

OECD-NORWAY IMPROVING SCHOOLS REVIEW

**DRAFT ACTION PLAN FOR BETTER LOWER SECONDARY EDUCATION  
IN NORWAY**

**RESULT OF THE OECD SEMINAR FOR NORWEGIAN LEADERS IN EDUCATION  
IMPROVEMENT (ONTARIO, CANADA 7-10 JUNE 2012)**

Related report: *Improving Lower Secondary Schools in Norway* (OECD, 2011)

*This document contains an action plan proposal to raise performance in lower secondary schools in Norway, which has been developed by 30 key Norwegian education policy makers during the OECD Seminar for Leaders in Education Improvement in June 2012.*

*The action plan targets improvement of lower secondary education in Norway based on the objectives of the Norwegian White Paper on Quality in Lower Secondary Education (2011), as well as the recommendations of the OECD developed with an international expert group ([Improving Lower Secondary Schools in Norway](#)), and the work undertaken in the OECD Seminar with academics from Harvard Graduate School of Education, the Ontario Institute for Studies in Education (OISE) and a great variety of Ontario education actors. This draft action plan has been used by Norwegian stakeholders to guide further discussions to shape new education policy efforts.*

*The Ontario experience and OECD recommendations for Norway published in the report [Improving Lower Secondary Schools in Norway](#) show the importance of **coherence**, **focus (prioritizing a few important goals)**, **alignment** (a clearly designed strategy that is followed through in implementation), **support** (aligning resources at all levels for capacity building in teaching and leadership to succeed in the agreed priorities), and **communications** (across levels, both horizontal and vertical, to inform and engage key stakeholders in the process).*

*This action plan follows these premises:*

- 1. It presents four coherent and aligned actions to raise student performance in lower secondary.*
- 2. It does so by focusing on improving literacy, numeracy and classroom management.*
- 3. It proposes key activities to achieve the 4 actions.*
- 4. It proposes indicators on how to measure progress.*
- 5. It defines the actors that will be responsible and accountable for the actions.*
- 6. It provides support material to help think through the implementation of the plan in terms of timing, priorities, resources, etc.*

## Introduction and background: draft action plan for better lower secondary in Norway

From 7-10 June 2011, a group of 30 Norwegian key education stakeholders came together for the OECD Seminar for Norwegian Leaders in Education Improvement. The four-day Seminar combined lectures by leading international education researchers from Harvard GSE and OISE, first-hand accounts from actors in the Ontario school system and team work guided by facilitators. The objective was to outline a strategic plan of action on lower secondary education to implement in Norway.

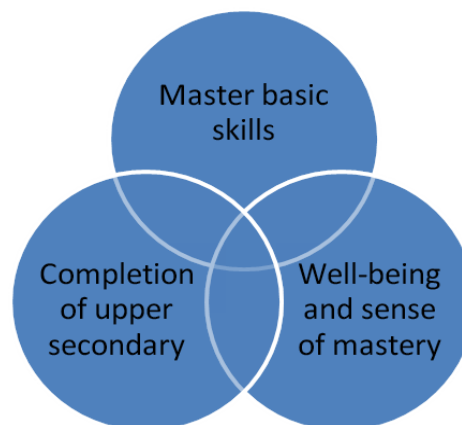
Participants met with Ontario policy makers, visited schools and talked to students, teachers and school leaders and saw first-hand the impact of policies in schools and classrooms. They also discussed and reached conclusions among themselves during team work sessions. These exchanges were of great value to understand how successful implementation of policies that work have been possible in Ontario, but also to explore how these new ideas and experiences can be transferred to the Norwegian context to support lower secondary student improvement in classrooms and schools.

The seminar is the culmination of the OECD Norway Review, where the OECD provided input to Norway within the framework of a reform to improve lower secondary education. With an expert OECD Steering Group, the OECD produced the Report [Improving Lower Secondary Schools in Norway](#). The report also provided input into the *White Paper on Quality of Lower Secondary Education in Norway*, produced by the Norwegian Ministry of Education and Research for submission to the parliament.

This document develops a draft action plan for a strategy to improve lower secondary education in Norway, as defined by participants during the seminar. This action plan aims to support the achievement of the key goals stated in the White Paper on Quality Education (Figure 1). It has been prepared by the OECD Improving Schools Team (Beatriz Pont and Diana Toledo Figueroa) based on the summary developed during the Seminar, notes from participants' discussions during the Seminar, presentations and exchanges with Ontario, Harvard and OECD experts<sup>1</sup>.

As part of its implementation process, this Action Plan will be consulted and validated with seminar participants and main stakeholders in Norway.

Figure 1. Overall goals for basic education in Norway



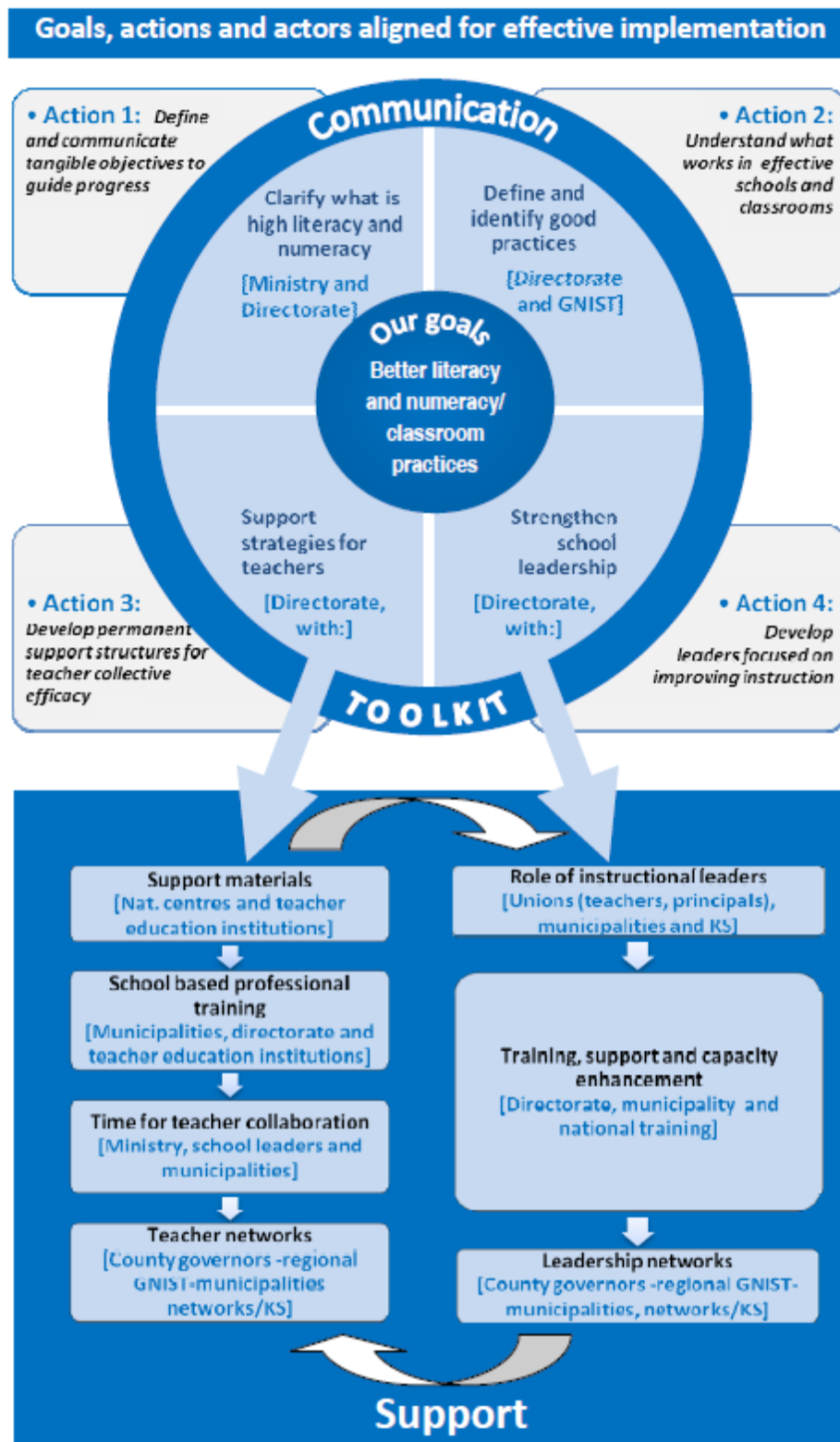
<sup>1</sup> This seminar was organised in collaboration with the Harvard Graduate School of Education and the Ontario Institute for Studies in Education. The professors and facilitators delivering the seminar include: Nancy Hoffman, Harvard GSE, Jobs for the Future, United States; Richard Elmore, Harvard GSE; Ben Levin, OISE; Robert Schwartz, Harvard GSE; Paul Reville, Harvard GSE and Massachusetts Secretary of Education, and from the OECD-Norway Steering Group Beatriz Pont (OECD), Diana Toledo Figueroa (OECD) and Dennis Shirley (Boston College, United States). Barbara Bodkin coordinated OISE's contributions. Their graduate students Leigh Anne Ingram, Limin Jao, Dianne Thomson and Tracy Wang provided valuable support during the seminar. Administrative support for the organisation and delivery of the seminar was provided by Elvira Berrueta-Imaz (OECD) and Cecilia Konney (OISE).

# DRAFT ACTION PLAN FOR BETTER LOWER SECONDARY EDUCATION IN NORWAY

## AN OVERVIEW

Goals	<p><b>What are the goals to be achieved at the lower secondary level?</b></p> <ul style="list-style-type: none"> <li>• Improve student outcomes in literacy and numeracy</li> <li>• Improve teachers' classroom practices</li> </ul>
	<p><b>What key actions will be required to implement these objectives?</b></p> <p><b>0. Define and communicate the action plan and its strategy for implementation</b></p> <p><b>1. Define, measure and communicate what good literacy, numeracy and classroom practices mean</b></p> <p><b>2. Identify effective practices for teachers, school leaders and municipalities in relation to literacy and numeracy improvement</b></p> <p><b>3. Develop support strategies for teachers to deliver improved outcomes in literacy and numeracy:</b></p> <ol style="list-style-type: none"> <li>a) Select, develop and make support materials available.</li> <li>b) Provide school-based professional training, including classroom management / instructional leadership.</li> <li>c) Ensure availability of time for teacher collaboration, with the principal's pedagogic guidance, focused on improved instruction.</li> <li>d) Develop teacher networks to share and work together on improving instruction.</li> </ol> <p><b>4. Strengthen school leadership to deliver improved outcomes in literacy and numeracy:</b></p> <ol style="list-style-type: none"> <li>a) Define and communicate the role of instructional leaders.</li> <li>b) Provide school leaders with training, support and capacity enhancement.</li> <li>c) Develop networks for school leaders to share and work together on improving instruction.</li> </ol>
Actors	<p><b>Who is responsible and accountable to do what?</b></p> <p><b>0: Ministry</b></p> <p><b>1: Ministry and Directorate</b></p> <p><b>2: Directorate and GNIST partnership</b></p> <p><b>3: Directorate, in coordination with:</b></p> <ol style="list-style-type: none"> <li>a) National centres in cooperation with teacher education institutions. GNIST partnership</li> <li>b) Municipalities with support from directorate and teacher education institutions</li> <li>c) School leaders in collaboration with municipalities</li> <li>d) Regional level actors (county governors – regional GNIST – municipalities networks/KS)</li> </ol> <p><b>4. Directorate, in coordination with:</b></p> <ol style="list-style-type: none"> <li>a) Unions (teacher, principal) in consultation with municipalities/KS</li> <li>b) Directorate, municipality and national training programmes</li> <li>c) Regional level actors (county governors – regional GNIST – municipalities networks/KS)</li> </ol>
Timeline	<p><b>What should be prioritised or dropped and what is the calendar of implementation?</b></p> <p>Based on the 4 actions above, this needs to be decided by key actors.</p>
Delivery Chain	<p><b>Monitoring progress for continuous improvement at each key level in system</b></p> <p>Process to be followed by the Ministry and GNIST partnership, supervising the data and the results presented by the responsible and accountable units.</p>

## DIAGRAM OF THE ACTION PLAN FOR BETTER LOWER SECONDARY EDUCATION IN NORWAY



## GOALS

### *What are the goals to be achieved at the lower secondary level?*

To move with the overall objectives established in the White Paper for Lower Secondary Education, Norway needs to change its approach to policymaking **from project based to a more systemic approach** of planning, design and implementation. For this, a first step is establishing **clear, sharp and sustained goals/outcomes** for students and schools. Participants of the seminar agreed to work on two basic goals (Figure 2):

#### **1. Improving student outcomes in literacy and numeracy**

This goal should address these **key challenges**:

- Improving weak students' performance: Eliminating the gap in the short term is not possible, but reducing it is already a good step forward.
- Keeping high student motivation and engagement: Motivation drops gradually along grades 5-10. Norway needs to address students' motivation to achieve, and to challenge and drive further already excellent students.
- Knowing how well Norwegian lower secondary students are doing: Norway needs to develop systems that can better measure than currently the case how well students are doing at the end of lower secondary.

*The key storyline  
to promote this  
reform:*

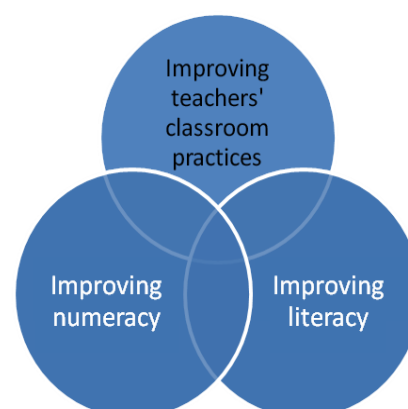
***"You don't  
have to be  
bad to get  
better"***

#### **2. Improving teachers' classroom practices**

This goal should address these **key challenges**:

- Strengthening collective teacher work: Teaching is a social process and its quality depends on collective efficacy. Just changing individual teacher practice is not enough to succeed in changing teaching practice within and across schools. Trust needs to be developed for teachers to share, experiment, observe and comment on each other's instructional practices.
- Reinforcing the instructional core: Strengthen their knowledge of subjects and pedagogy to delivery will give teachers greater confidence and skill in their work, especially for lower secondary education teachers who work with adolescents.
- Better classroom management and instructional leadership. Teachers also need stronger skills to motivate and engage students in their classrooms. Classroom management strategies will allow teachers to adapt this knowledge to different contexts and learning needs in the classroom.
- A student feedback culture for teachers needs to be strengthened and made more knowledge based. Numerical grades are not enough. Students in lower secondary need better information on what and how they can improve, and they must be taught to self-assess. If the process is not addressed, it will be difficult to achieve improvement in results.

**Figure 2. Specific goals for lower secondary education in Norway**



## ACTIONS

*What key actions would be required to implement these objectives and who has to do what?*

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***Action 0. Define and communicate the action plan and strategy for implementation.***

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A **coherent and aligned action plan** is important to guide the process through the decentralised governance structure that prevails in Norway. Different policy makers need to be convinced of the value of this reform and what it will entail for them in terms of actions, resources and expected results. A coherent plan, well and consistently communicated can offer guidance and needed leadership to those in the field, teachers and school leaders.

The **Ministry**, whose main responsibility is designing education policy, is the key actor to take the action plan and its implementation strategy forward, and eventually for the improvement of lower secondary education in Norway. The Ministry can undertake the design of the action plan, guide and communicate it clearly and engage the partners that will be the key implementers of the actions. This should be done taking into consideration the current roles and responsibilities of the different policy makers and levels that make up Norway's governance.

While progressing with the action plan, it is important for the Ministry to:

- Review the consistency of the action plan within the broader education reform efforts in Norway
- Decide on prioritisation of the actions: which are more timely/easier/quick wins to ensure engagement and take up
- Identify whether the actions entail new activities, reform or finalisation of already existing ones
- Ensure that there is leadership, clear measurable outcomes and accountability for each action
- Ensure appropriate funding and support for the different actions
- Sustain momentum for reform

This draft action plan also grants a central role to the **Directorate** as overall co-ordinator of the implementation of the strategy. Having one key actor guiding the strategy will contribute to:

- Ensure the coherence in the overall strategy throughout the multiple contributions of different actors and bringing together the different actions (suggested toolkit).
- Help identify, isolate, and eliminate “distracters”.
- Ensure that the actions developed to support teachers and leaders complement each other appropriately.
- Prepare a **toolkit** that brings together the results of the different actions (1-4) and establish regular feedback mechanisms on this draft to gradually make it sharper and more useful to schools.



Participation of key stakeholders in the review and dissemination of this action plan is necessary to develop ownership of this process and ensure the adequacy and coherence of strategies. This process started during the OECD Seminar for Norwegian Leaders in Education Improvement (June 7-10, 2011), but further consultation and discussions of this action plan are encouraged, in an ongoing process in which the GNIST partnership will play an important role in discussion, consensus and follow up of progress of the strategy.

<i>Action 0</i>	<i>Indicators to review progress in action</i>	<i>Responsibility/ accountability</i>
-Define and communicate the action plan -Design strategy steps for implementation -Define prioritisation of activities -Systematically review and communicate progress	-Completion of design of action plan -Communication across Norway of objectives and strategy -Completion and constant updating of "toolkit" information resources for those involved in action plan	Ministry of Education Directorate GNIST

<b>Communication</b>	<p>A <b>toolkit</b> can bring together the results of the different actions (1-4) and serve as a key resource for those involved in delivering it in municipalities and schools, teachers and principals. The toolkit would contain:</p> <ul style="list-style-type: none"> <li>• An operational definition of <u>good learning</u> and <u>classroom management</u>, in relation, to literacy and numeracy.</li> <li>• What good <u>literacy and numeracy</u> mean in practice for schools and teachers and what will be assessed, how and why (Action 1).</li> <li>• Examples of good practices (See Action 2).</li> <li>• Information on the different support available for teachers to deliver (See Action 3).</li> </ul> <p>Information on the different support available for principals to deliver (See Action 4).</p>
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The toolkit could be provided online and tailored for different audiences. See for example:

Spring 2011 Resource Package from the Literacy and Numeracy Secretariat:

<http://www.edu.gov.on.ca/eng/literacynumeracy/publications/spring.html>

Other examples of valuable online resources in Ontario for different users are provided below:

For students: <http://www.edu.gov.on.ca/eng/students/>

For parents: <http://www.edu.gov.on.ca/eng/parents/>

For teachers: <http://www.edu.gov.on.ca/eng/teachers/>

For administrators: <http://www.edu.gov.on.ca/eng/policyfunding/>

For leaders: [http://www.edu.gov.on.ca/eng/policyfunding/leadership/OLS\\_Flyer.pdf](http://www.edu.gov.on.ca/eng/policyfunding/leadership/OLS_Flyer.pdf)



## Action 1. Define, measure and communicate what high literacy and numeracy mean for students and teachers.

**Objective:** Define and communicate tangible and focused objectives to guide progress.

Norway has set as main goals improving student outcomes in literacy and numeracy, and improving teacher's classroom practices. A first step to achieve these goals is to develop a shared understanding of what successful teaching in literacy and numeracy looks like across schools. For this, it is necessary to establish clear definitions of what is meant by **good learning** and by **high levels of literacy and numeracy skills to be attained** at the different lower secondary education levels. This can help students, teachers, school leaders and school owners understand what is expected from them and respond accordingly.

To do this, Norway should use already existing definitions in the White Paper of Quality in Education (Box 1) and in the existing material on literacy and numeracy developed to support the implementation of the Knowledge Promotion reform. The objective is to extract from this material two clear and compelling definitions of what high levels of literacy and numeracy mean. Setting clear definitions and communicating them across the system, to governors, municipalities, school leaders, parents and schools, will bring greater coherence across Norwegian schools.

**"The biggest constraint on what students know and can do is adults' beliefs about what students can do. We need to create an environment in which adults get a lot of support to challenge what they believe students are capable of doing"**

*Richard Elmore*

The Ontario/York District produced a table of literacy teaching/learning parameters. Below is an example of this table, which was also adopted by Australia:

[http://www.decs.sa.gov.au/adelaidehills/files/links/OntarioLiteracyTable\\_1.pdf](http://www.decs.sa.gov.au/adelaidehills/files/links/OntarioLiteracyTable_1.pdf)

This will help Norway to keep numeracy and literacy as the key strategic focus of lower secondary improvement. Developing a clear definition and building a shared understanding will allow for:

- **teachers** and **school principals** to use and contextualise these definitions into their objectives, and to have a view of student progression;
- **municipalities** and **regions** to use them to review school performance and progress;
- for the **education system** to measure improvements over time;
- for the **action plan** to gauge success in its implementation.

This can be guided by the Ministry/Directorate in collaboration with the national centres for mathematics and literacy.

Action 1	How to achieve action	Indicators to review progress in action	Who is in charge?
- Define key objectives of what high levels of <b>literacy</b> and <b>numeracy mean</b> . - Define and communicate <b>key indicators</b> to measure student progress.	- Review existing assessments to measure progress between grades 9 <sup>th</sup> and 10 <sup>th</sup> . - Establish a national assessment drawing on existing materials.	- Quantitative and qualitative measures of what high literacy and numeracy mean. - pupil survey on teacher performance	Ministry/Directorate

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## **Action 2. Identify effective school and teaching practices in collaboration with teachers, school leaders and municipalities.**

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**Objective:** Understand what works in schools and classrooms that deliver literacy and numeracy and classroom management effectively.

A change in focus from rule-oriented policy making to goal/value/trust based, as seen in Ontario, can help foster greater engagement and a climate of cooperation. Showcasing different teaching practices and schools that are achieving high levels of literacy and numeracy and effective classroom management in lower secondary education can:

- contribute to a more clear understanding of the objectives of instructional improvement;
- develop incentives for teachers and schools to reach higher levels of achievement;
- exchanges of effective practices that lead to real improvement in student outcomes between schools and teachers;
- strengthen the culture of constant improvement for the teaching profession.

A way of doing this, following the Ontario example, is by asking and encouraging **municipalities** to select those schools and teachers who have been improving student performance in literacy and numeracy and define good practices. This can be done by the **Directorate**, in coordination with the **GNIST partnership**.

The objective is to create and develop an environment that engages in exchange, learning and experimenting. Once these practices have been designed, the GNIST partnership can promote:

- Visits to those schools
- Meetings with the teachers and school leaders to share practice
- Production of videos to show how good practice happens in these schools
- The possibility of receiving input on other successful practices around the country that a school may want to show, as a way of motivating them.

The **Toolkit** (Action 0) provided to schools and teachers would include a reference to some of these good practices.

<b>Action 2</b>	<b>How to achieve action</b>	<b>Indicators to review progress in action</b>	<b>Who is in charge?</b>
-Define and identify effective practices in relation to high literacy and numeracy achievement and class management objectives	-Define what is meant by effective practices: schools which have improved -Establish an approach to select schools and allow for analysis of the factors that have contributed to their improvement -Use instructional round network approach -Communicate and promote exchanges with these schools	- Selection of schools and teaching practices. -Clarification of what is working in these schools. -How are different schools and teachers using these as references?	Directorate, GNIST partnership, Municipalities/KS

### **Action 3. Develop strategies to support teachers to deliver higher levels of literacy and numeracy.**

**Objective:** Develop permanent support structures for teacher collective efficacy.

Teacher collective work for school improvement is not systematic in Norway. At the same time, support structures in Norway are currently project-based, non permanent and lack coherence. For higher levels of achievement in Norwegian schools, teachers need to develop and share a culture of collective efficacy and improvement. To foster this, Norway needs to move to **an integrated and permanent support structure** for all schools. There needs to be a better balance between inspections and support. A way of doing this is by providing a menu of support structures and tools from which municipalities and schools could choose.

The **Directorate**, in collaboration with **regions** and **municipalities**, would develop and provide this menu and advice on the combination that would fit best the municipalities' different needs, yet it is important that support is locally based.

<b>Action 3</b>	<b>How to achieve action</b>	<b>Indicators to review progress in action</b>	<b>Who is in charge?</b>
3.a). Select, develop and make <b>support materials</b> for teachers	<ul style="list-style-type: none"> <li>-Prepare basic support materials for teachers on how different levels of literacy and numeracy relate to the curriculum and to different tasks students can do (review existing materials/develop new ones).</li> <li>-Prepare materials to help build capacity of teachers to connect class management (practical activities and classroom work) with improvements in student learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Availability of documentation and materials for teachers</li> <li>-Periodical surveys on suitability, availability and use of materials by teachers and schools.</li> </ul>	National centres, in co-operation with teacher education institutions
3.b). Provide <b>school-based professional training</b>	<ul style="list-style-type: none"> <li>-Define and promote school based professional training as core school business. Among different options are curriculum sessions, networks, coaching, peer observation, use of online references, etc</li> <li>-Deliver a school based program in classroom management to all schools.</li> <li>-Ensure literacy and numeracy coaches at the school level if possible, or within regions or municipalities. These could be teachers with exemplary practices of literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>-Survey to teachers and schools on training processes</li> <li>-School performance indicators</li> </ul>	Municipalities, with support from directorate and teacher education institutions
3.c). Ensure availability of time for <b>teacher collaboration focused on improved instruction</b> , with the principal's guidance	<ul style="list-style-type: none"> <li>-Allow for school time, beyond teaching time, to develop learning communities where teachers together with leaders discuss how to improve their instructional practice.</li> <li>-Ensure availability of additional teaching staff at the school level for replacements during staff meeting time.</li> <li>-Reflect on resources needed and whether this can be done at national or local level.</li> </ul>	<ul style="list-style-type: none"> <li>-Changes in teacher time legislation</li> <li>-Review of collective bargaining agreements on teaching/planning time</li> <li>-Review of use of school time by teachers and school leaders</li> <li>-Use of school funding for replacement teachers</li> </ul>	Ministry, school leaders, in collaboration with municipalities
3.d). Develop <b>teacher networks</b> focused on improving instruction	<ul style="list-style-type: none"> <li>-Define and support networks to focus on developing as subject based professional learning communities, focused on action plan objectives and use of support materials.</li> <li>-Encourage networks to produce clear statements of their objectives and missions</li> <li>-Align with Action 2 so schools share relevant practices.</li> </ul>	<ul style="list-style-type: none"> <li>-Review of networks statements of objectives</li> <li>-Sustainability and satisfaction of network members</li> <li>-school performance indicators</li> </ul>	Regional level actors (county governors-regional GNIST - municipalities networks/KS)

#### **Action 4. Strengthen school leadership to deliver improved outcomes in literacy and numeracy**

**Objective:** Develop leaders focused on improving instruction.

The role of school leaders in Norway has been traditionally administrative. It is necessary to define and communicate what a Norwegian school leader should focus on as key role ("Expectations" more than "Standards"). It is necessary to invest in developing school leaders who know how to manage the school and focus on improving instruction, and to identify those teachers who can also serve as instructional coaches following the newly defined school leader training programme.

The key objective of the leader is to develop learning communities and help teachers collectively reflect on constant improvement on their practices in an environment of support and trust. Effective leadership within schools is needed to encourage this process.

The **Directorate**, in collaboration with **regions** and **municipalities, the teacher union and the principals representatives**, would contribute to develop this action. It is important that the support is locally based.

<b>Action</b>	<b>How to achieve action</b>	<b>Indicators to review progress in action</b>	<b>Who is in charge?</b>
4.a). Define and support the role of instructional leaders	<ul style="list-style-type: none"> <li>-Define main roles and objectives of a good instructional leader.</li> <li>-Review the distractors that keep school principals away from the focus of improvement and remove them.</li> </ul>	<ul style="list-style-type: none"> <li>-Availability of definition of what is a good school leader in Norway</li> <li>-Measure various indicators of principals (candidates to profession, turn over...)</li> </ul>	Unions (teacher, principal), in consultation with municipalities/KS
4.b). Provide school leaders with training, support and capacity enhancement focused on improved instruction.	<ul style="list-style-type: none"> <li>-Consolidate school leadership formal training for all future school leaders</li> <li>-develop mentoring programmes for new leaders</li> <li>-ensure continuing training for in service school leaders and provide time for training</li> </ul>	<ul style="list-style-type: none"> <li>-Review of availability of courses</li> <li>-Survey to school leaders on training impact</li> <li>-student and teacher satisfaction</li> <li>-school performance indicators</li> </ul>	Directorate, municipality and national training
4.c). Develop networks for school leaders to share and work together on improving instruction	<ul style="list-style-type: none"> <li>-Ensure time and space for leaders from region/municipality to meet and reflect on instructional leadership</li> <li>-Define and support networks to focus on developing as subject based professional learning communities, focused on action plan objectives.</li> <li>-Promote networks to produce clear statements of their objectives and missions</li> <li>-Align with Action 2 so schools share relevant practices.</li> </ul>	<ul style="list-style-type: none"> <li>- Review of networks statements of objectives</li> <li>-Sustainability and satisfaction of network members</li> <li>-school performance indicators</li> </ul>	Regional level actors (county governors – regional GNIST municipalities)

## TIMELINE...

*What should be prioritised or dropped and what different timings would you propose?*

[To be defined by actors: see analytical table provided]

## DELIVERY CHAIN...

*Monitoring progress of the implementation of the action plan*

Process to be followed by the Ministry and GNIST partnership, supervising the data and the results presented by the responsible and accountable units

For more information on the OECD-Norway Review:

<http://www.oecd.org/edu/improvingschools>

## CONSIDERATIONS FOR IMPLEMENTATION STRATEGY OF ACTION PLAN FOR BETTER LOWER SECONDARY EDUCATION IN NORWAY

### *Instructions to fill in the table*

The following table aims to help to the analysis for a coherent implementation of the action plan (see tables for each action). This will provide key information on factors that can help ensure the success in improving lower secondary education.

**1: ACTIVITY:** Please define if this action implies:

- Introducing a **new activity**
- **Reforming** an ongoing activity
- The **finalisation** of already existing activities

**2: QUICK WINS:** To help prioritise those actions that maximise opportunities, write the number that describes better these actions:

- **1:** High impact and easy to implement
- **2:** High impact but difficult to implement
- **3:** Low impact but easy to implement
- **4:** Low impact and difficult to implement

**3: RESOURCES:** Size and kind of resources:

- Does it require a comparatively high **amount** of resources or not?
- What **kind** of resources does the most, and where?

**4: INDICATORS OF PROGRESS:** Based on the sections “Indicators to review progress in action”:

- What progress indicators would you select to measure mid-term and completion?
- How would you align them in a timeline?

**5: WHO IS IN CHARGE?:** Based on the actors identified in the action plan, please define:

- How to **keep tasks simple** and well defined among the different actors.
- If fewer **actors** should do this task, or other actors should be included.

**6: POSSIBLE DISTRACTORS:**

- What **possible distractors** could come up that do not contribute to this action.
- Ways of **keeping the focus**.

CONSIDERATIONS FOR IMPLEMENTATION STRATEGY OF ACTION PLAN FOR BETTER LOWER SECONDARY EDUCATION IN NORWAY			
ACTIONS	ACTIVITIES	QUICK WINS	RESOURCES
0			
1			
2			
3			
4			



ACTIONS	INDICATORS OF PROGRESS	WHO IS IN CHARGE?	POSSIBLE DISTRACTORS
0			
1			
2			
3			
4			

## This image shows a full page of white paper with horizontal blue dashed lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.