

### *The situation for adults*

It has been shown that the Competence Reform has not had the desired effect, particularly at the level of upper secondary education. The number of entitled adults who have been offered courses is lower than expected. At the same time, statistics show that approximately half of those who register as unemployed lack upper secondary education.

The OECD has drawn attention to the need in Norway for better coordination of projects and for a closer look at the financial assistance available, particularly in respect of support towards living costs.

No major changes are planned soon. The Ministry will examine certain legal aspects. Priority will be given to better information on adult entitlements. In addition, the pilot projects relating to the assessment of non-formal competence will now be reviewed, to achieve a more uniform practice.

### **6.10.3 Higher education and teacher training**

As indicated above, the implementation of the Quality Reform is largely complete. Both the Government and Parliament wish, therefore, to await the results before introducing new measures. The changes made recently have had primarily three goals: More independence for the higher education institutions; more appropriate governance structures; and uniform rights and obligations for students and institutions throughout private and public higher education institutions, including implementation of the same quality assurance measures. Through changes in upper secondary education it is hoped to strengthen students' preparedness for higher studies.

The remainder of this chapter will focus on challenges related to the role of the teacher, teacher education and school management.

#### *The role of the teacher*

The comprehensive scrutiny of basic education and determination to raise standards have consequences for the teachers.

Of all the resources in schools, teachers' qualifications are the factor which most strongly influences pupil achievement. Many different demands are made on teachers. They must have competence in their subjects as well as pedagogic and didactic competence to guide pupils' learning, and they must be able to draw on a broad repertoire of forms of work and pedagogical tools. Teachers need personal competence in changing and developing, to be able to reflect upon and if necessary alter their own teaching practice. They need social competence, to be able to cooperate and communicate with pupils, parents and colleagues. And they must have work-related ethical competence, to be able to reflect on their own choices and attitudes as professional workers. Teachers must also make a contribution to ensuring that children can grow up and become members of a society based on equality and equal rights between women and men. The recruitment to teacher training of more men and people with immigrant backgrounds will contribute to pupils having diverse role models.

#### *Increasing the competence of teachers*

A survey of teachers' competence at the compulsory school level shows that many teachers have had little formal study in the subjects they teach, including central subjects like

mathematics, English and Norwegian. Among teachers who taught mathematics in primary school, more than 70 per cent reported that they had less than 30 credits in the subject. Corresponding figures for English and Norwegian were under 70 per cent and around 50 per cent respectively. At lower secondary level, rather more than 40 per cent of those who taught mathematics had less than thirty credits in the subject, and the corresponding figures for English and Norwegian were barely 25 per cent and around 30 per cent respectively.

The survey also shows that a majority of teachers at the compulsory school level had not taken part in the in-service courses linked to Reform 97 in the subjects they taught, and that the courses of most of those who participated lasted from one to three days. Situation reports for the period 1997-2000 show, however, that almost all teachers took part in shorter in-service programmes in one or more areas. At the same time, research indicates that short courses that are not placed in the context of the individual school often have little effect.

As of the autumn of 2003, more than 1000 teachers were awarded state grants to take further education in Norwegian, Sami or mathematics.

In the years 2001-04 the Ministry financed the development and operation of *LærerIKT*, an in-service course in the pedagogical use of ICT. The goal was to give 40,000 teachers the opportunity to develop competence in the pedagogical use of ICT during the period 2002-04. So far around 33,000 teachers have taken this or a corresponding course.

As a follow-up to the efforts to strengthen basic education, the Ministry will now give priority to a three-fold strategy for competence development:

- Provide support for formal, examination-related further education in mathematics, science, Norwegian, Sami, English and a second foreign language
- In cooperation with the school owners who are the teachers' employers and responsible for in-service training, give priority support to in-service training in:
  - the introduction of new syllabuses;
  - a second foreign language;
  - physical training;
  - the use of the national quality assessment system;
  - teachers, instructors and vocational test board members in upper secondary education;
  - better adapted learning
- Guidance of newly qualified teachers. Taking two successful trials as a basis, the Ministry will consider how to expand an arrangement by which newly qualified teachers receive guidance and follow-up from the teachers and administration of the school they are coming to. The Ministry will look into how this guidance can be supported by the staff of teacher education institutions.

#### *Strengthening teacher education*

Since the results of the Quality Reform are awaited, the Government will not propose large-scale changes in teacher education for the present. The existing outline programmes are in any case so flexible that it is possible to introduce local variations. White Paper *St.meld. nr. 30* nevertheless points to a number of steps that will be taken to strengthen the education:

- The Ministry will give priority to R&D work in teacher education where the focus is on practice.

- The Ministry will strengthen the quality of practical training in teacher education.
- The Ministry will introduce special admission requirements for general teacher education and invite comments to proposals in which different models are discussed.
- The Ministry will carry out an evaluation of general teacher education.
- The content requirements in the pedagogical further education of kindergarten teachers who shall teach in the first four years of primary education will be more rigorous.
- The Directorate for Primary and Secondary Education will work with the teacher education institutions and through different measures contribute to strengthening the teacher trainers' knowledge of and cooperation with schools and school owners.

### *Strengthened school management*

The principal has the leading responsibility for the teaching at her/his own school and for developing and improving the school's learning environment and the pupils' learning outcome. The school owners have responsibility for the management training of their own managers, including school administrators. The development and training of school administrators has been given high priority by central education authorities for some time. On the initiative of the Ministry and in agreement with the Norwegian Association of Regional and Local Authorities, the Ministry has partly financed the development of in-service and further education courses in school management at several universities and university colleges. The main topics on the courses are: quality in the school's operations; pupils' learning; quality development strategy; and effective use of resources. Master's studies have also been launched at several institutions where further education courses can be incorporated. The measures were introduced in spring 2003.

In White Paper *St.meld. nr. 30* a number of measures are announced to strengthen school management. Among them are:

- The central authority will contribute to financing the development of competence among school administrators, teachers, instructors, counsellors and other staff connected with basic education.
- In cooperation with the National Association of Regional and Local Authorities, a specific programme for the competence development of school owners and school administrators will be drawn up, as part of the introduction of the reform.
- The Ministry will make it possible for the further education courses that are established for school administrators to continue.
- The Ministry will take the initiative in changing the regulations where necessary to allow local authorities to appoint school administrators for a term of years where this is seen as appropriate.

The Government, with the support of Parliament, indicates that a total of 2-3 billion NOK over a period of time will be spent on capacity building in this area.

## Documentary References

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The Norwegian Directorate for Primary and Secondary Education:	<a href="http://www.utdanningsdirektoratet.no">www.utdanningsdirektoratet.no</a>
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## Appendices

1. Pupils in upper secondary education, gender and field of study. 1. October 2003. Preliminary figures.
2. Apprentices, by gender and field of study. Preliminary figures. 1. October 2003.
3. Pupils in upper secondary education, by gender and field of study. 1. October 2003. Preliminary figures.
4. Number of courses, participants and lessons, by organization. 1998-2003. (Adult education.)
5. Graduates by gender and educational level. Preliminary figures. 1997/1998, 2001/2002 and 2002/2003. (Universities and university colleges.)

Education statistics. Pupils in upper secondary schools

3 Pupils in upper secondary education, by type of education, gender and field of study. 1 October 2003. Preliminary figures

Gender and county of residence	Total	Basic courses	Advanced course I	Advanced course II		
				Total	Pupils in vocational study in school	Other education
<b>Males and females</b>	177 774	66 783	56 191	48 438	2 968	3 394
General fields of study	90 064	28 207	25 028	36 692	28	109
General, economics and management studies	77 668	23 376	21 079	33 076	28	109
Music, dance and drama	5 219	1 967	1 718	1 534		
Sports and physical studies	7 177	2 864	2 231	2 082		
Vocational studies	87 710	38 576	31 163	11 746	2 940	3 285
Health- and social studies	20 039	7 126	5 764	6 070	1 079	
Agriculture, fishing and forestry	4 003	1 644	1 368	945	46	
Arts, crafts and designs	12 714	5 636	4 594	2 231	253	
Hotel and foodprocessing trades	7 008	3 828	2 960	3	217	
Building and construction trades	7 000	3 597	3 128		275	
Technical building	2 344	1 086	1 033	133	92	
Electrical trades	9 779	4 593	3 810	997	378	1
Engineering and mechanical trades	11 604	6 136	4 697	405	366	

Chemical and processing trades	905	480	413	12	
Woodworking trades	575	331	206	3	35
Media and communication	3 911	1 594	1 357	959	1
Sales and service	4 544	2 525	1 833		186
<b>Technical vocational school</b>	<b>3 284</b>				<b>3 284</b>
<b>Males</b>	<b>86 956</b>	<b>34 671</b>	<b>28 831</b>	<b>18 805</b>	<b>1 447</b>
General subjects	41 356	13 271	12 041	15 920	27
General, economics and management studies	35 717	11 048	10 296	14 249	27
Music, dance and drama	1 382	529	460	393	
Sports and physical studies	4 257	1 694	1 285	1 278	
Vocational educational studies	45 600	21 400	16 790	2 885	1 420
Health- and social studies	1 788	922	425	288	153
Agriculture, fishing and forestry	1 811	761	645	371	34
Arts, crafts and designs	1 799	801	588	379	31
Hotel and foodprocessing trades	3 058	1 706	1 256	2	94
Building and construction trades	6 889	3 523	3 100		266
Technical building	2 136	1 022	936	93	85
Electrical trades	9 427	4 426	3 668	969	363
Engineering and mechanical trades	10 981	5 785	4 470	389	337
Chemical and processing trades	643	341	293		9
Woodworking trades	488	287	169	3	29
Media and communication	1 678	725	561	391	1
Sales and service	1 798	1 101	679		18
<b>Technical vocational school</b>	<b>3 104</b>				<b>3 104</b>

<b>Females</b>	90 818	32 112	27 360	29 633	1 521	192
General subjects	48 708	14 936	12 987	20 772	1	12
General, economics and management studies	41 951	12 328	10 783	18 827	1	12
Music, dance and drama	3 837	1 438	1 258	1 141		
Sports and physical studies	2 920	1 170	946	804		
Vocational educational studies	42 110	17 176	14 373	8 861	1 520	180
Health- and social studies	18 251	6 204	5 339	5 782	926	
Agriculture, fishing and forestry	2 192	883	723	574	12	
Arts, crafts and designs	10 915	4 835	4 006	1 852	222	
Hotel and foodprocessing trades	3 950	2 122	1 704	1	123	
Building and construction trades	111	74	28		9	
Technical building	208	64	97	40	7	
Electrical trades	352	167	142	28	15	
Engineering and mechanical trades	623	351	227	16	29	
Chemical and processing trades	262	139	120		3	
Woodworking trades	87	44	37		6	
Media and communication	2 233	869	796	568		
Sales and service	2 746	1 424	1 154		168	
<b>Technical vocational school</b>	180					180

Explanation of symbols

Education statistics. Apprentices

## 1 Apprentices, by gender and field of study. Preliminary figures. 1 October 2003

Field of study	Total	Men	Women	Per cent women
1995	19 375	15 192	4 183	21.6
1996	27 216	20 085	7 131	26.2
1997	31 983	22 311	9 582	30.0
1998	32 350	22 710	9 640	29.8
1999	31 446	21 728	9 718	30.9
2000	29 945	20 533	9 412	31.4
2001	29 325	20 311	9 014	30.7
2002	29 085	20 394	8 691	29.9
2003	28 490	19 931	8 559	30.0
Fields of study 2003				
General, economics and management studies	716	664	52	7.3
Health and social studies	3 081	283	2 798	90.8
Agriculture, fishing and forestry	680	486	194	28.5
Arts, crafts and designs	2 538	122	2 416	95.2
Hotel and food processing trades	2 757	1 304	1 453	52.7
Building and construction trades	4 806	4 749	57	1.2
Technical building trades	1 724	1 627	97	5.6
Electrical trades	5 129	4 960	169	3.3
Engineering and mechanical trades	5 104	4 815	289	5.7
Chemical and processing trades	266	167	99	37.2

Woodworking trades	382	298	84	22.0
Media and communication	243	119	124	51.0
Retail and service	1 064	337	727	68.3

Explanation of symbols

Education statistics. Pupils in upper secondary schools

## 4 Pupils in upper secondary education, by gender and field of study. 1 October 2003. Preliminary figures

Areas of study	Total	Males	Females	Per cent females
All fields of studies	177 774	86 956	90 818	51.1
General fields of study	90 064	41 356	48 708	54.1
General, economics and management studies	77 668	35 717	41 951	54.0
Music, dance and drama	5 219	1 382	3 837	73.5
Sports and physical studies	7 177	4 257	2 920	40.7
Vocational studies	87 710	45 600	42 110	48.0
Health- and social studies	20 039	1 788	18 251	91.1
Agriculture, fishing and forestry	4 003	1 811	2 192	54.8
Arts, crafts and designs	12 714	1 799	10 915	85.9
Hotel and foodprocessing trades	7 008	3 058	3 950	56.4
Building and construction trades	7 000	6 889	111	1.6
Technical building	2 344	2 136	208	8.9
Electrical trades	9 779	9 427	352	3.6
Engineering and mechanical trades	11 604	10 981	623	5.4
Chemical and processing trades	905	643	262	29.0
Woodworking trades	575	488	87	15.1
Media and communication	3 911	1 678	2 233	57.1

Sales and service	4 544	1 798	2 746	60.4
<b>Technical vocational school</b>	3 284	3 104	180	5.5

Explanation of symbols

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Education statistics. Adult education organized by popular education organizations

1 Number of courses, participants and lessons, by organization. 1998-2003

Popular education organization	Courses	Participants			Lessons		
		Total	Males	Females	Total	With teacher	Without teacher
1998	61 428	681 359	298 167	383 192	1 841 942	1 476 948	365 110
1999	61 319	681 845	303 471	378 374	1 853 855	1 466 116	387 739
2000	60 326	666 729	296 472	370 257	1 831 222	1 469 244	361 978
2001	54 530	614 356	273 145	341 211	1 681 367	1 315 084	366 283
2002	52 181	667 727	292 123	375 604	1 729 920	1 351 963	377 957
2003, total	50 083	735 162	354 793	380 369	1 657 221	1 324 129	333 092
The Workers Education Association of Norway	6 750	70 101	28 997	41 104	246 668	178 806	67 862
The Rural Association of Adult Education	3 453	28 323	19 673	8 650	60 582	42 573	18 009
The Association of Adult Education of the Free Church Movement	1 837	18 714	9 128	9 586	39 551	35 755	3 796
The Education Association of the Conservative Party	950	7 994	2 905	5 089	46 034	46 034	-
The Adult Education Association of The Christian Democratic Party of Norway	38	490	241	249	767	111	656
Populus - The Adult Education Association of Family, Health and Culture	1 274	9 185	1 149	8 036	25 492	21 296	4 196
The Sports Education Foundation	2 564	31 231	20 355	10 876	50 227	48 498	1 729
The Council for Music Organisations in Norway	3 588	45 360	19 857	25 503	176 962	103 144	73 818
The Norwegian Council of Christian Study Activity	2 595	29 784	11 432	18 352	63 330	36 917	26 413

The Sami Adult Education Association	130	616	216	400	12 191	9 842	2 349
The Adult Education Association of the Centre Party	138	842	511	331	2 090	-	2 090
The Socialist Adult Education Association	481	4 323	1 228	3 095	17 567	16 120	1 447
Folkeuniversitetet - An Adult Education Association	14 361	321 784	172 244	149 540	625 097	550 993	74 104
The Adult Education Association of Nature and Environment	1 834	18 053	10 359	7 694	40 615	36 856	3 759
The Adult Education Association of Peoples Learning	1 094	8 425	3 336	5 089	31 430	26 504	4 926
The Adult Education Association of the Liberal Party	133	1 159	676	483	2 357	634	1 723
YS Education and Development Centre	591	8 098	2 352	5 746	10 652	6 438	4 214
The Academic Association for Adult Education	1 526	70 662	30 896	39 766	30 616	29 703	913
The Association for Adapted Adult Education in Norway	2 727	25 772	8 295	17 477	56 646	40 971	15 675
The Association of Folk Culture	3 679	30 252	8 084	22 168	113 875	88 741	25 134
The Adult Education Association of the Progress Party	333	3 937	2 829	1 108	4 217	3 938	279
Norwegian Coast Sami Study Association	7	57	30	27	255	255	-

Explanation of symbols

Degrees from universities and colleges

1 Graduates by gender and educational level. Preliminary figures. 1997/1998, 2001/2002 and 2002/2003

	1997/1998	2001/2002	2002/2003
Total	29 871	29 344	29 376
Males	12 558	11 688	11 653
Females	17 313	17 656	17 723
Tertiary education, short and medium	22 385	22 624	22 717
Males	8 535	8 200	8 318
Females	13 850	14 424	14 399
Tertiary education, long	7 486	6 720	6 659
Males	4 023	3 488	3 335
Females	3 463	3 232	3 324

Explanation of symbols2004 © Statistics Norway