

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**Norway 2012/2013 data  
background information**



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## BACKGROUND INFORMATION

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### **How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition:**

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*An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.*

#### **Pupils' legal entitlements under what legislation**

The right to special education is contained in chapter 5 of the Education Act.

Pupils who do not or are unable to benefit satisfactorily from mainstream teaching have the right to special education. In assessing what kind of instruction should be provided, particular emphasis is placed on the pupil's developmental prospects.

The content of the courses offered is such that the pupil receives adequate benefit from the tuition as a whole in relation to other pupils and in relation to educational objectives that are realistic for the pupil. Pupils who receive special education have the same total number of teaching hours as other pupils.

#### **How additional support is understood within the country context**

Additional support may entail the pupil working towards different learning outcomes than other pupils, a teacher or assistant to help the pupil in class, or the pupil receiving special adaptive equipment. Additional support is customised to meet the pupil's needs.

### **The criteria for an official decision are:**

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#### **There has been an educational assessment procedure involving a multi-disciplinary team**

Before the municipality or the county authority decides on whether or not a pupil should receive special education, an expert assessment of the pupil's specific needs is carried out. The educational and psychological counselling service conducts the assessment, which determines whether the pupil needs special education and what kind of instruction should be provided.

The expert assessment considers and establishes the following:

- The pupil's learning outcomes from the mainstream educational provision
- The pupil's learning difficulties and other special conditions of relevance to education
- Realistic educational objectives for the pupil
- Whether it is possible to provide help for the pupil's difficulties within the mainstream educational provision
- What kind of instruction it is appropriate to provide.



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### **The multi-disciplinary team includes members from within and external to the pupil's school**

The Education Act does not regulate multi-disciplinary teams.

### **There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning**

The municipality or county decides whether or not the pupil should receive special education, based on an expert assessment of the pupil's specific needs.

If the decision of the municipality or county authority differs from the expert assessment, the municipality or county authority explains the grounds for the decision, including, among other things, why it believes that the instruction received by the pupil nevertheless fulfils the pupil's rights.

An individual education plan is prepared for pupils receiving special education. The plan specifies educational objectives and content and indicates how the teaching is to be carried out.

### **The official decision is subject to a formal, regular review process**

Once a year, the school prepares a written summary of the education received by the pupil and an assessment of the pupil's development. The pupil's development must be assessed on the basis of the aims stipulated in the pupil's individual curriculum. The school sends this summary and the assessment to the pupil or to the pupil's parents and to the municipality or county authority.

## **Proxy indicator(s) for the 80% benchmark used for the country's data collection**

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*Placement in a mainstream class implies over 50% or more with non-disabled peers.*

### **Details on what the country proxy is:**

It refers to the number of pupils affiliated with a dedicated special needs unit. These units may be separate special schools or dedicated special needs departments in mainstream schools.

### **Why this proxy was used:**

Data is available on the number of pupils receiving special needs education on a one-to-one basis with a teacher or teaching assistant or in small groups outside mainstream classes. Most of these pupils spend more than 80% of their time in mainstream classes, but there are no exact numbers on this. The best proxy that could be found is the number of pupils affiliated with a dedicated special needs unit.

### **Difficulties in using any proxy:**

The numbers of pupils in Question 2 of the table entitled 'Learners with an official decision of SEN' – How many pupils with an official decision of SEN are educated in formal



mainstream education settings with their non-disabled peers for at least 80% of the time – may be a little bit too high.

## **Detailed description of what is meant by ‘out of formal education’ within the country’s data collection**

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The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

*[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications from formal education are by definition recognised and, therefore, are within the scope of ISCED. Institutionalised education occurs when an organization provides structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, *International Standard Classification of Education ISCED 2011*, p. 11).*

### **Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition):**

Pupils considered out of education are those who have not registered for compulsory primary education in school and who still are outside school on 1 October. Pupils with documented absences or pupils who have moved out of the country are not counted. Children receiving home education are counted.

The number of children out of any form of educational setting is 183 and the number of children receiving home education is 114.

## **Provision of data on private sector education**

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The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

### **Private sector education in the country:**

The private sector is understood as private primary and secondary schools, approved under the Private Education Act (Section 2–1) or the Education Act (Section 2–12).

Running private primary and secondary schools is not permitted in Norway without this approval.



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**Pupil population counted for each relevant question:**

Data on private sector education is included in all the data reported from GSI (the Primary and Lower Secondary School Information System).

**Pupil age ranges**

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Usual pupil age ranges in the country at ISCED level 1: 6 to 12

Usual pupil age ranges in the country at ISCED level 2: 13 to 15