

## Migrant Education in Norway Pointers for policy development

### SUCCESSSES AND CHALLENGES FOR MIGRANT EDUCATION

- Around 8 to 10% of students speak a language other than Norwegian, and more than 120 languages are spoken in Oslo schools.
- Already in primary education, immigrant students read less well than native students, particularly for students not born in Norway. Norway has one of the largest gaps in OECD countries.
- By age 15, first-generation immigrants have fallen behind their native peers in reading by the equivalent of around two years of schooling.
- Fewer first-generation immigrants choose to go to upper secondary education than their native peers. Less than half of these students succeed in upper secondary vocational programmes, compared with two-thirds of native peers.
- Socio-economic background and speaking a different language at home largely explain the achievement gap between immigrants and native students.
- Immigrant children are not enrolled in early childhood education and care as much as native children under the age of 3; although the rates overall are comparable at age 5.
- By international standards, Norway has an inclusive education system. Norway is undertaking a wide range of universal and targeted measures to improve the situation of immigrant students.

### POLICIES TO IMPROVE MIGRANT EDUCATION OUTCOMES

- Improve access to quality early childhood education and care for all, especially immigrant children under the age of 3.
- Provide diversity training to both teachers and school leaders at primary and secondary schools
- Mainstream language support into curriculum, teacher education and research.
- Provide more support in vocational education programmes such as technical language acquisition and career guidance.
- Help improve learning environments at home (*e.g.* extended school hours, homework assistance, providing mentors from immigrant backgrounds and supporting migrant parents.)
- Better manage regional variations by strengthening accountability of schools and promoting knowledge sharing among municipalities and schools.
- Monitor progress and use formative evaluation at all levels – classroom, school and system.

### FURTHER READING

These pointers for policy development are drawn from the Policy Review of Migrant Education for Norway ([www.oecd.org/edu/migration/countrynotes](http://www.oecd.org/edu/migration/countrynotes)). The policy review in Norway was carried out within the framework of the OECD Reviews of Migrant Education. The overall findings of this review are presented in *Closing the Gap for Immigrant Students: Policies, Practice and Performance*, published in April 2010. Policy reviews in 6 countries (Austria, Denmark, Ireland, the Netherlands, Norway and Sweden), background reports prepared by 12 countries and other documents of the review are also available on the OECD website [www.oecd.org/edu/migration](http://www.oecd.org/edu/migration).