mapping and analyses, TOSP in cooperation with PPT
- Using the Directorate for Education and Training's mapping and analysis material
- Individual decisions, translated to 5 languages.
- A list with an overview of minority language pupils at each school
- An overview of how basic Norwegian language training (GNO) is organized at the individual schools

The municipality also has an “Interdisciplinary preventive plan for children, from before birth to starting school – 2007/2011”

A preventive plan provides allocated funds for extra support to kindergartens in the form of guidance and competence enhancement. The kindergarten network also uses the preventive plan to some degree.

An important link in prevention is cooperating with parents. Newly-arrived minority language parents have their own forum where they can get information and have the opportunity to get to know each other and discuss kindergartens and education systems in Norway.

For working directly with language at the kindergartens, a local variant of *My Development Plan (Min Utviklingsplan)* is used. This is filled in by the parents and the kindergarten together, and goals are set for each pupil. The plan will follow the child from kindergarten to school. Using the Language Portfolio “Teach Me Norwegian before Starting School” is being considered instead of this.

The pedagogical idea that forms the basis for the municipality’s work is to “develop a multicultural learning community with perspectives that include the majority language group”.

Through participation in the project called “*It’s Cool to be capable – from Lappea to diploma*” (*Kult å kunne – fra lappea til vitnemål*), the Municipality of Verdal has set goals for municipal integration of the municipality’s general educational plans and strategies:

- Early commitment and working for equality in education and improve learning outcomes for minority language children and adolescents
- Create a comprehensive organizational model with result-oriented working methods and gather organizational goals that correspond to the challenges faced when working with minority language children and adolescents
- Defined pedagogical goals through the development of a more comprehensive organization of teams and binding teamwork
- Binding cooperation between agencies and educational institutions that are of significance for the learning situation
- Creating a common procedure for how newly-arriving (minority) children and pupils are received

## The Municipality of Lørenskog

The Municipality of Lørenskog began work in 2007 to get an overview of the experience schools and childhood services had acquired over many years with a point of departure in the *Equal Education in Practice Strategy Plan*, the Language Promotion campaign, the Knowledge Promotion Reform and a resource-oriented view on immigration. An investigative study was done that resulted in a list of keywords for the areas that needed extra development or follow-up. This overview is included in the municipality's 2008/2009 education plan for minority language pupils at primary and lower secondary schools in Lørenskog:

List of keywords for areas that needed extra development and follow-up:

Area:	Need or wish for extra development and follow-up:	Commitment and execution plan:
Administrative routines according to the pupils' rights as laid down in Section 2-8 (Educ. Act)	Develop common municipal admin routines at all schools.	Goals for 2008: - Common admin routines were prepared and introduced. - Implementation work was assessed underway in the autumn of 2008. - Implementation work continued in 2009.
Transitional schemes 1) kindergarten to school 2) primary to lower secondary 3) lower sec to upper secondary	Developing common routines for transition between levels  Fixed routines for transferring relevant information during the kindergarten to school transition.	Goals for 2008: - Recommendations for routines for transition between the different levels prepared (by working groups). - Fixed routines created for transferring relevant information during the kindergarten to school transition.
"Ord som gror - les og skriv" (Words that grow – read and write)	A new round of thorough training of those responsible at each school. Revitalising guidelines	- Included in the plan for competence development and the municipality's Learning Catalogue for 2008. - A revised set of guidelines is revised in 2008 (by the work group). - This work continued in 2009.
The Introductory Class	Review of organization and use of resources	Work with reviewing the organization and use of resources began autumn 2008 (by the work group)
Competence development and sharing experiences	Continue existing forums for permanent coordinators from all the schools	Goals for 2008: Existing forums for permanent coordinators will continue. - An overview of the meetings can be found in the municipality's Learning Catalogue for 2008.
Home/school cooperation	Developing good models for parental cooperation.	- This theme continues through networking (the forums) and appears in the 2009 Learning Catalogue

<b>Area:</b>	<b>Need or wish for extra development and follow-up:</b>	<b>Commitment and execution plan:</b>
Cooperation with bilingual teachers	Developing good models for cooperating with bilingual teachers	- This theme continues through networking (the forums) and appears in the 2009 Learning Catalogue.
Cooperation with the music and culture schools	Continuing and further development of this cooperation.  Evaluate the opportunities for developing offers/ themes to consciously use different cultures' resource more.	- Discussed with the music and culture schools in spring 2009.
Cooperation with the library	Share experiences from the "Reading friend" project and extend this measure to other schools and kindergartens.  Share experiences by using the librarians at lower secondary with the other schools in the municipality.	- Discussed with those involved before start date of school year 2009-2010. - The schools' experiences are seen in connection with preparing revised guidelines for "Ord som gror - les og skriv". A work group is established in the autumn of 2008.
Representation	The percentage of minority language teachers and assistants should reflect the pupil composition at each school.  The percentage of minority language parents in the schools' advisory councils should reflect the pupil composition at each school.	- It is worth considering this in connection with new hiring at each school. - This should be a focus area when recruiting to new positions, especially at some of the schools.
Lørenskog - a multicultural municipality	The need for becoming more aware of the values of being a multicultural municipality. Competence in the ways of using positive aspects of diversity should increase.	This must continue as a focus area in connection with competence-building and sharing experiences.

An action plan was prepared based on this overview, with the following content :

- A. Routines and procedures
- B. Special language education
- C. Curricula for language minorities
- D. Mapping work
- E. Individualised decisions
- F. The Norwegian Learning Plan (ITN) adapted to the individual
- G. Information to parents
- H. Analysis tool and guidance material from the Directorate for Education and Training

In connection with the plan for routines and procedures (Item A), the municipality's schools and the head of the childhood and youth services prepared a detailed description in 2009 of the routines that should be followed during a pupil's transition from kindergarten to primary school. This description of routines is schematic and states the times for the different tasks, measures and distribution of roles in this process.

The action plan has been implemented and evaluated during conversations and in consultation with the schools. The chief municipal education officer had work with migration pedagogy as his priority area in the Development and Training Plan for the three subsequent years. This work is followed up on now through school visits and assessment conversations, among other procedures.

The priority area called "A New Commitment to Reading, Words that Grow - Read and Write" (*Nytt løft for lesing - Ord som gror - les og skriv*), will imply a municipal commitment in the use of common analysis tools. Pupils who need special Norwegian language training will be followed up on through this commitment plan.

### ***The Road Ahead***

NAFO is aware that similar work is being done systematically at a central level in many municipalities such as Drammen, Larvik and Skien. It would be a positive move to find a way to work comprehensively to establish this work in the sectors that work with childhood and education.

## Investing in efforts at universities and colleges

**Increasing the proportion of minority students in higher education and improving the opportunity and potential for completing a higher education**

### **About the project**

This project is a specific commitment toward reaching the goals of Measure 21 of the *Equal Education in Practice Strategy Plan: Recruit more students with minority backgrounds to higher education in general.*

Testing out the specific measures for communication to recruit students with minority backgrounds started at the Oslo University College (HiO) as a part of basic recruitment based on measures directed at improving the flow of information. An information specialist investigated Pakistani environments in Norway to explore forms of communication that could be used to reach new target groups. This was followed up on with practical work directed at information processes in these same environments and documented over a period of 2 years or so starting in 1999.

HiO had previously received project funds from the Ministry of Education and Research for its Norwegian Academic Language Initiative (Norsk Fagspråk), to provide support for language programmes for minority language students. This measure is now terminated, but two permanent positions were transferred from the Educational Development Centre at HiO, and work is now being done with different forms of support for minority students.

The University of Oslo (UiO) also wanted to start recruiting minority students, so UiO and HiO prepared a joint recommendation and application to the Ministry for project funds from 2003. This resulted in UiO being given funds to cover two positions and some extra funds for its MiFA-project (Minorities in Focus in Academia) for four years, while HiO was granted funds for one position at MiP (Minorities in Professional Education) for two years.

MiFA became a permanent measure at UiO, starting in 2008 with two positions. The position at HiO/MiP continued after 2005 with help from HiO funds and a grant from NAFO up to that year. At HiO, a more extensive project directed at international and multicultural student environments began with its own project coordinator starting in 2008 (Interkult).

<http://www.hio.no/content/view/full/67512>

In recent years, the National Police Academy has also committed to recruiting and keeping minority students and has created one position for this work at the academy. At the end of 2009, the administration of the Norwegian School of Sports Science, HiO, UiO and the National Police Academy all applied for funds to begin similar programmes.

### **In practice**

Recruitment directed at minorities at the institutions mentioned above in these years must be considered experience-based development work, with a point of departure in many different institutions and with very limited resources. One result of this today is a large quantity of documented knowledge that can be used by educational authorities and other institutions.



*Why not study to become a teacher of Arts and Crafts? (Photo: Janne Veirud)*

The Ministry of Education and Research established some conditions for how the experiences from these institutions would be understood when appointing someone to this kind of position at Oslo University College (MiP) when project funds were allocated. This is why the internet-based journal MaiA (Diversity in Academia) was established in 2004, and after that published four times a year. In addition to the written exchange of information, lectures were held in different fora and guidance was given when this was requested. Development of knowledge in this area as a basis for practical work has been the main goal of this activity.

At MaiA, emphasis was placed on the dissemination of research alongside own experience, especially in the area of experience and research gathered through the European network for this (EAN) and other sources. Some specific descriptions of this work - done at HiO, UiO and the National Police Academy - can be read here  
<http://www.hio.no/Prosjekter/MaiA/MaiA-arkiv/MaiA-3-2009/Rekruttere-og-beholde>

Some articles are reflective comments, while others are popularised descriptions of research that was done. Hyperlinks to the sources make it possible to read more about this theme.

An important tool to be used for recruitment is using the statistics available on the number and proportion of minority students, first established at HiO in 2004. Since then these statistics are prepared annually, and the last few years also includes UiO.

Extra commitment is required to recruit minority students, especially from under-represented groups. One important result of this development work is knowledge about the different target groups among minority environments and methods used to communicate with them.

<http://www.hio.no/Prosjekter/MaiA/MaiA-arkiv/MaiA-4-2009/Inspirerer-tyrkisk-ungdom-til-aa-studere>

At the same time, consideration for these target groups should be integrated into ordinary recruitment directed at upper secondary school pupils.

<http://www.hio.no/Prosjekter/MaiA/MaiA-arkiv/MaiA-4-2009>

Recruitment work should be considered in a traditional manner as an informative activity and within marketing by using mass communication, visiting schools, open house days for school pupils, participation in educational fairs and similar initiatives. Keeping students during their studies and helping them make good career choices through guidance are however also part of recruitment because recruitment also depends on having students complete their education and mastering the transition to working life. This is especially important for minority students. This is why the whole institution must be involved in this process.

A comprehensive organization with support measures based on the needs of the individual students would benefit all students. Work with inclusion and organizing studies are important key words. Communicating with parents, teachers and counsellors is just as important as the information that is directed at young people. Institutions that work with adult education and other local agencies are important collaborators. But visiting schools and institutions and making alliances require time and money, and therefore often fail.

Students can be important helpers and role models in this respect. MiFA (UiO) has put a great deal of effort into involving students to participate in these processes. HiO also started using this approach and the National Police Academy uses minority students as role models .

### **The Road Ahead**

Knowledge that has been documented and experience from previous successful measures would be a good starting point for other institutions. But good goals and encouragement from the authorities is not enough to keep the ball rolling. The strategy plan refers to work done at HiO and UiO in this area. Even if development work that has been done thus far is useful, this is not enough in the long run if such measures are not used to their full extent.

<http://www.hio.no/Prosjekter/MaiA/MaiA-arkiv/MaiA-4-2009>

More effective tools are needed to advance in these issues. When British universities have done far more than Norway in this respect and can function as role models for our country, this is due to the fact that they were able to apply for state funding to reach a wider audience and widen participation in higher education. They have followed up on research and performance criteria, and have seen that financial support for students is decisive.

The strategy plan focused on schools, and the schools are by nature an excellent platform for recruiting to higher education. But we now need to design a national strategy that applies to higher education in particular where minority students are not handled as one uniform group, but are included within the larger diversity of all university and college students.

## Investing in efforts at universities and colleges

### The scholarship scheme for language minority teachers

#### **About the project**

The scholarship scheme for minority language teachers is primarily a measure intended to raise recruitment levels among minority language teachers to be able to teach at all year levels in schools. There is an increasing need for more teachers with minority language backgrounds in our schools. Teachers with minority backgrounds can function as positive role models for pupils, but the most important aspect here is that schools can use their cultural competence and language skills as minority language teachers in teaching.

Many teachers with minority backgrounds and those who work at school have no formal qualifications to teach at school. Some lack a pedagogical education and others have a teacher education from a country of origin that has not been accredited by Norway. The scholarship scheme will contribute to helping those who already work at schools to become qualified to do the job they already do. It is also of particular importance for teachers with minority backgrounds to get good employment contracts and conditions and stable working conditions.

For those who are awarded a scholarship, this scholarship scheme should function as a motivating factor to take further education. The scholarship scheme should also contribute so that it is easier for those who receive a scholarship to finish their education by using this to work less in order to complete their studies and to cover expenses related to studying.

#### **In practice**

The scholarship scheme began in 2003. Scholarships are awarded each year from the fiscal budget. Until the spring semester of 2008, the scholarship scheme was administered by the Directorate for Education and Training, and NAFO overtook this task as of January 2008.

The school owners and schools are important participants in the process of finding the teachers who want and need these scholarships. The administration at each school should send the application for a scholarship to the school owner together with the teacher who wants to apply for a scholarship. The school owner then sends a prioritised list of applicants from its own municipality to NAFO. The school owner administers the scholarship funds and has the task of ensuring the recipients carry out their studies for which the funds are awarded.

NAFO tries to reach a fair geographical distribution of scholarships. Furthermore, the scholarships are awarded in relation to how many credits the applicant will be studying for. The applicant can be awarded a maximum of NOK 100 000 per year and it is expected that at least 60 credits will be completed each year.

The scholarships that NAFO has awarded until now have mainly gone to teachers who want to build further on their competence so they can be certified through a general teacher education, and the teachers that wish to take a general teacher education or a bachelor degree for bilingual teachers. Some of the applicants also apply for scholarship funds to carry out the pedagogical part of their education, which often is lacking from before.

295 minority language teachers received a scholarship for the period 2004 to 2009. As of December 10 2009, 48 school owners - distributed among all the counties – reported that 114 scholarship recipients have completed this education.

### ***The Road Ahead***

For many bilingual teachers, this scholarship scheme has been an excellent incitement to formalising their education so they can qualify to teach at a permanent position within the school system. Economic support may have been the only thing missing for someone to start their education. This is why this scheme is of great significance for meeting the competence needs at schools in Norway. Information about how to apply for scholarship funds can be found on NAFO's home page:

[www.hio.no/nafo](http://www.hio.no/nafo)





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