



Youth Wiki national description

Youth policies in Norway

2017

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit

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NORWAY

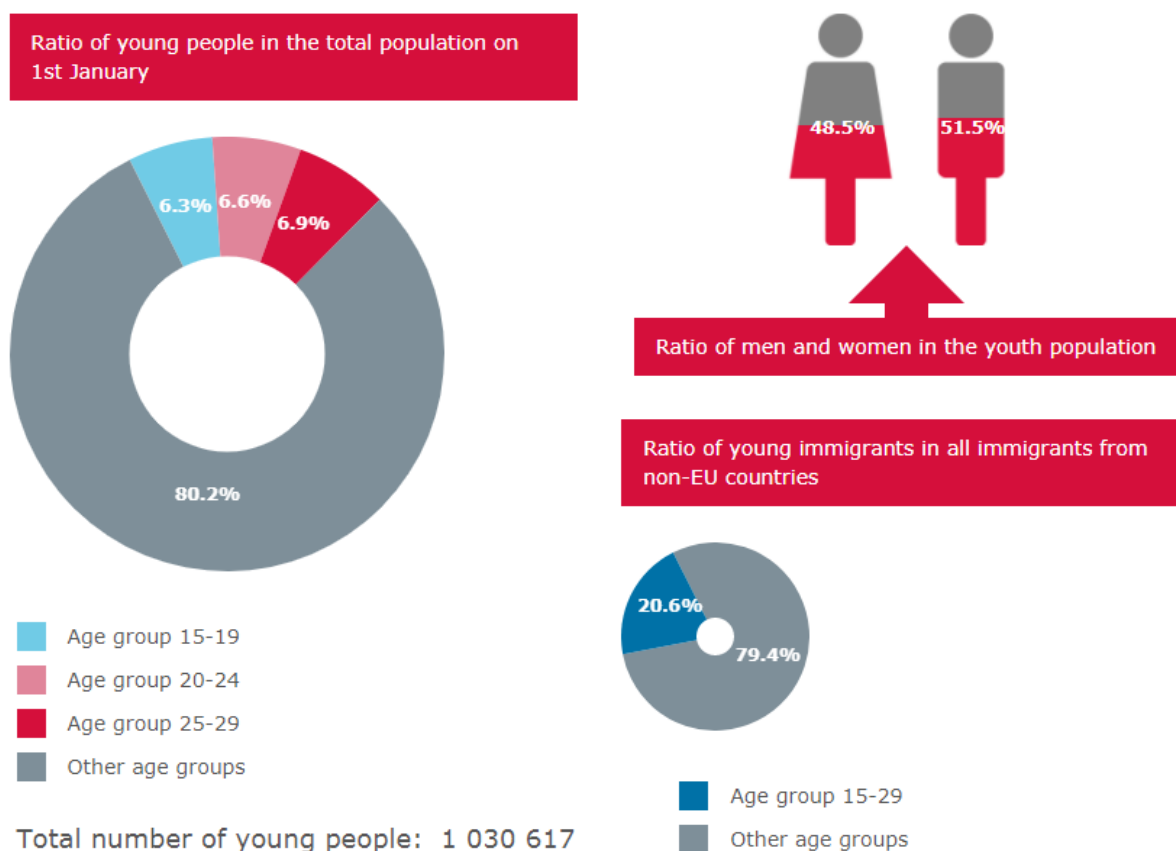
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Overview

Young People in Norway



References:

Ratio (%) of young people in the total population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Absolute number of young people on 1 January for the age group 15-29 (2016): Eurostat, yth_demo_010 [data extracted on 21/09/2017].

Ratio (%) of men and women in the youth population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Young immigrants from non-EU countries (2015): Eurostat, yth_demo_070 [data extracted on 21/09/2017].

Youth Policy in Norway

Norway does not have a youth law, and by that, no judicial definition of youth. This means that particular legislation to young people is mostly found in laws countering the needs of the child (under the age of majority). The subsequent youth action and strategy plans that accompanies the legislation is still very much present. Thus, Norway has a comprehensive and encompassing youth policy – see segment [1.3 National youth strategy](#).

Youth policy is found in many sectors, and sector division is a challenge connected to creating a coherent and seamless youth policy in the country.

The country has a predominantly centralized political/administrative system of governance, which means that most, if not all, overarching political strategies are made at state level, and then implemented top-down.

The two lower levels of government, counties and municipalities, are the main implementers of general state policy. This is true to the implementation of youth policy

as well. The exception is where the central government has its own implementing bodies at regional level for core services and institutions (e.g. hospitals, universities, police, prisons, and courts).

Both counties and municipalities have over time increased their autonomy towards the way government funding is being used to obtain the desired means and goals, by utilizing so-called free funding [‘frie midler’] – sometimes called non-earmarked funding. The principle of subsidiarity lies in the execution of policy then, more so than the crafting of it.

The Norwegian welfare model is signified by relatively strong redistribution of wealth through its taxation system, and through a broad universalistic social welfare system. Norway also offers more or less free education, from kindergartens and preschool, up to higher education.

The volunteer sector is seen as one of three crucial contributors to the rise of the modern welfare state in Norway post WW2 (the other two being the social-democratic state and the commercial/industry sector (petroleum sector included)).

Norway has a generally low unemployment rate, and is among the European countries least affected by the recent global financial crisis and did not face a fiscal crisis similar to other European countries in the 2000s.

1. Youth Policy Governance

Introduction

Norway has a predominantly centralized political/administrative system of governance, which means that most, if not all, overarching political strategies are made at state level, and then implemented top-down.

The two lower levels of government, counties and municipalities, are the main implementers of general state policy. This is true to the implementation of youth policy as well. The exception is where the central government has its own implementing bodies at regional level for core services and institutions (e.g. hospitals, universities, police, prisons, and courts).

Both counties and municipalities have increased their autonomy towards *the way* government funding is being used to obtain the desired means and goals, by utilizing so-called free funding [‘frie midler’] – sometimes called non-earmarked funding.

Lastly, Norway does not have a youth law, and by that, no judicial definition of youth. This means that particular legislation to young people is mostly found in laws countering the needs of the child (under the age of majority).

Still, Norway has a comprehensive and encompassing youth policy – see segment [1.3 National youth strategy](#).

1.1 Target population of youth policy

Norway has no legal classification of youth, but official reports and white papers suggest the following definitions of youth:

The Government Report on Youth Influence and Participation ([NOU 2011: 20 Ungdom, makt og medvirkning](#)) of 2011, defines youth by age in three sub-groups:

12 – 15 years: youths in lower secondary school.*

16 – 19 years: youths primarily in upper secondary school.**

20 – 26 years: youths/young adults in the process of establishing themselves through education and the labour market.

*mandatory schooling

**not mandatory, but highly encouraged schooling

[The National Report on Youth Policy in Norway](#) was published by the Ministry of Children and Family Affairs (now [Ministry of Children and Equality](#)) in 2003. The ministry has been reluctant to define a strict, age-based, definition of youth, as the emphasis lies on preparation of youth for full participation in adult life ([Youth policy in Norway](#), 2004).

The ministry maintains however that youth might be viewed as a period

between the ages of 12 – 29 for reasons to do with consumption and economy.
even extending beyond 29 in relation to housing and the labour market.

The National Report is largely based on the foundational white papers guiding contemporary youth policy in Norway: [Report No. 39 \(2001-02\)](#) on policy for children and young people ([1.3 National Youth Strategy](#)), and [Report No. 40 \(2001-02\)](#) on children and youth protection services. These two reports have a particular focus on the population under the age of majority (0-17), given their differing legal status to adults.

The two reports specifies youth up to the age of 24, with an occasional subdivision of youths between 11 and 15, and 16 to 24.

1.2 National youth law

Definition: a Youth Law is a comprehensive and binding official document addressing the needs and/or rights of young people and regulating how youth issues are addressed.

This section is subdivided into three sections:

1. [The existence of a National Youth Law.](#)
 - a) [Constitution.](#)
 - b) [Statues.](#)
2. [Its scope.](#)
 - a) [Constitution.](#)
 - b) [Statues.](#)
3. [Revisions or updates that have taken place.](#)
 - a) [Constitution.](#)
 - b) [Statues.](#)

Existence of a National Youth Law

Norway does not have a specific youth law as there is no legal/judicial classification of youth.

Having youth be between the ages of 13 and 30, this segment will still present that acts that address the needs and rights of young people under the age of 18.

The statues that address the needs and/or rights of young people up to the age of 18 (age of majority), is found under the sub-segment '[Statues.](#)'

[The Norwegian Constitution](#) includes the rights of the child (youth up to the age of majority).

Constitution

Type of official document: Constitution.

Time of introduction and timeframe: May 17 1814 – law in effect.

Last revision: June 1st 2015 – in effect.

Title in original language: [Kongeriget Norges Grundlov.](#)

Title in English: [The Constitution of the Kingdom of Norway.](#)

There are no specific references to youth in the constitution, but children under the age of majority (18) are mentioned under the Norwegian Constitution's § 104 ([Kongeriket Norges Grunnlov](#)). §104 refers to basic human rights for children.

The constitution is legally binding.

Statutes

There are five central statutes addressing the needs and rights of youth (age 13 – 17):

1. [The Child Welfare Act.](#)
2. [The Children Act.](#)
3. [The Guardianship Act.](#)
4. [The Education Act.](#)
5. [The Human Rights Act.](#)

The Child Welfare Act

Type of official document: Act of Parliament.

Time of introduction and timeframe: January 1st 1993 – law in effect.

Law replaced: Act No. 14 of 17 July 1953 relating to Child Welfare Services ([LOV-1953-07-17-14](#)).

Last revision: December 18th 2015, in effect after January 1st 2016.

Title in original language: [Lov om barneverntjenester \(barnevernloven\)](#).

Title in English: Act No. 100 of 17 July 1992 relating to Child Welfare Services ([The Child Welfare Act](#)).

The act is legally binding.

The Children Act

Type of official document: Act of Parliament.

Time of introduction and timeframe: January 1st 1982– law in effect.

Last revision: June 21st 2013, in effect after January 1st 2014.

Title in original language: [Lov om barn og foreldre \(barnelova\)](#).

Title in English: Act No. 7 of 8 April 1981 relating to Children and Parents ([The Children Act](#)).

The act is legally binding.

The Guardianship Act

Type of official document: Act of Parliament.

Time of introduction and timeframe: March 26th 2010 – law in effect.

Title in original language: [Lov om vergemål for umyndige \[Vergemålsloven\]](#).

Title in English: Act of 26 March 2010 relating to guardianship for persons who are legally incapable [[The Guardianship Act](#)] [Note: Translation includes section 90 only.](#)

The act is legally binding.

The Education Act

Type of official document: Act of Parliament.

Time of introduction and timeframe: (Two-fold introduction to the law – one for primary, and one for secondary education) November 27th 1998 and August 1st 1999 – law in effect.

Law Replaced: [LOV-1986-05-09-19](#), [LOV-1980-05-23-13](#), [LOV-1974-06-21-55](#), [LOV-1969-06-13-24](#).

Last revision: June 19th 2015, in effect after August 1st and October 1st 2015.

Title in original language: [Lov om grunnskolen og den vidaregåande opplæringa \(opplæringslova\)](#).

Title in English: Act No. 61 of 17 July 1998 relating to Primary and Secondary Education and Training ([the Education Act](#)).

The act is legally binding.

The Human Rights Act

Type of official document: Act of Parliament.

Time of introduction and timeframe: May 21st 1999 – law in effect.

Last revision: May 9th 2014 – in effect.

Title in original language: [Lov om styrking av menneskerettighetenes stilling i norsk rett \(menneskerettsloven\)](#). Title in English: Act. No. 30 of 21 May 1999 relating to the strengthening of the status of Human Rights in Norwegian law ([the Human Rights Act](#)).

The act is legally binding.

Scope and contents

1. [Constitution](#).
2. [Statues](#)
 - a) [The Child Welfare Act](#).
 - b) [The Children Act](#).
 - c) [The Guardianship Act](#).
 - d) [The Education Act](#).
 - e) [The Human Rights Act](#).

Constitution

Article 104 refers to basic human rights for children (age 0-17):

'Children have the right to respect for their human dignity. They have the right to be heard in questions that concern them, and due weight shall be attached to their views in accordance with their age and development.

For actions and decisions that affect children, the best interests of the child shall be a fundamental consideration. Children have the right to protection of their personal integrity. The authorities of the state shall create conditions that facilitate the child's development, including ensuring that the child is provided with the necessary economic, social and health security, preferably within their own family' ([The Constitution of the Kingdom of Norway](#), article 104 – complete citation*).

*Unofficial translation, by the University of Oslo.

Key policy domains: Children's human rights.

Specific target groups: Universalistic. All children age 0-17.

Statues

The five central statutes addressing the needs and rights of youth (age 13 – 17):

1. [The Child Welfare Act](#).
2. [The Children Act](#).
3. [The Guardianship Act](#).
4. [The Education Act](#).
5. [The Human Rights Act](#).

The Child Welfare Act

[The Child Welfare Act](#) is concerned with children's need for protection.

The purpose of the Act is to:

1. ensure that children and young people (age 0 – 17*).
2. who live in conditions which may be detrimental to their health and development.
3. receive the necessary assistance and care at the right time.
4. help ensure that children and young people are brought up in a secure environment.

*If a child wants to, and consents to receiving ongoing support after the age of majority, she has the right to do so until the age of 23. This is stated in [the Child Welfare Act](#), section 1-3 subsection 2 – 'To Whom the Act applies.'

The provisions of the Act concerning services and measures apply to all persons present in Norway. The act gives mandate to, and regulates, the overarching work of the child welfare services.

Key policy domains: Child welfare services, health, safety, development, family conflict and assistance.

Specific target groups: Children at risk of mistreatment, neglect, and/or ill health; parents at risk.

Where crimes have been committed, The Child Welfare Act will be read in reference to the General civil penal code ([Act of 21 December 2005 No. 131](#)), particularly to issues of domestic violence, neglect, sexual predatory behaviour and 'grooming', sexual assault, incest, rape, juvenile crime, juvenile detention, human trafficking, and the like.

The Children Act

[The Children Act](#) is concerned with the rights of children and youth under the age of 18 years and regulates parents' duties and functions towards their children, and children's rights in relation to their parents.

The act describes in detail when a child has the right to make decisions on its own behalf, and the expansion of its decision and action-making domains from the age of 4 to 21.

Central points in the act, describing the child's right to

1. parental care.
2. spend time with its parents.
3. to be heard (differentially emphasized by the age of 7 and 12).
4. free choice of organizational membership (by the age of 15).
5. free choice of education (by the age of 15).
6. to be financially supported until the age of 18.

The Act is central in determining the best interest of the child, particularly where parental dispute cases are concerned.

Key policy domains: children's rights and obligations, parents' rights and obligations, scope of decision making.

Specific target groups: Universalistic. All children (age 0-17 (21)) and parents.

The Guardianship Act

[The Guardianship Act](#) describes the legal capacities [rettslig handlingsevne] with reference to the rights, duties, and obligations, of

1. the person under guardianship.
2. the guardian.

Central points in the act, particularly chapter three describing minors (children under the age of majority):

1. the legal capacities of the child, and the guardian.
2. the rights and obligations of the relationship between the guardian and the minor.
3. the rights of the minor to be heard and consulted.

4. the child's right to take on paid work after the age of 15 (with parental/guardian consent).
5. the child's right to start a business after the age of 15 (with parental/guardian consent).
6. the child's free disposition of personal income.
7. the child's free disposition of its own household (where applicable).
8. in matters where of the best interest if the child is compromised/violated: a guardian may. have her/his/their rights revoked, and the minor may be placed under newguardianship.

The Guardianship Act is often read, interpreted, an applied with reference to

1. The Child Welfare Act.
2. The Children Act.

Key policy domains: legal capacities (rights, duties, and obligations) of the guardian, and the person under guardianship.

Specific target groups: Anyone under legal guardianship – in this context in particular – anyone under the age of majority (18).

[The Education Act](#)

[The Education Act](#) concerns primary, lower secondary and upper secondary education in publicly maintained schools and training facilities, unless otherwise specifically stated.

The Act applies to

1. primary, lower, and upper secondary education.
2. training in private primary, lower, and upper secondary schools that do not receive state support pursuant to the Independent Schools Act.
3. private tuition at home at the primary, lower, and upper secondary levels ([Section 1-2 of the Education Act](#)).
4. education and training organised especially for adults (over the age of 18).

Primary and lower secondary education is organised at the municipal level, whereas upper secondary education is at county level – both under supervision of the County Governor (state representative). See also [1.4 Youth Policy Decision-Making](#). The Act's 13th chapter describes the responsibility of the municipality, the county authority, and the State.

The Act's section on '[the objectives of education and training](#)' sets the overarching goals and values of education for children, as exemplified here:

Education and training shall be based on fundamental values in Christian and humanist heritage and traditions, such as

1. Respect for human dignity and nature.
2. Intellectual freedom.
3. Charity.
4. Forgiveness.
5. Equality and solidarity.

These are values that also appear in different religions and beliefs and are rooted in human rights.

Key policy domains:

1. right to education.
2. physical and social learning environment.
3. transport and accommodation.
4. the organisation of the teaching.
5. school management.
6. educational resources.
7. requirements to school staff.

8. user participation.
9. vocational training.

Specific target groups: The Act has specific chapters on special education, and Sami Education.

The Act is accompanied by [The \(LK06\) National Curriculum for Knowledge Promotion](#) in Primary, Lower, and Upper Secondary Education and Training, which describes in detail:

1. The Core Curriculum
2. The Quality Framework
3. Subject Curricula
4. Distribution of teaching hours per subject
5. Individual Assessment

The Human Rights Act

The purpose of [the Human Rights Act](#) is to strengthen the status of human rights in Norwegian law.

The Act specifies, and makes the following conventions legally binding by Norwegian law:

1. The Convention of 4 November 1950 for the Protection of Human Rights and Fundamental Freedoms.
2. The International Covenant of 16 December 1966 on Economic, Social and Cultural Rights.
3. The International Covenant of 16 December 1966 on Civil and Political Rights.
4. The Convention on the Rights of the Child.
5. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Key policy domains: [The Convention on the Rights of the Child](#).

Specific target groups: The various Human rights conventions: Universalistic.

The Convention of the Rights of the Child: all children aged 0-12, and youth aged 13-17.

Revisions/updates

1. [Constitution](#).
2. [Statues](#)
 - a) [The Child Welfare Act](#).
 - b) [The Children Act](#).
 - c) [The Guardianship Act](#).
 - d) [The Education Act](#).
 - e) [The Human Rights Act](#).

Constitution

The constitution has been revised 12 times since year 2000, of which one revision concerns children.

The inclusion of human rights to the Norwegian Constitution was voted on by Parliament on May 9th 2014 by qualified majority. Article 92 through article 113 include human rights in general, and article 104 the rights of children in particular [see section on scope and content of the constitution]

A Committee for Free Speech was appointed in 1996 following a couple of verdicts on free speech violations given by the European Court of Human Rights in the early 1990s. The Committee delivered its report and recommendations to the Ministry of Justice and Police on September 22nd 1999 recommending the inclusion of free speech in the Norwegian Constitution ([NOU 1999: 27](#). «Ytringsfrihed bør finde Sted» — Forslag til ny Grunnlov § 100).

The work to including free speech in the Constitution generated a general deliberation on including all 'central human rights' in the Constitution. Hence, another committee was

appointed by the President of Parliament in 2009, called the Norwegian Human Right's Commission.

The Norwegian Human Right's Commission handed a report to the President of Parliament in 2011 ([Dokument 16 \(2011–2012\)](#)) recommending the inclusion of 'central human rights' in the constitution. The Commission believed this constitutional change would further strengthen the Human Rights in Norwegian Law. Article 104 addresses the rights, protection, and participatory inclusion of children under the age of majority.

Statues

The five central statutes addressing the needs and rights of youth (age 13 – 17):

1. [The Child Welfare Act.](#)
2. [The Children Act.](#)
3. [The Guardianship Act.](#)
4. [The Education Act.](#)
5. [The Human Rights Act.](#)

The Child Welfare Act

The Children Welfare Act has been revised 29 times since year 2000.

The revisions done between 2000 and 2015 have predominantly been about

1. expanding the support network(both to areas of provision, and actors involved),
2. utilizing and strengthening already existing support around children in need, and
3. the facilitation of early assistance and intervention

The revisions particularly address:

1. coordination of services and assistance.
2. the rights and care of underage refugees.
3. increase and improve the information that is given to users of child welfare services.
4. improve transparency in the work of the child welfare services.
5. duty of reporting from 'private shelters and clinics' to state child welfare services.
6. better provision and support to cases of child abduction.
 - a) parent's rights (the Hague convention by Norwegian law).
7. strengthening of background screening of social welfare officials.
8. focus on the child's right to be heard and consulted.

Circular notes and guides

A circular note was issued by The Ministry of Children and Equality in 2011 on measures pursuant to the Child Welfare Act for young persons over 18 ([Rundskriv om tiltak etter barnevernloven for ungdom over 18 år](#)).

The circular note addresses article one, paragraph three of the Children Welfare Act, regarding assistance and support of children who have been under child care before the age of 18, and their right to support up until the age of 23.

The Ministry of Children and Equality published a guide in 2013 to social welfare workers, particularly addressing how the Child Act and the Children Welfare Act intersect, supports, and contradict each other.

The guide is meant to assist social welfare workers in better solving difficult cases of assisting children in need – particularly where conflicts between parents have undesired effects to the child's best interest. The guide is available electronically in Norwegian: [Ny veileder om forholdet mellom barnevernloven og barneloven](#) (2013).

Revisions and changes to the Children Act post 2000, have been guided predominantly by two white papers on policy for children and young people: National Report No. 39 (2001-02), and National Report No. 40 (2001-02), both appointed by the Ministry of Children and Family. [links to section 1.3 on white paper No. 39 and 40].

Report No. 40 was in turn based on a number of reports and plans suggesting reforms and changes to the then current child welfare regime:

1. [NOU 2000:12 Barnevernet i Norge](#)— Tilstandsvurderinger, nye perspektiver og forslag til reformer [The Norwegian Child Welfare Services – status quo, new perspectives, and suggestions to reforms].
2. [Inst. S. nr. 6 \(1996–97\)](#) Om barnevernet [Proposal to the Storting on the Child Welfare Services (1996-1997)].
3. [St. meld. nr. 17](#), Handlingsplan mot barne- og ungdomskriminalitet (1999-2000) [Report on Child and Youth Crime Prevention (1999-2000)].

The reports described and documented procedural structures and routines in the child welfare services that were in need of improvement. The reports particularly addressed the lack of coordination between the different offices and departments that were involved in the assistance of a case under the child welfare services umbrella.

The cluster of reports on the Child Welfare Services were based on research published throughout the 1990s, especially to the research program «[Forskning om barnevern](#)» (1992–1996) [Research on child welfare services], which exclusively looked into child welfare services and the effect of then current structures and procedures.

Changes to the Child Welfare Act also came about following the introduction of Human Rights Act in 1999 (and subsequent the Convention on the Rights of the Child in 2003), and article 104 in the Norwegian Constitution on the Rights of the Child, which came in effect as of 2014.

Particularly relevant principles here are:

1. the child's perspective.
2. the child's right to be informed, heard, and consulted.
3. the child's safety and integrity.

The Children Act

The Children Act has been revised 25 times since year 2000.

The revisions done between 2000 and 2015 have broadly been about:

1. better regulating the parent-child responsibilities and rights.
2. strengthening the voice and perspective of the child.
3. removing discriminatory regulation based on parent gender or sexuality.
4. making the child's best interest and right to be heard malleable to changing family structures (single parent households, co-habitation, adoption/foster parents).

The revisions particularly address:

1. the child's perspective in parent conflicts.
2. clearer regulation of visitation rights post-divorce.
3. better regulation in the settlement process during and after a divorce.
4. the equality on parenthood regardless of gender.
5. making fatherhood legal by declaration – not solely from marriage.
6. non-tolerance to corporal punishment or domestic violence.
7. non-tolerance to threatening or incriminating behaviour.

Revisions and changes to the Children Act post 2000, have been guided predominantly by two white papers on policy for children and young people: National Report No. 39 (2001-02), and National Report No. 40 (2001-02), both appointed by the Ministry of Children and Family. See section [1.3 on white paper No. 39 and 40](#).

Changes to the Children Act also came about following the introduction of Human Rights Act in 1999 (and subsequent the Convention on the Rights of the Child in 2003), and article 104 in the Norwegian Constitution on the Rights of the Child, which came in effect as of 2014. Examples are the revisions made with focus on:

1. the child's perspective.

2. the child's right to be heard and consulted.
3. the child's choice of residence.
4. additional protection by law (child's rights) during and post-parent conflict).

The Guardianship Act

The Guardianship Act has been revised 4 times since year 2010. The revisions after 2010 have been minor changes.

The Guardianship Act of 2010 is a new law that replaced the

1. Act of 22 April 1927 relating to guardianship for persons who are legally incapable [The Guardianship Act] [Lov om vergemål for umyndige (vergemålsloven)].
2. Act of 28 November 1898 relating to legal incapacitation [Lov om Umyndiggjørelse (umyndiggjørelsesloven) fra 28.nov.1898].

The new Guardianship Act was a part of a Guardianship Reform, that

1. Moved the guardianship authority from the municipalities to the county governors, where
 - a) The county governors were given the administrative authority of guardianship regulation [etatsledelse].
 - b) The county governors were given the legal, and financial auditing authority [lovlighetstilsyn og finansielt tilsyn].
2. The central administrative unit of the County Governor Guardianship Administrator was appointed to be [The Norwegian Civil Affairs Authority](#) [Statens Sivilrettsforvaltning]

The central purpose of the Guardianship Reform and the new Guardianship Act, were to secure and strengthen 'a new, efficient, and modern guardianship regulation [[Ny vergemålslov og ny organisering av vergemålsarbeidet](#)].

The Education Act

The Education Act has been revised 35 times since year 2000.

The revisions done between 2000 and 2015 have broadly been about

1. Initiated the knowledge promotion reform.
2. Implementing individual assessments, and adapted teaching.
3. Focus on special needs and special education.
4. School staff credentials and competency.

The revisions particularly address:

1. Teacher credentials and training.
2. Right to a child's safe work environment.
3. Transferal of bullies to other schools.
4. Coordination of services, inter-municipal cooperation.
5. Ratio between teachers and students.
6. Individually adopted teaching.
7. Regulation on 'alternative, and additional means of communication,' or [alternativ og supplerende kommunikasjon](#) (ASK) (special education).
8. Regulating an introduction program for newly arrived children with a minority language.
9. Amendment to school staff in need of background screening.
10. The right for physical disabled children to adapted school transportation.
11. Regulating parent/guardian involvement and cooperation in the schools.
12. Changing the name and content of the subject 'Religion, spirituality, and ethics' (formerly 'Christianity, religion and spirituality').

Changes to the Education Act also came about following the introduction of Human Rights Act in 1999 (and subsequent the Convention on the Rights of the Child

in 2003), and article 104 in the Norwegian Constitution on the Rights of the Child, which came in effect as of 2014. Examples are the revisions made with focus on:

1. the child's perspective.
2. the child's right to be heard and consulted.
3. the child's choice of residence.
4. additional protection by law (child's rights) during and post-parent conflict).

Revisions to the Education Act have been mostly guided by the [The Knowledge Promotion Reform \(KPR\) \(Kunnskapsløftet\)](#). The Knowledge Promotion Reform (Kunnskapsløftet), is a comprehensive curriculum reform that was introduced in 2006. The reform covers primary, lower secondary and upper secondary education and training. The reform places increased focus on basic skills and knowledge promotion through outcome-based learning, with particular detail to:

1. The Core Curriculum.
2. The Quality Framework.
3. Subject Curricula.
4. Distribution of teaching hours per subject.
5. Individual Assessment.
6. Active parent involvement.

The Knowledge Promotion Reform was initiated by the Act No. 105 (revision of 17.06.2005).

The national curriculum for Knowledge Promotion which encompasses the 10-year compulsory school and upper secondary education and training as a whole was implemented from 2006/2007.

The main changes that the Knowledge Promotion Reform through Act No. 105 initiated:

1. Basic skills were given priority and greater attention, as they are important for pupils' professional and personal development.
2. The number of lessons in primary school were increased in order to improve the pupils' basic skills.
3. The subject curricula were clarified to express clear objectives specifying the level of competence expected from pupils at each level.
4. The division between elementary stage (grades 1-4) and intermediate stage (grades 5-7) was removed. The rationale was to create better continuity and teacher cooperation.
5. Up to 25 % of the number of lessons in each subject at all levels could now be used more freely according to local conditions and individual needs.
 - a) The rationale was to allow for increased flexibility in the organisation and customisation of the education.
6. 'A Quality Framework' was to define the principles for developing optimal learning environments and learning achievements.
7. Facilitate the recruitment of competent, committed and motivated teachers and school management.
 - a) Entrance requirements were introduced for general teacher education.
 - b) Government increased the support and funding for further training of existing school staff.
8. Schools were given more freedom to how they organised cooperation with parents/guardians ([Pupil/parent/guardian information booklet](#))
9. Cooperation between schools and the local business community were further stimulated

The natural progression and coherence between compulsory schooling and upper secondary education and training was emphasised. The subject curricula were made continuous for the entire period of schooling wherever possible. Lower secondary pupils could now study parts of subjects taken from ordinary upper secondary curriculum.

A separate curriculum is designed for Sámi Knowledge Promotion to be used in Sámi administrative districts.

For more information of the Knowledge Promotion Reform, go to Eurydice on [Structure Education \(Integrated Primary and Lower Secondary Education\)](#).

Evaluation of the Knowledge Promotion Reform

The Norwegian Directorate for Education has appointed an assessment of one of the core pillars of the Knowledge Promotion Reform – with an evidence-based report on individually adapted teaching ([Bachmann&Haug: 2006](#)).

Evaluation reports and analyses have been ordered by Government, and initiated by academic institutions, which in turn has informed later revisions to the Education Act: The evaluation reports and analyses are available (in Norwegian):

1. [Kunnskapsløftet – tung bør å bære?](#) Underveisanalyse av styringsreformen i skjæringspunktet mellom politikk, administrasjon og profesjon (2009).
2. [Kunnskapsløftet – fra ord til handling.](#) Rapport fra et skoleutviklingsprosjekt for Utdanningsetaten i Oslo (2009).
3. [Kunnskapsløftet: Implementering av nye læreplaner i reformen](#) – Synteserapport fra evalueringen av Kunnskapsløftet (2012).

The Human Rights Act

The Human Rights Act has been revised four times since year 2000 (Act of 1999), of which one revision concerns the rights of children.

The Convention on the Rights of the Child was incorporated into Norwegian law through the Human Rights Act, which entered into force on 1 October 2003. The Convention on the Rights of the Child thus applies as Norwegian law and has precedence if any conflict should arise between the Convention and other statutory law.

The incorporation of the Rights of the Child in Norwegian law, lead to subsequent propositions to, and changes to other statutory laws:

1. The Public Administration Act.
2. The Civil Procedure Act.
3. The Children Act.
4. The Child Welfare Act.
5. The Act Relating to Adoption
6. The Immigration Act.

The Human Rights were incorporated into Norwegian Law by recommendation from the Ministry of Justice and Police in 1998. The Ministry had appointed a committee that were to investigate the feasibility of doing so as early as 1989, of which the commission delivered the official report to the ministry ([NOU 1993:18](#) Lovgivning om menneskerettigheter) in 1993.

The incorporation was done to signal that the government took the Human Rights seriously, and wanted to make them legally binding by conventional law. Several larger statutory laws regulating children and youth have been revised post-introduction of the Human Rights Act – particularly after the inclusion of the Convention of the Child's Right in 2003.

Making the Convention on the Rights of the Child binding has strengthened the legal status of children, particularly in regard to consultation. These changes are described in Norway's third and fourth report to the UN on [The Rights of the Child \(2008\)](#) pp. 10-12, and ([Norges tredje rapport til FNs komité for barnets rettigheter 2003](#)) pp.7 - 10.

Other Acts Regulating the Rights and Needs of Children

1. Act relating to procedure in cases concerning the public administration [[Public Administration Act](#)] [[Lov om behandlingsmåten i forvaltningssaker \(forvaltningsloven\)](#)]

2. The Criminal procedure Act [[Lov om rettergangsmåten i straffesaker \(Straffeprosessloven\)](#)]
3. The General civil penal code [[Lov om straff \(straffeloven\)](#)]
4. The General disputes Act [[Lov om mekling og rettergang i sivile tvister \(tvisteloven\)](#)]

1.3 National youth strategy

Definition: a Youth Strategy is an overarching, strategic public document, or an action plan, integrating the major directions to be followed in the policy making on youth at national level.

Existence of a National Youth Strategy

As Norway has no youth law, there is equivalently no specific youth strategy. The Norwegian government publishes two official documents to describe which policy fields youth needs and rights are being addressed: one annual document and one document for each cabinet and the time they are in office.

Norway has thus two 'umbrella' documents describing the most important efforts and regulations on youth policy work:

1. **The annual publication on actions and budget provisions in children and youth policy.** The document is to promote cross-ministerial coordination, which describes the most important areas of which the government focuses on the needs and rights of children and young people.
2. **The Government's Report on current and future child and youth policy initiatives 2015 (2013-2017).** The report describes areas of which the government focuses on the needs and rights of children and young people between 2013 and 2017.

The most important strategies described in the annual publications are subsequently mentioned in the Youth Wiki by subdivision of topics:

1. [Crime and Violence/Sexual Abuse Prevention.](#)
2. [Poverty, and School Drop-Out Prevention.](#)
3. [Health and Substance Abuse Prevention.](#)
4. ['Minority youth': Refugees and 2nd generation immigrants.](#)
5. ['Minority Youth': Sami.](#)
6. ['Minority youth': LGBTQ.](#)
7. ['Minority youth': Physical and Learning disability.](#)

In addition to the two 'umbrella documents' there are **two foundational report on youth** participation published in 2011, which may be considered a 'youth strategy document'

Annual publication on actions and budget provisions in children and youth policy to promote cross-ministerial coordination

Title in English: Focus on Children and Youths. The Government's goals and initiatives in the state budget of 2015. Oslo: The Ministry of Children and Equality.

Title in Norwegian: [Satsing på barn og ungdom. Regjeringens mål og innsatsområder i statsbudsjettet 2015](#) Oslo: Barne-, likestillings-, og inkluderingsdepartementet.

Type of document: Plan; coordination and informational document ['samlet oversikt'].

Time of introduction and timeframe: annually – fiscal year.

Links to earlier publications:

'Satsing på barn og ungdom – Regjeringens mål og innsatsområder i statsbudsjettet.'

[2014](#), [2013](#), [2012](#), [2011](#), [2010](#), 2009*, [2008](#), [2007](#), 2006*, [2005](#), [2004](#), [2003](#), 2002*, 2001*, 2000*.

*This publication is not available electronically, but may be ordered through the Government's Press Department: redaksjonen@dss.dep.no, or by contacting the press agency [Fagbokforlaget](#).

[Government's Report on current and future child and youth policy initiatives 2015 \(2013-2017\)](#)

Title in English: Safety, participation, and involvement – the Government's focus on children and youths. Oslo: The Ministry of Children, Equality, and Inclusion.

Title in Norwegian: [Trygghet, deltakelse og engasjement – regjeringens arbeid for barn og unge](#). Oslo: Barne-, likestillings-, og inkluderingsdepartementet.

Type of document: Government's Report on current and future child and youth policy initiatives ['plan'].

Time of introduction and timeframe: Dec 2015 (2013-2017).

[Crime and Violence/Sexual Abuse Prevention](#)

Title in English: A life without violence – action plan against domestic violence 2014-2017.

Title in Norwegian: [Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014-2017](#).

Type of document: Action Plan ['handlingsplan'].

Time of introduction and timeframe: 2014 [2014-2017].

Title in English: Childhood comes but once. [National strategy to combat violence and sexual abuse](#)

[against children and youth](#) (2014–2017).

Title in Norwegian: Barndommen kommer ikke i reprise- [Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom](#) (2014–2017).

Type of document: Strategy plan ['strategiplan'].

Time of introduction and timeframe: Oct 2013 (2014-2017).

Title in English: Action plan to combat violence and sexual abuse of children and youth (2014-2017).

Title in Norwegian: En god barndom varer livet ut. [Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom](#). (2014–2017).

Type of document: Action plan ['tiltaksplan'].

Time of introduction and timeframe: Dec 2014 (2014-2017).

Title in English: Action Plan for Crime Prevention (2013-2016).

Title in Norwegian: [Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#).

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: Sep 2013 (2013-2016).

Title in English: Action plan in the prevention of radicalization and violent extremism (2014).

Title in Norwegian: [Handlingsplanen for å forebygge radikaliserings og voldelig ekstremisme](#) (2014).

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: June 2014 – in effect .

[Poverty, and School Drop-Out Prevention](#)

Title in English: The government's strategy against child poverty 2015-2017.

Title in Norwegian: Barn som lever i fattigdom. [Regjeringens strategi mot barnefattigdom 2015 - 2017](#).

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: May 2015 (2015-2017).

Title in English: Cooperation strategy plan on assistance services to youth.

Title in Norwegian: [Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom](#).

Type of document: Guide ['eksempelsamling'].

Time of introduction and timeframe: March 2014 – in effect.

Health and Substance Abuse Prevention

Title in English: The Future of the Children - National Strategy for Health and Environment for Children and Youths 2007-2016.

Title in Norwegian: [Barns framtid - Nasjonal strategi for barn og unges miljø og helse 2007-2016](#).

Type of document: Strategy plan ['strategiplan'].

Time of introduction and timeframe: 2007 [2007-2016].

Title in English: Proposition to the Storting [parliament] 2015-2016. Plan to strengthen efforts in drug prevention and rehabilitation (2016-2020).

Title in Norwegian: Prop. 15 S (2015-2016) [Opptrappingsplanen for rusfeltet \(2016-2020\)](#).

Type of document: Proposition to Parliament.

Time of introduction and timeframe: Nov 2015 (2016-2020).

Title in English: Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment.

Title in Norwegian: [NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø](#).

Type of document: Official report to the Ministry of Education and Research.

Time of introduction and timeframe: March 2015 – in effect.

Title in English: Action plan in prevention of suicide and self harm 2014-2017.

Title in Norwegian: [Handlingsplan for forebygging av selvmord og selvskading](#) 2014-2017.

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: April 2014 (2014-2017).

Title in English: National strategy plan on immigrant health 2013-2017.

Title in Norwegian: Likeverdige helse- og omsorgstjenester - god helse for alle. [Nasjonal strategi om innvandreres helse 2013-2017](#).

Type of document: Strategy plan ['strategiplan'].

Time of introduction and timeframe: Aug 2013 (2013-2017).

Title in English: Action plan for a better diet (2007-2011).

Title in Norwegian: Oppskrift for et sunnere kosthold - [Handlingsplan for bedre kosthold i befolkningen \(2007-2011\)](#).

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: 2007 (2007-2011).

Title in English: National strategy plan against tobacco 2013-2016.

Title in Norwegian: En Fremtid uten tobakk. [Nasjonal strategi for arbeid mot tobakkskader 2013-2016](#).

Type of document: Strategy plan ['strategiplan'].

Time of introduction and timeframe: Feb 2013 (2013-2016).

'Minority youth': Refugees and 2nd generation immigrants

Title in English: [Action plan against forced marriage, female genital mutilation and severe restrictions on young people`s freedom \(2013-2016\)](#).

Title in Norwegian: [Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet \(2013-2016\)](#).

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: Jan 2013 – in effect.

Title in English: Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy.

Title in Norwegian: [Meld. St. 6 \(2012-2013\) En helhetlig integreringspolitikk](#).

Type of document: White paper ['Stortingsmelding'].

Time of introduction and timeframe: 2012 – in effect.

Title in English: National Report No. 7 (2010) Mastering plurality – Multi-lingual children, youth and adults in the educational system.

Title in Norwegian: [NOU 2010: 7 Mangfold og mestring – Flerspråklige barn, unge og voksne i opplæringssystemet](#).

Type of document: Official report ['Norges offentlige utredninger'].

Time of introduction and timeframe: June 2010 – in effect.

Title in English: [Action plan to promote equality and prevent ethnic discrimination](#).

Title in Norwegian: [Handlingsplan for å fremme likestilling og hindre etnisk diskriminering](#).

Type of document: Action Plan ['handlingsplan'].

Time of introduction and timeframe: (2009-2012).

'Minority Youth': Sami

Title in English: Sami childhood and adolescence – services and facilities (2003).

Title in Norwegian: [Samisk oppvekst – Om tilbudet til samiske barn og ungdom](#) (2003).

Type of document: Coordination/informational document ['hefte'].

Time of introduction and timeframe: 2003 – in effect.

Title in English: Action Plan for the Sami Language (2009).

Title in Norwegian: [Handlingsplan for samiske språk](#) (2009).

Type of document: Action plan [handlingsplan'].

Time of introduction and timeframe: 2009 – in effect.

Title in English: Sami Children and youth's right to participate (2009).

Title in Norwegian: [Retten til medvirkning for samiske barn og unge](#) (2009).

Type of document: Report ['Rapport'] International cooperation between the offices of the Swedish, Norwegian and Finnish Ombudsman for Children and Youth.

Time of introduction and timeframe: 2009 – in effect.

'Minority youth': LGBTQ

Title in English: [Action plan: Improving quality of life among lesbians, gays, bisexuals and trans persons 2009 – 2012.](#)

Title in Norwegian: [Handlingsplan: Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner 2009 – 2012.](#)

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: 2012 – in effect.

'Minority youth': Physical and Learning disability

Title in English: Universal design 2025. The Government's action plan for universal design and increased access 2009-2013.

Title in Norwegian: [Norge universelt utformet 2025.](#) Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013.

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: 2009 – in effect.

Title in English: Report No. 18 to Storting (2010-2011). Learning and community/fellowship.

Title in Norwegian: [Meld. St. 18 \(2010-2011\). Læring og fellesskap.](#)

Type of document: White paper ['stortingsmelding'].

Time of introduction and timeframe: 2010 – in effect.

Title in English: Official Report No. 19 (2009): The right to learn.

Title in Norwegian: [NOU 2009: 18. Rett til læring.](#)

Type of document: Official report ['Norges offentlige utredninger'].

Time of introduction and timeframe: 2009 – in effect.

Foundational reports for Youth Policy post 2000

Title in English: Report No. 39 to the Storting (2001-2002). Living conditions for children and young people in Norway. Oslo: Ministry of Children and Family Affairs.

Title in Norwegian: St.meld. nr. 39 (2001-2002) [Oppvekst- og levekår for barn og ungdom i Norge.](#) Oslo: Barne-, og familiedepartementet.

Type of document: white paper.

Time of introduction and timeframe: June 28th 2002 – in effect.

Title in English: Report No. 40 to the Storting (2001-2002). Child and Youth Protection. Oslo: Ministry of Children and Family Affairs.

Title in Norwegian: St.meld. nr. 40 (2001-2002) [Om barne- og ungdomsvernet.](#) Oslo: Barne-, og familiedepartementet.

Type of document: white paper ['stortingsmelding'].

Time of introduction and timeframe: July 5th 2002 – in effect.

Scope and contents

(i) [Annual government publication.](#)

(ii) [Government Youth Report 2013-2017.](#)

- a) [Crime and Violence/Sexual Abuse Prevention](#).
- b) [Poverty, and School Dropout Prevention](#).
- c) [Health and Substance Abuse Prevention](#).
- d) ['Minority youth': Refugees and 2nd generation immigrants](#).
- e) ['Minority Youth': Sami](#).
- f) ['Minority youth': LGBTQ](#).
- g) ['Minority youth': Physical and Learning disability](#).

(iii) [Foundational reports for Youth Policy post 2000](#).

(i) Annual publication on actions and budget provisions in children and youth policy to promote cross-ministerial coordination

The publication has a complete overview on efforts, focus areas, and initiatives directed towards youths and children. The publication refers to the most important strategies, and action plans that are active throughout the fiscal year.

The most important strategies described in the annual publication are subsequently mentioned in the Youth Wiki by subdivision of topics:

- a) [Crime and Violence/Sexual Abuse Prevention](#)
- b) [Poverty, and School Drop-Out Prevention](#)
- c) [Health and Substance Abuse Prevention](#)
- d) ['Minority youth': Refugees and 2nd generation immigrants](#)
- e) ['Minority Youth': Sami](#)
- f) ['Minority youth': LGBTQ](#)
- g) ['Minority youth': Physical and Learning disability](#)
- (iii) [Foundational reports for Youth Policy post 2000](#)

The annual document is published by The Ministry of Children and Equality, and includes initiatives from all ministries that have budgetary posts under 'children and youths.'

Most recent of the annual publications: [Satsing på barn og ungdom. Regjeringens mål og innsatsområder i statsbudsjettet 2015](#).

The publication is also meant to make top level youth policy initiatives more accessible to the levels of youth policy implementation at the municipal level.

(ii) [Government's Report on current and future child and youth policy initiatives 2015 \(2013-2017\)](#)

The report *Safety, participation, and involvement – the Government's focus on children and youths*. [[Trygghet, deltakelse og engasjement – regjeringens arbeid for barn og unge](#)] was published in December 2015. The report describes the initiatives and programs that the current government has initiated throughout the years 2014-15, and the plans for the remaining two years in office: 2016-2017. The report is published by the Ministry of Children and Equality, but co-signed and supervised by five other ministries.

The most important strategies described in the report are subsequently mentioned in the Youth Wiki by subdivision of topics:

- a) [Crime and Violence/Sexual Abuse Prevention](#)
- b) [Poverty, and School Drop-Out Prevention](#)
- c) [Health and Substance Abuse Prevention](#)
- d) ['Minority youth': Refugees and 2nd generation immigrants](#)
- e) ['Minority Youth': Sami](#)
- f) ['Minority youth': LGBTQ](#)
- g) ['Minority youth': Physical and Learning disability](#)
- (iii) [Foundational reports for Youth Policy post 2000](#)

a) Crime and Violence/Sexual Abuse Prevention

Childhood comes but once. [National strategy to combat violence and sexual abuse against children and youth \(2014–2017\)](#) [[Barndommen kommer ikke i reprise- Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom \(2014–2017\)](#)].

Brief summary: The scope of this report extends to: physical violence, sexual abuse, child abuse material online, psychological violence, neglect, bullying, and to the prevalence of digital harassment and bullying. The report lends to evidence based research on the prevalence of, and to the consequences (trauma) to exposure of abuse and violence.

The report points to areas of potential improvement – particularly to prevention in school, health clinics and services, and parents/guardians. There are made reference to and descriptions of methods of detection. The report maps out the current assistance and treatment services available.

Recommendations are made to strengthen and coordinate cooperation between agencies and offices working with potential victims of abuse, particularly to the topic of information flow. Emphasis is also made on the need for more and better research.

Key political objectives: Physical violence, sexual abuse, child abuse material online, psychological violence, neglect, bullying, digital harassment.

Specific target groups: Children at risk, teachers, health personnel, parents, police, courts.

Action plan to combat violence and sexual abuse of children and youth (2014–2017) [[En god barndom varer livet ut. Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom. \(2014–2017\)](#)].

Brief summary: The action plan with 43 areas of action, with the responsible ministry affiliated.

Key political objectives: Physical violence, sexual abuse, child abuse material online, psychological violence, neglect, bullying, digital harassment.

This is the concrete action plan affiliated with the report 'A life without violence – action plan against domestic violence 2014-2017', and '[National strategy to combat violence and sexual abuse against children and youth](#)' (2014–2017).

Specific target groups: Children and youth at risk, teachers, health personnel, parents, police, courts.

Both the [National strategy to combat violence and sexual abuse against children and youth](#), and the 'Action plan to combat violence and sexual abuse of children and youth (2014-2017)' has to be read in close reference with the general action plan against domestic violence:

A life without violence – action plan against domestic violence 2014-2017, [[Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014–2017](#)].

The general action plan describes the support network, and actors involved in the process of capturing, topping, treating and preventing acts of domestic violence and abuse. The last chapter describes areas of cooperation between the different actors and levels of government. The report presents 45 propositions to improvement and efforts of further facilitation and prevention. The 45 propositions are aligned to the responsible ministries.

The recommendations were:

1. Increase budgetary posts to existing actors (including regional crisis centres).
2. Better knowledge on domestic violence by police, health, and school personnel (incl. dentists).

3. Introduction of routine questions to patients, by health and school personnel.
4. More reliable statistics – more resources to research.
5. 'Omfangsundersøkelse' or 'Prevalence Surveys' of domestic violence every five years.
6. Particular focus on children with disabilities.
7. An online resource shall be established to support victims, and school/health personnel.
8. An evaluation of the current municipal services shall be executed, and possibly strengthened.
9. The continuation of the program 'Alternativ til vold (ATV) [Alternative to violence].
10. Expansion of the anger management program 'Brøset sinnemestringsmodell.'
11. Evaluation of the police routine work made in cases of domestic violence.
12. 10 recommendations to strengthen knowledge flow, and case work efficiency.

Key political objectives: Prevention domestic violence and abuse, knowledge improvement, information flow, cooperation.

Specific target groups: Children and youth at risk, teachers, health personnel, parents, police, courts.

Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]

Brief summary: The scope of this report extends to: factors of risk, protection, and prevention, childhood and adolescence, prevention and the role of the police, drug and alcohol use, the Internet and social media. The plan has particular emphasis on efforts of prevention, information flow and cooperation between agencies, and the knowledge base among teachers, and care takers that work with children and youths at risk. The last chapter of the report addresses the particular needs and rights of juvenile delinquents.

Key political objectives: Crime prevention, the rights and needs of juvenile delinquents,

Specific target groups: Police, court system, child welfare services, teachers, health personnel, parents, children and youth at risk.

Action plan in the prevention of radicalization and violent extremism (2014). [[Handlingsplanen for å forebygge radikalisering og voldelig ekstremisme \(2014\)](#)]

Brief summary: The government seeks to prevent radicalization and violent extremism. Terror is described as the ultimate consequence of radicalization, and must be stopped. The prevention work is highly stressed. The action plan offers 30 suggestions to combat and prevent radicalization, of which these are clustered under five main goals:

1. Better knowledge through research, dialog, and information/teaching resources
2. Better cooperation and coordination, giving [the Norwegian Police Security Services](#) a central role
3. Prevent the recruitment to extremist groups, with particular focus on integration/re-integration work
4. Prevent radicalization and recruitment through the internet
5. Increased international cooperation

Key political objectives: prevention of radicalization and violent extremism.

Specific target groups: youths at risk of being recruited by extremist groups.

b) Poverty, and School Drop-Out Prevention

The government's strategy against child poverty 2015-2017. [[Barn som lever i fattigdom. Regjeringens strategi mot barnefattigdom 2015 - 2017](#)]

Brief summary: Describes 64 concrete actions to address and prevent poverty related problems. Particular emphasis is made on preventive measures, support to families and households, knowledge increase and information flow, and to measures of social

inclusion. The designated ministries with the main responsibility of coordination and implementation are stated.

Key political objectives: poverty alleviating and preventive measures through training, facilitation and education.

Specific target groups: families, youths, and children who are marginalized, and at risk of falling behind (economically and socially)

Cooperation strategy plan on assistance services to youth. [Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom]

Brief summary: Informational and coordinating plan to increase the percentage of finishing lower and upper secondary school. Measures include a multitude of initiatives and actors, with focus on

1. the facilitation of individual needs to youth who have dropped out of school.
2. increased focus on the transition between lower and upper secondary school.
3. establish a national data bank to document the ratio of fulfilled graduation.

The initiative has produced many sub-categorized initiatives, like the 'pilot guide initiative' [losordningen] where a designated pilot follows a student who shows signs of dropping out of school. The pilot guide may for instance make home visits to make sure students come to school. The pilot guide also works as a coordinating and informational intermediate between families and students with particular difficulties or challenges.

The initiative was evaluated in 2014 by NOVA – Norwegian Social Research ([Backe-Hansen et.al., 2014 \[In Norwegian\]](#)), with a positive conclusion (affirmative on individual level – not yet on a systemic statistical level).

Key political objectives: Prevention of lower and upper secondary school drop outs, follow up and coordination services, encouraging cross-departmental cooperation and information flow.

Specific target groups: students who are in danger of, or have already dropped out of lower or upper secondary school, families, support network, departmental offices and agencies working with children and youths.

c) Health, environment, and Substance Abuse Prevention.

The Future of the Children - National Strategy for Health and Environment for Children and Youths 2007-2016. [Barns framtid - Nasjonal strategi for barn og unges miljø og helse 2007-2016]

Brief summary: The strategy plan maps out the most prevalent health and environmental risks and challenges for children and young people. The challenges are to be met through inter-sectorial efforts (cross-disciplinary).

Main focus areas are

1. better surveillance of spatial, and social factors that affect children and youth.
2. better adaptation and concern to children and young people's needs:
 - a) where they live.
 - b) where they go to school.
3. to protect children and young people from health-, and environmental hazardous components and products.
4. more participation and impact on issues regarding children and youths governmental decision making processes.

The strategy came about following the WHO's conference in Budapest 2004, where all membership countries signed the declaration of [Children's Environment and Health Action Plan for Europe \(CEHAPE\)](#).

Key political objectives: environmental and health prevention/protection, participation and decision-making power and impact, sustainability.

Specific target groups: Universalistic – children and youth between the ages of 0 and 20.

Proposition to the Storting [parliament] 2015-2016. Plan to strengthen efforts in drug prevention and rehabilitation (2016-2020). [Prop. 15 S (2015-2016) Opptappingsplanen for rusfeltet (2016–2020)].

Brief summary: The prevention plan is a description of the program of drug prevention and rehabilitation of 2015, and the government's continuation of the program towards 2020.

The prevention plan has five main goals

1. secure user influence through:
 - a) free choice of rehabilitation.
 - b) stronger user influence on the services that are provided.
2. Early detection and intervention for children and youth at risk of developing a drug problem.
3. The rehabilitation service is to be readily available, varied, and holistically applied.
4. A universalistic goal of an active and meaningful life for all children and young people (prevention).
5. Develop and increase the use of alternative means of penalty.

Key political objectives: Early intervention, treatment, and a solid follow-up service to ex-users.

Specific target groups: Children and youth who are at risk, or have been affected by drug use and drug related challenges.

Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment. [NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø].

Brief summary: This prevention plan is about the prevention of bullying, harassment, discrimination, neglect, and isolation. The document describes which arenas to focus on

1. School.
2. Playground/where children and young people spend their free time.
3. At home.
4. The internet and social media.

The report suggests six measures of action:

1. Changes to the Education Act (Student's School Environment).
2. Increased enforcement of the Education Act.
3. Goal related efforts towards violations, bullying, harassment, and discrimination.
4. Strengthening of the school ownership
5. Strengthening the duties and responsibilities of the school leadership versus the student's right to be protected and safe.
6. 'A team around' the student/pupil.
7. More research in areas where the knowledge foundation is lacking.

The document describes the actors involved: children, young people, parents/guardians, school and health staff, any grown up that relates to, or works with young people and children.

Key political objectives: prevention bullying, harassment, discrimination, neglect, and isolation. Better knowledge, training and research. Better adult exemplification. Changes to the Education Act.

Specific target groups: Universalistic – particular focus on children at risk, and the adults around them.

[The Ministry of Education and Research](#) has developed several user resources in the continuation of this prevention plan, that can be found here [only in Norwegian]:

1. [Arbeid mot mobbing.](#)
2. [Samarbeid om tiltak for vennskap og inkludering](#)

Action plan in prevention of suicide and self harm 2014-2017. [Title in Norwegian: [Handlingsplan for forebygging av selvmord og selvskading 2014-2017](#)].

Brief summary: The main goal is to prevent, and bring down the numbers of suicide and self harm. The action plan drafts 29 suggested actions clustered under 5 guiding goals:

1. Secure good psychic health and sense of mastery
2. Early recognition and intervention of young people at risk
3. Close monitoring of bereaved, dependents, and other affected
4. Make evidencebasedknowledge, and good practices available to adults working with young people
5. More and better knowledge – more research

Key political objectives: Children and young people at risk, prevention and education, bereaved/dependents/affected, health and school personnel training and awareness.

Specific target groups: Children and young people at risk, bereaved/dependents/affected, health and school personnel, parents/guardians, anyone working with children or young people.

National strategy plan on immigrant health 2013-2017. [Likeverdige helse- og omsorgstjenester - god helse for alle. [Nasjonal strategi om innvandreres helse 2013-2017](#)].

Brief summary: Immigration has lead to a more complex make-up of the population in Norway, which has lead to challenges in offering equal access to, and benefit of public health provision. This may be due to differences in language competencies, cultural differences, and other differences relating to ethnicity, religion, and customs.

This strategy plan offers suggestions to increase focus and knowledge around challenges related to cross-cultural encounters between health personnel and immigrants. The strategy continues and strengthens already existing initiatives and projects, along with suggestions to new efforts, among others, the need for more evidence based research.

Key political objectives: increase focus and knowledge around challenges related to cross-cultural encounters between health personnel and immigrants, more research.

Specific target groups: Health care workers, immigrants, youth immigrants.

Action plan for a better diet (2007-2011). [Oppskrift for et sunnere kosthold - [Handlingsplan for bedre kosthold i befolkningen \(2007-2011\)](#)].

Brief summary: This is an inter-ministerial action plan to focus on the general tendencies of the population and its health connected to food and nutrition. The strategy plan discusses current evidence based knowledge, current trends and recommendations to a healthy diet – with particular focus on the family, school, and early arena of consciousness to good eating habits.

Child obesity and inactivity one of the major concerns. Other topics are mentioned, like the increase of Diabetes type II, and behavioural problems that may come from malnutrition. The strategy plan discusses ways of cooperation and control monitoring between the government and commercial actors of the food industry.

Another focus is directed at greater regulation on advertisement on high sugar products directed towards children and youth.

Key political objectives: strengthen consciousness around a healthy diet, education and evidence based knowledge, more cooperation, targeted regulation of commercial agents aiming sales towards children and youths.

Specific target groups: Universalistic – children and young people. Parents, teachers, health workers, commercial agents and government.

National strategy plan against tobacco 2013-2016. [En Fremtid uten tobakk. Nasjonal strategi for arbeid mot tobakkskader 2013-2016].

Brief summary: The strategy plan sums up the current tobacco preventive work status at the time of the plan's publishing year (2013). In 2013, Norway was at fourth place of a total of 31 European countries, in preventive tobacco efforts (World Bank, [Association of European Cancer Leagues' Tobacco Control Scale](#)) Norway remains one of the strong leaders in tobacco control in Europe since the 1960s. Norway introduced pictorial health warnings in 2011 and has the highest cigarette prices in the world: 13,25 euro a pack in 2016 in a kiosk/at a newsstand.

The World Health Organization has given recommendations (areas of improvement) following a report in 2010, of which [The Ministry of Health and Care Services](#) had as a main focus area in this strategy plan:

1. Increase the resources allocated in tobacco prevention work.
2. Re-introduce annual mass media campaigns against tobacco.
3. Universal right to be protected against second-hand smoking (banning work place smoking rooms).
4. Mass media campaigns to raise awareness about children's right to be protected against second-hand smoking.
5. Higher priority on services to help people quit smoking.

In addition, the strategy plan has quite high ambitions in its efforts towards children and youths:

1. Children and young people born after 2000 shall not begin tobacco use of any kind.
2. The percentage of youth tobacco use between the age of 16-24 shall not surpass 6%.
3. The daily use of snus (2011: 11 % women/25 % men) has to be reduced.

Key political objectives: continued focus on tobacco preventive work, particularly towards children and passive smoke exposure, and youths in bringing down the trend of snus use*.

*The sale of snus is illegal in the European Union (except for Sweden). Snus is still legal in Norway.

Specific target groups: Parents and children, youths, employers, youth at risk to start smoking.

d) 'Minority youth': Refugees and 2nd generation immigrants

Action plan against forced marriage, female genital mutilation and severe restrictions on young people's freedom (2013-2016)[Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet (2013-2016)].

Brief summary: The action plan continues from previous work and efforts on efforts in preventing and stopping arranged marriages and genital mutilation, which is illegal by Norwegian law. The main focus was made on:

1. Awareness efforts in governmental offices, and the general public.
2. Increase knowledge and cooperation in the public health and educational sector.
3. Making support and counselling services available.
4. More funding for research.

5. 3 measures on the involvement and cooperation of child- and youth organizations.

22 measures are suggested in the future work against arranged marriage and genital mutilation, of which some have become a regular budgetary and focus post in some of the ministries.

Female genital circumcision and forced marriage are both illegal by Norwegian law (The general civil penal code, section 222, and 284/285 [[Straffeloven om §253 Tvangsekteskap](#), og [§284 Kjønnsslemlestelse/§285 Grov kjønnsslemlestelse](#)]).

Key political objectives: awareness campaigns, coordination and dialog, preventive efforts, research.

Specific target groups: Government and public sector employees, parents, and children and youth of risk, school and health personnel, volunteer and religious organizations.

Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy. [Meld. St. 6 (2012-2013) En helhetlig integreringspolitikk].

Brief summary: The main integrative measures are directed towards parents and adults, as children and young people more easily integrate than middle-aged and elderly immigrants. Adults with small children are encouraged to (with benefits being aimed in the direction to) have their children participate in kindergarten with other Norwegian speaking children. Adults are through kindergarten participation also being exposed to measures of further integration.

Concrete measures are presented through:

1. Norwegian language classes for immigrants.
2. Special adaptation classes for illiterates.
3. Norwegian language classes for foreign workers.
4. Completion courses for teaching and health personnel .
5. Measures of labour market integration:
 - a) follow-up measures.
 - b) job-finding measures.
 - c) promote work experience.
 - d) promote training.
 - e) increase use of temporary jobs and work permanently adapted to the individual needs.
6. Increase immigrant participation in kindergartens.
7. Strengthen the policy efforts towards identifying as a Norwegian citizen [[statsborgerpolitikk](#)].
8. Combating and preventing discrimination and racism.

Key political objectives: integrative measures in the labour market, language skills.

Specific target groups: all immigrants, immigrants of non-western origin, immigrant workers.

National Report No. 7 (2010) Mastering plurality – Multi-lingual children, youth and adults in the educational system. [NOU 2010: 7 Mangfold og mestring – Flerspråklige barn, unge og voksne i opplæringssystemet].

Brief summary: the National Report describes the challenges, suggested solutions to alleviate the challenges faced by bi- or multilingual children, youths, and adults in the Norwegian school system.

Key measures and recommendations are:

1. Early intervention:
 - a) Increase kindergarten participation.
 - b) Monitoring and individual adaptation on all school levels.
 - c) National standards of quality to immigrant introduction classes.

2. Extension of second-language training:
 - a) Continue special Norwegian language training once the student has joined ordinary classes (5-7 years until the Norwegian language can be utilized as an equal language of instruction).
 - b) Increase teacher competencies in assisting second language training.
 - c) Individual adaptation of language tests.
 - d) Increase utility of the informal/voluntary activities as an arena of language acquisition.
3. Stress the value of bi-or multilingual abilities:
 - a) Adaption of the national curriculum.
 - b) Development of digital teaching tools.
 - c) Offer non-western foreign languages as a choice of 2nd foreign language in lower and upper secondary school.
 - d) Uphold the right to be thought a person's native language.
4. Challenges of implementation:
 - a) Increased cooperation:
 1. Between municipalities.
 2. Knowledge sharing between kindergartens and schools.
 3. Between county and municipality (lower to upper secondary school).
 - b) Increased use of knowledge sharing technology.

Key political objectives: bi/multi-lingual children and youth, efforts towards mastering bi/multi-lingual learning difficulties, increase teacher capabilities.

Specific target groups: Children and youth who are bi- or multi-lingual, teacher, school staff.

Action plan to promote equality and prevent ethnic discrimination [Handlingsplan for å fremme likestilling og hindre etnisk diskriminering].

Brief summary: The purpose of the action plan is to promote equality and prevent discrimination. The government describes a set of strategic measures to achieve this goal.

Suggestions are offered in ways to integrate the work of promoting equality, and prevent discrimination in day-to-day ongoing activities in the enterprises (called 'mainstreaming'). Having this effort included in daily life, will help mapping out the various ways different forms of discrimination are interconnected.

The Ministry stresses the importance of having effective legal protection against discrimination and providing information on relevant rights, legislation and rules for various target groups.

Further measures to prevent ethnic discrimination and promote equality, are:

1. Increasing knowledge and documenting the nature, scope and causes of discrimination.
2. Raising competence and providing awareness-raising activities.
3. Active recruitment to promote diversity in working life, boards, representation in organisations and education.
4. Make easily available assistance, and support to those who do experience discrimination.

To school, the ministry focuses particularly on:

1. An inclusive learning environment free from racism, discrimination, bullying, and violence.
2. An educational system/staff composition that mirrors the general diversity in the population.
3. Equal right and access to learning and participation.

Key political objectives: Promote equality and prevent discrimination.

Specific target groups: universalistic, but particular focus on vulnerable sub-populations, including youth.

e) 'Minority Youth': Sami

Sami childhood and adolescence – services and facilities (2003). Samisk oppvekst – Om tilbudet til samiske barn og ungdom (2003).

Brief summary: An informational document presenting the services and actors that facilitate particularly to Sami Children and Youth.

The document describes:

1. The geographical and demographic scope of Sami people.
2. Laws and regulation that particularly addresses the rights and needs of Sami people.
3. Health services catered to Sami people.
4. Sami kindergarten services.
5. Sami education in primary, and lower/upper secondary school.
6. After-school services for Sami children and youths.
7. The youth council at the Sami Parliament.
8. International cooperation (The Sami is an international diaspora) in addition to working with other indigenous organizations worldwide.

Key political objectives: Informational document on the rights and services catered to Sami children and youths.

Specific target groups: Anyone working with Sami Children and Youth, particularly on the municipal level .

Action Plan for the Sami Language (2009). Handlingsplan for samiske språk (2009).

Brief summary:The overarching goal is to strengthen and secure the survival of the Sami languages:

1. Nordsamisk.
2. Lulesamisk.
3. Sørsamisk.

Universal rights are declared:

1. to learn the Sami language.
2. that Sami language rights are to be strengthened, made more public and known.
3. the three Sami languages are to have equal opportunity to develop and grow.
4. public and governmental institutions are to be made aware of their usage of, or encouragement to use, the Sami language.
5. general knowledge of the Sami languages is to be secured for the future.

This action plan suggests 66 measures to strengthen the position of Sami language, of which some the major points relate to

1. the service that needs to be provided, to be able to be taught in Sami (books and lecturing).
2. the equal quality of both teachers and text books in Sami vs. Norwegian.
3. equal access to Norwegian and Sami speaking kindergartens and after-school facilities.
4. equal right to parental participation in a Sami speaking container.
5. increased funding to interpreting services and book translations.
6. increase the translation of legislation, official, and governmental documents into Sami.
7. create Sami speaking meeting places for young people (summer camps etc).
8. more research, with transferability to other indigenous languages and other countries' effort. in assisting the survival of the native language.

Key political objectives: strengthen the position of the Sami language.

Specific target groups: All Sami people, and the governmental, county, and municipal actors that cater to Sami needs and rights.

Sami Children and youth's right to participate (2009). Retten til medvirkning for samiske barn og unge (2009).

Brief summary: Sami Children and youth have particular challenges versus the majority 'Ethnic Norwegian' children and youths, in securing:

1. equal access to the educational arena.
2. equal ability to self-determination.
3. self-realization.

Some of the main measures presented in the report are to:

1. create teaching aids and material in the Sami language that reflect the young one's own perception of themselves.
2. have equal access to Sami teaching material and aids in general, comparatively to their 'Ethnic Norwegian' counterparts.
3. facilitate and encourage the use of Sami language, and the expression of Sami identity.

Key political objectives: Focus on the particular challenges of being Sami, and efforts to ensure equal access to educational outcomes, and self-determination.

Specific target groups: Sami children and youth, school staff and teachers, governmental employees.

f) 'Minority youth': LGBTQ

Action Plan: Improving quality of life among lesbians, gays, bisexuals and trans persons 2009 – 2012.

Handlingsplan: Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner 2009 – 2012.

Brief summary: The overall purpose of the action plan is to put an end to the discrimination met with by lesbians, gays, bisexuals and trans persons (LGBT) in different phases of life, social contexts and working life, and promote better living conditions and quality of life for these groups.

Key targets in the action plan are

1. to mainstream LGBT perspectives in all central government sectors.
2. provide targeted measures to any specific needs of the LGBT group.
3. establish an interdisciplinary resource centre to:
 - a) document.
 - b) systematise, and make available
 - c) research,
 - d) sound methodology and,
 - e) practical experience in LGBT field.
4. Clarify the prevalence and consequences of multiple-discrimination (e.g. 'trans' and 'of colour').

Focus of children and youths are made particularly on issues as

1. Bullying/hate crime/violence.
2. Lack of LHBTQ representation in school, and teaching materials.
3. Challenges of 'coming out.'
4. Particular vulnerability to 'grooming' and exploitation.
5. Prostitution.
 1. Drugs and alcohol.
 2. Rising HIV numbers among young gay men.
 3. Overrepresentation among young LHBTQ to suicide and mental health.

4. Unaccompanied minor asylum-seekers who are lesbians, gays, bisexuals and/or trans persons.
5. Forced marriage.

Key political objectives: zero tolerance towards discrimination, research and public information measures, creating safe areas of support, preventive measures towards suicide and harmful behaviour.

Specific target groups: Universal LGBTQ population and the people who offer them services. Particular focus on youths, and early intervention/facilitation.

g) 'Minority youth': Physical and Learning disability

Universal design 2025. The Government's action plan for universal design and increased access 2009-2013. [Norge universelt utformet 2025. Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013.](#)

Brief summary: It is the Government's goal to have all public spaces in Norway be universally accessible to everyone by year 2025. This action plan is designated to the people who physically impaired in some way, and may have difficulty in accessing or utilizing day-to-day services or activities that fully physically intact individuals may not have difficulties with.

Four areas where changes have to be made are mentioned:

1. Physical structures/buildings – access and user friendliness.
2. Outer public areas – planning processes and standards.
3. Transportation – access and user friendliness.
4. Technology and education – access and user friendliness.

Children and youths are particularly mentioned to secure equal access and right to participate. 7 specific measures and initiatives are described.

Key political objectives: equal access and right to participate by 2025.

Specific target groups: anyone offering services or involved in construction or planning of public spaces.

Report No. 18 to Storting (2010-2011). Learning and fellowship/community. [Meld. St. 18 \(2010-2011\). Læring og fellesskap.](#)

Brief summary: This report is a continuation of Report No. 19 (2009): The right to learn, with a focus on the particular needs of students with learning and physical/mental disabilities.

The report suggests three areas of improvement and priority:

1. Early detection – continued monitoring/assistance.
2. Goal oriented teacher training.
3. Cooperation and coordination to strengthen the rate of student learning outcome.

[The Ministry of Education and Research](#) recognized the need to have effective tools in detecting special needs and learning challenges. Particular attention should be to ways of individual adaptation, yet to have individual adaptation happen in common class spaces as a general rule.

Special focus is directed towards:

1. Teacher and school staff training/competencies.
2. School routine and methodology to facilitate early detection.
3. Better and more research on special needs education.

Key political objectives: individual adaptation in a space of common learning, increase the general and specific knowledge on the various learning disabilities and challenges.

Specific target groups: teachers, parents, and school staff In general working with students with specific learning disabilities and challenges. Students with learning disabilities and challenges.

Report to Storting No. 19 (2009): The right to learn. [NOU 2009: 18. Rett til læring.](#)

Brief summary: Official report handed to the Ministry of Education and Research, with a in-depth analysis on the needs and methods of universal facilitation of equal education for everyone – those with learning and physical and mental disabilities included.

The report builds on five foundational principals:

1. Equal access and potential outcome of education/training.
2. Individually adapted education/training.
3. Inclusive education/training.
4. Universal adaptation/access.
5. Co-decision/influence and participation.

Key political objectives: universal principles of equal acces to and right to education/training.

Specific target groups: Universalistic – children, youths, and adults. Particularly to sub-groups who experience exclusion.

(iii) Foundational reports for Youth Policy post 2000

Report No. 39 to the Storting (2001–2002). [Oppvekst- og levekår for barn og ungdom i Norge.](#) [Living conditions for children and young people in Norway].

This white paper addresses the principles for a coherent national youth policy. National Report No. 39 is in line with the overall tendency of moving Norway's child and youth policy away from general interventionism, into stronger and broader approaches of facilitation.

The political shift has produced a substantial increase of support and services for children and young people. This has happened in tandem with having the equal rights and autonomy of the child made clear and explicit by law (e.g. the right to be heard, the right to decision or co-decision making, and by right of equal protection as adults).

The overarching goals of the white paper are to facilitate safe, meaningful, and engaging premises for children and youths growing up. A particular emphasis is made on the importance of cross-sectoral cooperation, and in the coherent planning on the policy areas, and the actors involved with, children and youth.

Some of the main perspectives in National Report. No. 39 (2001-2002) are to:

1. See children and youths as a resource.
2. Facilitate creativity and personal initiative.
3. Facilitate active participation.
4. Encourage critical thinking.
5. Lay the foundations for good ethics.
6. Increase and strengthen parental engagement.

Another area of proposed improved coordination is between the state and local (county and municipal) levels of youth policy implementation.

A third and final level of improved coordination and cooperation, is between children/youths, and parents, together with voluntary organizations and NGOs.

National Report No. 39 stresses the importance of:

1. Clear governmental goals (input).
2. Strong subsidiary/local organization (output).
3. Cross- and inter-disciplinary cooperation, on all governmental levels.
4. Children and youths having equal access to initiatives and services.

5. Preventing and alleviating marginalization.

The Municipal government is particularly encouraged to:

1. Focus on the children and youths that need support and assistance the most.
2. Provide children and youth with sufficient information about their rights and available support and services.
3. To promote youth participation and actual decision making power in local planning policy.
4. Have child and youth policy be a part of the municipal's long term planning.

The Ministry of Children and Families initiated in 2003 an annual conference and nomination of 'the Municipality of the year' for good child and youth policy practices ([Årets barne- og ungdomskommune](#)). The 'winner' would have been particularly successful through its implementation initiatives ([list of the top nominated municipalities](#)).

The conference and annual praise is thus meant to promote local incentive to focus on children's' and youth's rights and needs. The initiative is also meant to promote the sharing of good practices, both through online and offline deliberation. The 'winner' of the 'Municipality of the year' hosts the conference the following year.

Specific target groups: Universalistic – children and youth between the ages of 0-24.

Report No. 40 to the Storting (2001–2002). [Om barne- og ungdomsvern](#). [Child and Youth Protection]. Oslo: Ministry of Children and Family Affairs.

Seen in connection with report No. 39 (2001-2002), this white paper establishes the need to strengthen the children and youth protection services. National Report No. 40 is in line with the overall tendency of moving Norway's child and youth policy away from general interventionism, into stronger and broader approaches of prevention and facilitation.

Report No. 40 presents approximately 70 suggested ways to improve Norway's Child Welfare Services.

Some of the main points in National Report. No. 40 (2001-2002) are to:

1. Prevent behavioural problems, abuse and neglect.
2. Offer early assistance and help to children and families.
3. Focus on prevention and assistance first; intervention second.
 1. See the families and the child's immediate environment as a first line of defence.
 2. The principle of the child's best interest comes first.
 3. Emphasis on cooperation/co-participation of:
 - a) Child welfare users (children/parents).
 - b) Other governmental or assistance agencies.

Report No. 40 suggests some general areas of improvement in child welfare services:

1. Strengthen preventive efforts.
2. Focus on the potential and support of existing structures of the parent and family.
3. Improve the support of parents that have had their child/children placed in child welfare custody.
 1. Improve the support of foster parents.
 2. Focus on children and families of minority ethnic origin.
 3. Focus on refugees under the age of majority.
 1. The child's right to information.
 2. The child's right to be heard/consulted.
 3. More transparency in the work of:
 - a) The child welfare services.
 - b) The county social welfare boards.
1. Strengthen the knowledge base of the child welfare services in preventive work.

A final, main proposal in improving child welfare services, is to appoint a municipal unit or office that has the responsibility to coordinate the various assistance and preventive efforts directed to children, youths and families.

Specific target groups: Universalistic – children and youth between the ages of 0-24. Specifically to children, youths, and parents at risk.

Responsible authority for the implementation of the Youth Strategy

1. [Annual government publication.](#)
2. [Government Youth Report 2013-2017.](#)
 - a) [Crime and Violence/Sexual Abuse Prevention.](#)
 - b) [Poverty, and School Dropout Prevention.](#)
 - c) [Health and Substance Abuse Prevention.](#)
 - d) [‘Minority youth’: Refugees and 2nd generation immigrants.](#)
 - e) [‘Minority Youth’: Sami.](#)
 - f) [‘Minority youth’: LGBTQ.](#)
 - g) [‘Minority youth’: Physical and Learning disability.](#)

1. [Foundational reports for Youth Policy post 2000.](#)

(i) Annual publication on actions and budget provisions in children and youth policy to promote cross-ministerial coordination

The annual document is published by The Ministry of Children and Equality , and includes initiatives from all ministries that have budgetary posts under ‘children and youths.’

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Culture](#)

[The Ministry of Education and Research](#)

[The Ministry of Agriculture and Food](#)

[The Ministry of Climate and Environment](#)

[The Ministry of Transport and Communications](#)

[The Ministry of Trade, Industry and Fisheries](#)

[The Ministry of Foreign Affairs](#)

(ii) Government’s Report on current and future child and youth policy initiatives 2015 (2013-2017)

The report is published by the Ministry of Children, Equality, and Inclusion, but co-signed and supervised by five other ministries.

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Culture](#)

[The Ministry of Education and Research](#)

a) Crime and Violence/Sexual Abuse Prevention

Childhood comes but once. [National strategy to combat violence and sexual abuse against children and youth \(2014–2017\)](#) [Barndommen kommer ikke i reprise- [Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom \(2014–2017\)](#)]

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Children and Equality](#).

Other ministries of importance are:

[The Ministry of Health and Care Services](#)

[The Ministry of Education and Research](#)

[The Ministry of Justice and Public Security](#)

Action plan to combat violence and sexual abuse of children and youth (2014-2017) [En god barndom varer livet ut. [Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom. \(2014–2017\)](#)]

The ministry in charge of implementing the goals of this strategy plan is [The Ministry of Children and Equality](#).

Other ministries of importance are:

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Education and Research](#)

Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]

The ministry in charge of implementing the goals in this action plan is [The Ministry of Justice and Public Security](#).

Other ministries of importance are:

[The Ministry of Education and Research](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

Action plan in the prevention of radicalization and violent extremism (2014). [[Handlingsplanen for å forebygge radikalisering og voldelig ekstremisme \(2014\)](#)]

The ministry in charge of implementing the goals of this action plan is [The Ministry of Justice and Public Security](#), who also coordinates the assistance of:

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Culture](#)

[The Ministry of Foreign Affairs](#)

[The Ministry of Defence](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Education and Research](#)

b) Poverty , and School Drop-Out Prevention

The government's strategy against child poverty 2015-2017. [Barn som lever i fattigdom. Regjeringens strategi mot barnefattigdom 2015 - 2017]

The ministry in charge of implementing the goals in this strategy plan is [The Ministry of Children and Equality](#).

Other ministries of importance are:

[The Ministry of Health and Care Services](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Education and Research](#)

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Culture](#)

Cooperation strategy plan on assistance services to youth. [Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom].

The ministries in charge of implementing the goals in this strategy plan are

[The Ministry of Education and Research](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Children and Equality](#)

c) Health, environment, and Substance Abuse Prevention

The Future of the Children - National Strategy for Health and Environment for Children and Youths 2007-2016. [Barns framtid - Nasjonal strategi for barn og unges miljø og helse 2007-2016]

The ministries in charge of implementing the goals in this strategy plan are

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Culture](#)

[The Ministry of Education and Research](#)

[The Ministry of Agriculture and Food](#)

[The Ministry of Climate and Environment](#)

[The Ministry of Transport and Communications](#)

[The Ministry of Trade, Industry and Fisheries](#)

[The Ministry of Foreign Affairs](#)

Proposition to the Storting [parliament] 2015-2016. Plan to strengthen efforts in drug prevention and rehabilitation (2016-2020). [Prop. 15 S (2015-2016) Opptappingsplanen for rusfeltet (2016-2020)].

The ministry in charge of implementing the recommendations of this prevention plan is [The Ministry of Health and Care Services](#).

Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment. [NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø]

The ministries in charge of implementing the recommendations of this action plan are

[The Ministry of Education and Research](#)

[The Ministry of Children and Equality](#)

[The Ministry of Health and Care Services](#)

Action plan in prevention of suicide and self harm 2014-2017. [Title in Norwegian: [Handlingsplan for forebygging av selvmord og selvskading 2014-2017](#)]

The ministry in charge of implementing the recommendations of this action plan is [the Norwegian Directorate of Health](#), by appointment of [The Ministry of Health and Care Services](#)

National strategy plan on immigrant health 2013-2017. [Likeverdige helse- og omsorgstjenester - god helse for alle. [Nasjonal strategi om innvandreres helse 2013-2017](#)]

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Health and Care Services](#) and [The Ministry of Children and Equality](#).

Action plan for a better diet (2007-2011). [Oppskrift for et sunnere kosthold - [Handlingsplan for bedre kosthold i befolkningen \(2007-2011\)](#)]

The ministries in charge of implementing the recommendations of this action plan are

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Culture](#)

[The Ministry of Education and Research](#)

[The Ministry of Agriculture and Food](#)

[The Ministry of Climate and Environment](#)

[The Ministry of Trade, Industry and Fisheries](#)

[The Ministry of Foreign Affairs](#)

National strategy plan against tobacco 2013-2016. [En Fremtid uten tobakk. [Nasjonal strategi for arbeid mot tobakkskader 2013-2016](#)]

The ministries in charge of implementing the recommendations of this strategy plan are [The Ministry of Health and Care Services](#) and [The Ministry of Children and Equality](#)

d) 'Minority youth': Refugees and 2nd generation immigrants

Action plan against forced marriage, female genital mutilation and severe restrictions on young people`s freedom (2013-2016)[[Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet \(2013-2016\)](#)]

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Children and Equality](#), who also coordinates the assistance of:

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Education and Research](#)

Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy. [Meld. St. 6 (2012-2013) En helhetlig integreringspolitikk]

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Children and Equality](#), who also coordinates the assistance of:

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Education and Research](#)

National Report No. 7 (2010) Mastering plurality – Multi-lingual children, youth and adults in the educational system. [NOU 2010: 7 Mangfold og mestring – Flerspråklige barn, unge og voksne i opplæringssystemet]

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Education and Research](#) and [The Ministry of Children and Equality](#).

Action plan to promote equality and prevent ethnic discrimination [Handlingsplan for å fremme likestilling og hindre etnisk diskriminering]

[The Ministry of Children and Equality](#) has coordinated the work with the Action plan to promote equality and prevent ethnic discrimination 2009–2012.

The following ministries are responsible for measures in the plan:

[The Ministry of Finance](#)

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Culture](#)

[The Ministry of Education and Research](#)

[The Ministry of Local Government and Modernisation](#)

e) 'Minority Youth': Sami

Sami childhood and adolescence – services and facilities (2003)

Samisk oppvekst – Om tilbudet til samiske barn og ungdom (2003)

This document was made in cooperation by the [The Ministry of Children and Equality](#), and the Sami Parliament ([Sámediggi](#)).

Action Plan for the Sami Language (2009)

Handlingsplan for samiske språk (2009)

The ministries in charge of implementing the recommendations of this action plan are [The Ministry of Education and Research](#) and [The Ministry of Children and Equality](#).

Sami Children and youth's right to participate (2009)

Retten til medvirkning for samiske barn og unge (2009)

[The Ombudsman for Youth and Children](#) is in charge of implementing the recommendations of this report. Ministries affected are:

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Culture](#)

[The Ministry of Education and Research](#)

f) 'Minority youth': LGBTQ

[Action Plan: Improving quality of life among lesbians, gays, bisexuals and trans persons 2009 – 2012](#)

[Handlingsplan: Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner 2009 – 2012](#)

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Children and Equality](#).

Other ministries affected, and in cooperation, are:

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Culture](#)

[The Ministry of Education and Research](#)

[The Ministry of Local Government and Modernisation](#)

g) 'Minority youth': Physical and Learning disability

Universal design 2025. The Government's action plan for universal design and increased access 2009-2013. Norge universelt utformet 2025. Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013.

The ministry in charge of implementing the recommendations of this action plan are [The Ministry of Children and Equality](#),

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Transport and Communications](#)

[The Ministry of Climate and Environment](#)

The measures suggested will affect all areas of politics, and all ministries.

Report No. 18 to Storting (2010-2011). Learning and fellowship/community

Meld. St. 18 (2010-2011). Læring og fellesskap

The ministry in charge of implementing the recommendations of this report is [The Ministry of Education and Research](#). Other ministries affected, and in cooperation, are:

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Finance](#)

[The Ministry of Transport and Communications](#)

[The Ministry of Children and Equality](#)

[The Ministry of Justice and Public Security](#)

Report to Storting No. 19 (2009): The right to learn. NOU 2009: 18. Rett til læring

The ministry in charge of implementing the recommendations of this report is [The Ministry of Education and Research](#). Other ministries affected, and in cooperation, are:

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Finance](#)

[The Ministry of Transport and Communications](#)

[The Ministry of Children and Equality](#)

[The Ministry of Justice and Public Security](#)

(iii) Foundational reports for Youth Policy post 2000

Report No. 39 to the Storting (2001–2002). [Oppvekst- og levekår for barn og ungdom i Norge.](#) [**Living conditions for children and young people in Norway**].

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Children and Equality](#).

The measures suggested have affected all areas of politics, and all ministries related to children and youths.

Report No. 40 to the Storting (2001–2002). [Om barne- og ungdomsvernet.](#) [**Child and Youth Protection**]. Oslo: Ministry of Children and Family Affairs.

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Children and Equality](#).

The measures suggested have affected all areas of politics, and all ministries related to children and youths.

Are the National Youth strategies integrated in the overall national development policy?

National youth strategies are as a rule of thumb always integrated as a part of the overall national development policy. Or said differently: each policy effort (e.g. education, labour, poverty reduction efforts) will always have a child a youth section included.

Only when the special needs of children and youths require a separate investigation or initiative, will a national youth strategy be treated separately. Such separate initiatives, however, are always developed in close proximity to borderlining policy areas, like school, or family/guardian policies.

One returning area of improvement has been pointed out by the European Council in their review of Norwegian Youth Policy in 2004 ([Youth policy in Norway, 2004](#)), is the tendency of 'parallelism' where are multitude of efforts and initiatives co-existing without mutual knowledge or utilization of the other.

All current plans on youth policy point to the importance of, and efforts towards co-utilization, cooperation, and information flow between ministries and government levels.

Revisions/updates

1. [Annual government publication.](#)
2. [Government Youth Report 2013-2017.](#)
 - a) [Crime and Violence/Sexual Abuse Prevention.](#)
 - b) [Poverty, and School Dropout Prevention.](#)
 - c) [Health and Substance Abuse Prevention.](#)
 - d) ['Minority youth': Refugees and 2nd generation immigrants.](#)
 - e) ['Minority Youth': Sami.](#)
 - f) ['Minority youth': LGBTQ.](#)
 - g) ['Minority youth': Physical and Learning disability.](#)

1. [Foundational reports for Youth Policy post 2000.](#)

iv. [General comments on the process of revisions.](#)

(i) Annual publication on actions and budget provisions in children and youth policy to promote cross-ministerial coordination

Most recent of the annual publications: Satsing på barn og ungdom. Regjeringens mål og innsatsområder i statsbudsjettet 2015.

The publication comes out annually (since 1997), and describes each fiscal year.

Links to earlier publications:

'Satsing på barn og ungdom – Regjeringens mål og innsatsområder i statsbudsjettet'

[2014](#), [2013](#), [2012](#), [2011](#), 2010*, 2009*, [2008](#), [2007](#), 2006*, [2005](#), [2004](#), [2003](#), 2002*, 2001*, 2000*.

*This publication is not available electronically, but may be ordered through the Government's Press Department: redaksjonen@dss.dep.no, or by contacting the press agency [Fagbokforlaget](#).

(ii) Government's Report on current and future child and youth policy initiatives 2015 (2013-2017)

The report *Safety, participation, and involvement – the Government's focus on children and youths*. [[Trygghet, deltakelse og engasjement – regjeringens arbeid for barn og unge](#)]

This is a one-time publication.

a) Crime and Violence/Sexual Abuse Prevention

Childhood comes but once. National strategy to combat violence and sexual abuse against children and youth (2014–2017) [**Barndommen kommer ikke i reprise- Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom (2014–2017)**].

The national strategy plan builds on [St.Meld. St. 15 \(2012–2013\)](#), a white paper on preventing and combating violence in close relationships. The white paper was the Government's first report to the Storting on domestic violence. The report led to a subsequent action plan against violence and domestic violence:

A life without violence – action plan against domestic violence 2014-2017. [[Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014–2017](#)].

The report and the action plan that followed had a predominant focus on adults, which is why the national strategy plan on children and youth came about.

See also [general comment on the process of revisions](#).

Action plan to combat violence and sexual abuse of children and youth (2014-2017) [**En god barndom varer livet ut. Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom. (2014–2017)**].

The action plan builds on several previous plans that have been published:

1. Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]
2. (2009-2013) 'Good Forces' – Action Plan for Crime Prevention [[Gode krefter - Kriminalitetsforebyggende handlingsplan](#)]
3. (2005-2008) Action Plan - Together against Juvenile Delinquency [[Handlingsplan - Sammen mot barne- og ungdomskriminalitet](#)]

The first major public case of child molestation (the Bjugn affair in 1992) has led to an increased awareness of child molestation, sexual abuse, and online sexual aggressive and abuse behaviour, in Norway.

The development from the early 2000s, through the above mentioned action and strategy plans, have been

1. an expansion of budgetary allocations, and an expansion of measures to facilitate early detection and prevention of violence and sexual abuse of youths and children.
2. More resources have been allocated to research on this field.

3. New international agreements have facilitated international cooperation between the police forces.

See also [general comment on the process of revisions](#).

Action plan in the prevention of radicalization and violent extremism (2014). [Handlingsplanen for å forebygge radikaliserings og voldelig ekstremisme (2014)].

The revisions came following the terrorist attacks in Oslo and at Utøya on July 22nd 2011, and an increase in the prevalence of radicalization of singular members of 2nd generation immigrants. Revisions and updates to Norwegian initiatives to combat radicalization and violent extremism has to be seen in context of the larger international tendency of (Norwegian Police Security Service: [[Trusselvurdering: 2016](#)])

1. A more complex ethnic composition in European countries
2. Polarization of the extreme right and the extreme left
3. Polarization between conservative Christian/secular groups, and extreme Muslim groups (al-Qaida, ISIS/ Daesh, Pagida, Neo-Nazi)

The ministry of Justice and Police cooperates through this action plan, with

1. The Ministries of Sweden, Denmark, and Finland, who have published equivalent action plans.
2. [The Radicalisation Awareness Network \(RAN\)](#), established by the European Commission in 2011.

See also [general comment on the process of revisions](#).

b) Poverty, and School Drop-Out Prevention

The government's strategy against child poverty 2015-2017. [Barn som lever i fattigdom. Regjeringens strategi mot barnefattigdom 2015 - 2017].

This report builds on several documents and reports, one of which is The Children's Rights Convention (incorporated by Norwegian Law in 2003). The Government increased their definition of poverty by looking at ways relative poverty decreases participation and co-decision power.

The Government's strategy plan against child poverty builds on the recommendations given by [the Office of the Auditor General of Norway: Riksrevisjonens undersøkelse av offentlig folkehelsearbeid. Dokument 3:11 \(2014-2015\)](#).

Cooperation/ strategy plan on assistance services to youth. [Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom]

The completion rate of upper secondary school have been consistent at 70 percent (completion over a period of five years), whereas for the completion rate of standardized time, the number has been 57 percent ([ssb.no](#) [in Norwegian], and [utdanningsforbundet.no](#) [in Norwegian]) The latter number is relatively high comparative to other OECD countries, and the government wanted to find measures to increase the level of completed graduation, both within the 5 year parameter, and within the rate of program standardized time.

This strategy plan is a product of those combined efforts. The strategy plans also builds on goals from [The Knowledge Promotion Reform \(KPR\) \(Kunnskapsløftet\)](#).

See also [general comment on the process of revisions](#).

c) Health and Substance Abuse Prevention

The Future of the Children - National Strategy for Health and Environment for Children and Youths 2007-2016. [[Barns framtid - Nasjonal strategi for barn og unges miljø og helse 2007-2016](#)].

The strategy came about following the WHO's conference in Budapest 2004, where all membership countries signed the declaration of [Children's Environment and Health Action Plan for Europe \(CEHAPE\)](#).

This report came after The Children's Rights Convention was incorporated by Norwegian Law in 2003, consequently with an important stress of giving children equal protection and set of rights to be protected from environmental hazards.

Another important document was the report by [the Norwegian Institute of Public Health](#) (2006) on Knowledge of Children's Health and Environment [[Rapport 2006:3 Kunnskapsoppsummering om barns helse og miljø](#)], documenting the special needs and challenges of children (under 18) to health and environmental issues.

See also [general comment on the process of revisions](#).

Proposition to the Storting [parliament] 2015-2016. Plan to strengthen efforts in drug prevention and rehabilitation (2016-2020). [Prop. 15 S (2015-2016) Opptrappingsplanen for rusfeltet (2016-2020)].

The proposition builds on two central documents:

1. Report No. 30 to Storting (2011-2012) See me! – alcohol, narcotics, doping. [Meld. St. 30 (2011-2012) [Se meg! – alcohol, narkotika, doping](#)], and
2. Report No. 19 to Storting (2014-2015) Public Health Report – Opportunities and Mastery [[Meld. St. 19 \(2014-2015\) Folkehelsemeldingen – Mestring og muligheter](#)]

The general tendencies of alcohol use among children and youth have been declining. The challenges have been on the use of snus, and of a more frequent use of marijuana and so-called 'party drugs' among teenagers and young adults (data and reports: [sirus.no](#), [ungeogrus.no](#)).

There has also been general concern about numbers indicating a heightened use of doping in youth sport, and teenagers/young adults (data and reports: [Politihøgskole PHS Forskning 2009:3](#), [sirus.no](#), [forebygging.no/doping](#)).

See also [general comment on the process of revisions](#).

Official Norwegian Report 2015:2. To belong – Efforts towards a safe psycho-social school environment. [NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø]

An independent group of experts produced a report looking at suggested ways to best prevent and most skilfully respond to:

1. Physical and psychological violations.
2. Bullying.
3. Harassment.
4. Discrimination.

Through these measures accommodate to a safe psycho-social school environment.

The committee's work on incorporating the right of children's safe psycho-social environment originates from another committee's report ([NOU 1995:18: Ny lovgivning om opplæring](#)).

The official report No. 18 of 1995 discussed different ways the regulation of children's work environment could be incorporated into Norwegian Law.

This report utilizes the Children's Rights Convention (incorporated by Norwegian Law in 2003).

The committee also invited students, parents, schools and school owners, organizations, and other actors in or connected to the school sector, to participate in a conference discussion topics related to this report. The conference was held in Oslo, Norway on April 30th 2015.

See also [general comment on the process of revisions](#).

Action plan in prevention of suicide and self harm 2014-2017. [Title in Norwegian: [Handlingsplan for forebygging av selvmord og selvskading 2014-2017](#)]

[The Norwegian Directorate of Health](#) was appointed by [The Ministry of Health and Care Services](#) to reduce the numbers of suicide and cases of self harm. The action plan builds on a two-decade long initiative (starting in 1991 – all documents in Norwegian):

1. [NOU: 1991:10: Flere gode leveår for alle](#) [Official Report No. 10(1991) Good Living conditions for all]
2. [St.meld. nr. 37 1992-1993: Utfordringer i helsefremmende og forebyggende arbeid](#) [Report to Storting No. 39 1992-1993. Challenges in Health Supportive and Preventive Work]
3. [Innst. St.meld. nr. 118 \(1993-1994\)](#) [Report to Storting No. 118 1993-1994]
4. [NOU -1998 NR. 18: Det er bruk for alle. Styrking av folkehelsearbeidet i kommunene](#) [Official Report No. 18 1998. 'No-one is dispensable' Strengthening of Municipal Health Work]
5. [Prp. 90 L \(2010-2011\): Folkehelselovens forarbeider](#) [Prop. 90 L (2010-2011): Public Health Front Line Workers]
6. [Innst. 423 L \(2010-2011\): Innstilling til Stortinget fra helse og omsorgskomiteen om lov om folkehelsearbeid.](#) [Report to Storting 423 L (2010-2011): On the Law on Public Health Work]

The revisions towards the current action plan (2014-2017) have been to increase the awareness and knowledge of

1. Risk factors and symptoms.
2. People at risk (particularly teenagers, elderly men, LGBT, survivors of abuse/violence).

and the need to:

1. Coordinate services and efforts (particularly first line services).
2. Have sufficient information flow.
3. Support bereaved parties post-suicide.

See also [general comment on the process of revisions](#).

National strategy plan on immigrant health 2013-2017. [Likeverdige helse- og omsorgstjenester - god helse for alle. [Nasjonal strategi om innvandreres helse 2013-2017](#)]

The revision made to the official strategy towards immigrant health came mostly from [Meld. St. 6 \(2012-2013\) En helhetlig integreringspolitikk](#) [Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy]

The revisions towards the current strategy plan (2013-2017) have been to

1. Strengthen community and school health services aimed towards immigrants
2. Strengthen the training/awareness of immigrant related health issues, for health personnel
3. Increase the research budget for [the Norwegian Institute of Public Health](#) on immigrant health research
4. Strengthen the research and training done at [the Norwegian Centre for Minority Health Research \(NAKMI\)](#) [[Nasjonal kompetanseenhet for minoritetshelse \(NAKMI\)](#)]
5. Efforts in addressing language and cultural barriers

See also [general comment on the process of revisions](#).

Action plan for a better diet (2007-2011). [Oppskrift for et sunnere kosthold - Handlingsplan for bedre kosthold i befolkningen (2007-2011)]

The revisions to the action plan for a better diet is based on evidence based research, e.g. the statistical tendencies of

1. Increased obesity (particularly to child and youth obesity).
2. General overconsumption of sugar and salt, particularly to the increased consumption of sugar-sweetened drinks and sodas.
3. The increased consumption of more ready-made pre-fabricated meals, versus 'from scratch' homemade meals.

The suggested revisions also came following the reported difficulties in making good consumer choices ([the Norwegian Directorate for Health](#) – [in Norwegian]) due to

1. Mislabelling, or confusing labelling.
2. The low prices of sugar-rich products.
3. The high prices of e.g. ecological and low-sugar/low-fat alternatives, and fruit.

National strategy plan against tobacco 2013-2016. [En Fremtid uten tobakk. Nasjonal strategi for arbeid mot tobakkskader 2013-2016]

The current national strategy plan against tobacco builds on a two decade-long and highly prioritized initiative to combat and prevent tobacco use.

The revisions to the current strategy plan against tobacco (2013-2016), is mostly about expanding already existing initiatives, and adding new components:

1. Re-introducing informational campaigns.
2. Protection against second-hand smoking.
3. Information campaigns towards parents/guardians on child second-hand smoke exposure.
4. Higher priority on services to help people quit smoking.

The previous strategy plans:

1. New strategy plan on prevention of tobacco use in Norway 2006-2010 [[Ny strategiplan for det tobakksforebyggende arbeidet i Norge 2006-2010](#)].
2. National strategy plan on prevention of tobacco use in Norway 1999-2003 [[Nasjonal strategiplan for det tobakkskadeforebyggende arbeidet for perioden 1999-2003](#)].
3. Action plan for a tobacco free Norway 1994-98 [[Handlingsplan for et tobakksfritt Norge 1994-98](#)].

d) 'Minority youth': Refugees and 2nd generation immigrants

Action plan against forced marriage, female genital mutilation and severe restrictions on young people`s freedom (2013-2016)[Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet (2013-2016)]

The action plan builds on the continuation and expansion of three previous action plans:

1. Action plan against arranged marriage and genital mutilation (2012) [[Handlingsplaner mot tvangsekteskap og kjønnslemlestelse \(2012\)](#)].
2. Action plan against arranged marriage (2008-2011) [[Handlingsplan mot tvangsekteskap \(2008-2011\)](#)].
3. Action plan against genital mutilation (2012) [[Handlingsplan mot kjønnslemlestelse \(2008-2011\)](#)].

The focus on prevention of arranged marriages and female genital mutilation came from several cases of where young girls were detected by the child welfare services having spent their vacation in their parent's country of origin, where ritual genital circumcision had taken place.

Some child abduction cases were also connected with the practice of arranged marriage. ([NOU 2004: 18 - Helhet og plan i sosial- og helsetjenestene](#)[Official Report No. 18 of 2004: A comprehensive plan for Public Health and Social Services]).

The revisions made to the action plan has to be seen in context of the following international conventions:

1. UN Declaration of Human rights of 1948.
2. The European Human Rights Convention of 1950.
3. The UN Convention on Consent to Marriage, Minimum Age for Marriage, and Registration of Marriages of 1962.
4. International Covenant on Civil and Political Rights of 1966.
5. The UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) of 1979.
6. UN Convention on the Rights of the Child of 1989.

[The Ministry of Children and Equality](#) published 'the Convention and Laws on Forced Marriage' in 2011 [[Konvensjoner og lover om tvangsekteskap](#)] describing the various laws and convention regulating/protecting against forced marriage.

See also [general comment on the process of revisions](#).

Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy [Meld. St. 6 (2012-2013) En helhetlig integreringspolitikk]

This white paper is based on the National report No.14 (2011) Better integration – Goals, strategies, and actions. [[NOU 2011: 14. Bedre integrering – Mål, strategier, tiltak](#)].

The revisions to this white paper describes an expansion of already established initiatives.

Of the main topics are the incorporation of more active measures to include immigrants in particular to arenas that are hard to access:

1. Labour market.
2. School and kindergartens (foreign speaking immigrant parents).
3. Exclusion due to children and youth exposed to racism and discrimination.
4. Preventing exclusion through the strengthening of the Norwegian language qualification services.

The white paper is a broad initiative that should be read with reference to

1. Official Norwegian Report 2015:2. To belong – Efforts towards a safe psycho-social school environment.
2. The National strategy plan on immigrant health 2013-2017.
3. [Action plan to promote equality and prevent ethnic discrimination](#).

See also [general comment on the process of revisions](#).

National Report No. 7 (2010) Mastering plurality – Multi-lingual children, youth and adults in the educational system. [NOU 2010: 7 Mangfold og mestring – Flerspråklige barn, unge og voksne i opplæringssystemet]

Revisions to the initiative made towards bi- and multi-lingual children youths and adults are mostly on:

1. Early intervention and detection in with learning challenges.
2. To extend and strengthen the teaching of the student's second language.
3. To focus on bi/multi lingual capabilities as a resource.
4. Train teachers to better teach bi/multi lingual students.
5. Better implementation of the educational services provided.

The national report is based on, and makes reference to:

1. Official Report No. 3 (2008). A new college and graduate school structure [[NOU 2008: 3 Sett under ett – Ny struktur i høyere utdanning](#)].
2. Official Report No. 19 (2009): The right to learn. [[NOU 2009: 18. Rett til læring](#)].
3. [The OECD review on Migrant Education in Norway \(2009\)](#).
4. Report to Storting No. 11 (2008-2009) The Teacher – the role and the teacher training [[St.meld. nr. 11 \(2008-2009\) Læreren Rollen og utdanningen](#)].
5. [The Knowledge Promotion Reform \(2006\)](#) [[Kunnskapsløftet \(2006\)](#)].

See also [general comment on the process of revisions](#).

Action plan to promote equality and prevent ethnic discrimination (2009-2012) [[Handlingsplan for å fremme likestilling og hindre etnisk diskriminering \(2009-2012\)](#)]

The action plan expands the scope of the discrimination paradigm to include all forms of discrimination, not one of discrimination of gender alone – including:

1. Age.
2. Sexual orientation.
3. Functional ability.
4. Skin colour.
5. Ethnicity.
6. Religion.

One of the overarching goals in the strategy plan is to remove all form of discrimination. A particular focus is stressed on equal outcomes, not equal opportunity – since each person comes with a different set of prerequisites.

The above mentioned desired outcome calls for individual adaptation and facilitation, which is an approach that is increasingly being used in other strategy plans – particularly in an educational setting.

The action plan came as a continuation of the implementation of [the Anti-discrimination Act of 2005](#) [Lov om forbud mot diskriminering på grunn av etnisitet, religion mv. [[Diskrimineringsloven](#)]].

The action plan to promote equality and prevent discrimination should be read with reference to

1. Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy.
2. The government's strategy against child poverty 2015-2017.
3. The Future of the Children - National Strategy for Health and Environment for Children and Youths 2007-2016.
4. Official Norwegian Report 2015:2. To belong – Efforts towards a safe psycho-social school environment.
5. Action plan in prevention of suicide and self-harm 2014-2017.
6. National strategy plan on immigrant health 2013-2017.

e) 'Minority Youth': Sami

Sami childhood and adolescence – services and facilities (2003) [Title in Norwegian: [Samisk oppvekst – Om tilbudet til samiske barn og ungdom \(2003\)](#)]

[The Ministry of Children and Equality](#) published this information and coordination document to describe the various services and facilities that are provided with particular emphasis of the rights and needs of Sami children and youth. The publication has only been made once.

Action Plan for the Sami Language (2009) [[Handlingsplan for samiske språk \(2009\)](#)]

The Action plan builds on the white paper: Report to Storting No. 28 (2007-2008): Sami policy [[St.meld. nr. 28 \(2007-2008\) Samepolitikken](#)]. The white paper discusses the areas of priority for Sami policy, where the preservation and facilitation of active use of the Sami language is highly encouraged.

The action plan also builds on, and refers to:

1. Report to Storting No. 35 (2007-2008) [[St.meld nr. 35\(2007-2008\) Mål og mening](#)] on the need for a comprehensive language policy.
2. Report to Storting No.23 (2007-2008) [[St.meld. nr. 23 \(2007-2008\) Språk bygger broer](#)] on the relational aspect of mastering a language.
3. Report to Storting No. [[St.meld. nr. 31 \(2007-2008\) Kvalitet i skolen](#)] on measures of quality in education.
4. Report to Storting No. 11 (2008-2009) [[St.meld. nr. 11 \(2008-2009\) Læreren Rollen og utdanningen](#)] on the role and training of the teacher.

See also [general comment on the process of revisions](#).

Sami Children and youth's right to participate (2009) [[Retten til medvirkning for samiske barn og unge \(2009\)](#)]

The report was written through a joint effort of the offices of the Swedish, Norwegian and Finnish Ombudsman for Children and Youth. The report has been published once.

The report should be seen in context of the following international conventions:

1. UN Declaration of Human rights of 1948.
2. The European Human Rights Convention of 1950.
3. International Covenant on Civil and Political Rights of 1966.
4. UN Convention on the Rights of the Child of 1989.

f) 'Minority youth: LGBTQ

[Action Plan: Improving quality of life among lesbians, gays, bisexuals and trans persons 2009 – 2012.](#)

[\[Handlingsplan: Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner 2009 – 2012\]](#)

The report's suggested areas of focus and initiatives, builds on, and makes reference to, Report 25 to the Storting (2000-2001), which is a white paper on the living conditions and quality of life of lesbians and gays in Norway [[St.meld. nr. 25 \(2000-2001\) Levekår og livskvalitet for lesbiske og homofile i Norge](#)].

The white paper brought up some topics of concern, including

1. Overrepresentation of:
 - a) Bullying, discrimination, harassment.
 - b) Poor mental health.
 - c) Suicide and self harm.
 - d) Risk behaviour.
 - e) Substance abuse (alcohol and narcotics).
 - f) HIV/Aids (with men who have sex with men).
2. Lack of knowledge and representative research.
3. Lack of equal protection and rights by law.

The white paper, in turn, makes reference to a public health survey done by the Institute for Norwegian Social Research (NOVA) in 1998-1999 [NOVA Rapport 1/99: '[Levekår og livskvalitet blant lesbiske kvinner og homofile menn](#)'].

The Directorate for Children, Youth, and Family Affairs published an evaluation report on the action plan in 2013 (only in Norwegian) [[Sluttevaluering av Regjeringens handlingsplan](#)]. Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner 2009-2012 (2013)].

The report focuses on three areas where more focus should be made:

1. There is still a lack of sufficient/representative data – more and better research has to be produced.
2. There is a need to strengthen the LGBTQ knowledge of governmental and public front-line services – particularly to health and welfare related sectors.
3. Strengthen the general work to combat homophobia, transphobia, and create awareness around heteronormativity and majority privilege.

See also [general comment on the process of revisions](#).

g) 'Minority youth': Physical and Learning disability

Universal design 2025. The Government's action plan for universal design and increased access 2009-2013. [[Norge universelt utformet 2025. Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013](#)]

The action plan builds on, and makes reference to:

1. [The UN Convention on the Rights of Persons with Disabilities \(2006\)](#)
2. [Council of Europe Resolution "Towards full citizenship of persons with disabilities through inclusive new technologies" \(2001\)](#)
3. [Council of Europe Resolution "on the introduction of the principles of universal design into the curricula of all occupations working on the built environment" \(2001\)](#)
4. [Council of Europe Disability Action Plan 2006-2015](#)
5. The Nordic Council of Ministers' Action plan for universal design [[Nordisk Ministerråds Handlings plan for universell utforming](#)]
6. Act relating to a prohibition against discrimination on the basis of disability [[Anti-discrimination and Accessibility Act](#)] [Lov om forbud mot diskriminering på grunn av nedsatt funksjonsevne (diskriminerings- og tilgjengelighetsloven)]
7. The Norwegian Directorate of Health's international literature review on universal design and accessibility policy (2009) [[Universell utforming og tilgjengelighet - politikk og lovgivning i inn- og utland \(2009\)](#)]

Norway has ratified all of the above mentioned conventions, and the [Anti-discrimination and Accessibility Act](#) is a binding Act.

The strategy plan was evaluated by the Directorate of Children, Youth, and Family Affairs in 2013, [[Sluttrapport 2013](#)].

See also [general comment on the process of revisions](#).

Teaching and research in special education – the way forward. Report from an expert group on special education (2014). [[Utdanning og forskning i spesialpedagogikk - veien videre. Rapport fra ekspertgruppen for spesialpedagogikk \(2014\)](#)].

The report is a one-time publication, but makes reference to earlier publications particularly addressing individually adapted teaching, the right to equal educational outcomes (different needs).

The Report builds on, and makes references to:

1. Report No. 18 to Storting (2010-2011). Learning and community/fellowship. [[Meld. St. 18 \(2010-2011\). Læring og fellesskap](#)].
2. Official Report No. 19 (2009): The right to learn. [[NOU 2009: 18. Rett til læring](#)].

3. The Education Act, § 1-3 on Individual adaptation, and §5 special education.
4. [The Knowledge Promotion Reform \(2006\)](#) [[Kunnskapsløftet \(2006\)](#)].

[The Ministry of Education and Research](#) sent the report to consultation. All incoming comments and are available on [the Ministry's webpage](#) [in Norwegian].

See also [general comment on the process of revisions](#).

Report No. 18 to Storting (2010-2011). Learning and community/fellowship. [Meld. St. 18 (2010–2011). Læring og fellesskap].

The white paper builds on, and makes references to:

1. Official Report No. 19 (2009): The right to learn. [[NOU 2009: 18. Rett til læring](#)]
2. The Education Act
3. [The Knowledge Promotion Reform \(2006\)](#) [[Kunnskapsløftet \(2006\)](#)].
4. Report to Storting No. 44 (2008-2009) [[St.meld. nr. 44 \(2008–2009\) Utdanningslinja](#)] on the education course in Norway.
5. Report to Storting No. [[St.meld. nr. 31 \(2007-2008\) Kvalitet i skolen](#)] on measures of quality in education.
6. Report to Storting No. 16 (2006-2007) [[St. meld. nr. 16 \(2006–2007\) ... og ingen sto igjen – Tidlig innsats for livslang læring](#)] '[Early Intervention for Lifelong Learning](#)' [[English summary](#)]

The former white paper (No. 16 (2006-2007)) was additionally foundational for the current initiative '[Vi Sprenger Grenser](#)' ['Breaching Borders'] facilitating educational services to children and youths with disabilities. The project was evaluated by two independent researchers at NTNU Social Research in Trondheim [[Vi Sprenger Grenser evalueringsrapport \(2015\)](#)].

See also [general comment on the process of revisions](#).

Official Report No. 19 (2009): The right to learn. [NOU 2009: 18. Rett til læring]

The official report No. 19 expands and increases the depth of 'equal right to educational outcomes' regardless of ethnicity, gender, socio-demographic background, sexual orientation, or physical ability.

The report builds on, and makes references to:

1. The Education Act.
 2. [The Knowledge Promotion Reform \(2006\)](#) [[Kunnskapsløftet \(2006\)](#)]
 3. Report to Storting No. 44 (2008-2009) [[St.meld. nr. 44 \(2008–2009\) Utdanningslinja](#)] on the education course in Norway.
 4. Report to Storting No. [[St.meld. nr. 31 \(2007-2008\) Kvalitet i skolen](#)] on measures of quality in education.
1. Report to Storting No. 16 (2006-2007) [[St. meld. nr. 16 \(2006–2007\) ... og ingen sto igjen – Tidlig innsats for livslang læring](#)] '[Early Intervention for Lifelong Learning](#)' [[English summary](#)].
 2. Act relating to a prohibition against discrimination on the basis of disability [[Anti-discrimination and Accessibility Act](#)] [Lov om forbud mot diskriminering på grunn av nedsatt funksjonsevne (diskriminerings- og tilgjengelighetsloven)].

1. [UN Convention on the Rights of the Child of 1989](#).

See also [general comment on the process of revisions](#).

(iii) Foundational reports for Youth Policy post 2000

Report No. 39 to the Storting (2001–2002). Oppvekst- og levekår for barn og ungdom i Norge. [Living conditions for children and young people in Norway].

The report is based on, and makes reference to:

1. Report to Storting No. 17 (1999-2000) Action plan to prevent juvenile delinquency [[St.meld. nr. 17 \(1999-2000\) Handlingsplan mot barne- og ungdomskriminalitet](#)].
2. Report to Storting No. 50 (1998-1999) Equality Report [[St.meld. nr. 50 \(1998-1999\) Utjamningsmeldinga](#)].

Report No. 39 (2001-2002) came forward as a consequence of Parliament asking the Government to present two white papers:

1. a white paper on a cohesive and comprehensive youth policy initiative (Report No. 17).
2. a white paper on the general living condition of children and youths in Norway (Report No. 50).

A third and final important reference is made to [the Convention of the Rights of the Child](#), which Norway signed in 1989. The Convention of the Rights of the Child was incorporated into Norwegian law (Human rights Act) in 2003.

The new paradigm of youth policy in Norway originates from [The Ministry of Children and Equality](#) focus on these important societal changes:

1. Changing living conditions (more stratified).
2. Family structures + increase in divorces.
3. Organization of time.
4. Increased commercialization and sexualisation.
5. Larger emphasis on education.

Increased

1. Focus on safety and stability of the family.
2. Focus on the role of peer development and relationality.
3. Role of mass media/social media/the Internet.
4. Globalizations.

A final point is made that children and youth do not thing in terms of administrative sectors. Child and youth policy should work the same way: inter-sectorially and interdisciplinary.

See also [general comment on the process of revisions](#).

Report No. 40 to the Storting (2001–2002). Om barne- og ungdomsvernet. [Child and Youth Protection]. Oslo: Ministry of Children and Family Affairs.

The revisions that created a new policy line on child welfare services, originated from the Report to Storting No. 39 (1995-1996) 'About the Child Welfare Services [[St.meld. nr. 39 \(1995-1996\) Om Barnevernet](#)].

The Parliament's Committee on Family, Culture and Social Affairs handed over their recommendations to the Government on the necessity to bring reform to the child welfare services [[Innst. S. nr. 6 \(1996-1997\) Innstilling fra familie-, kultur- og administrasjonskomiteen om barnevernet.](#)]

Report No. 39 (1995-1996) and Bill No. 6 (1996-1997) lead thus to the Government's official report on the child welfare services, delivered to the Ministry of Children and Families in 1999:

[NOU 2000:12 Barnevernet i Norge](#)— Tilstandsvurderinger, nye perspektiver og forslag til reformer [The Norwegian Child Welfare Services – status quo, new perspectives, and suggestions to reforms]

Report No. 39 (1995-1996), Bill No. 6 (1996-1997), and Official Report No. 12 (2000) are the most-referenced to documents for the new child welfare regime in Report No. 40 to the Storting (2001-2002) Child and Youth Protection.

See also [general comment on the process of revisions](#).

General comment on the process of revisions

Reports and plans are generally produced by external researchers or committees, and encompass reports, analyses and documentation presented to the ministry. Reports and plans produced by experts will without exception refer to some form of research or evidence based research on the topic they are deliberating.

Official Norwegian Reports (NOUs) are produced by committees and working groups constituted by the Ministry. They often form the basis of a bill or white paper. NOUs are sometimes, but not always based on previous reports and plans. Most NOUs have a comprehensive literature review, of which a substantial amount of references are made to research done in the field.

Draft resolutions, bills and white papers (St.meld/Report to Storting) are documents that the Government presents to the Storting. White papers are almost always based on previous reports, plans, or official reports (NOUs), which again utilizes research literature actively.

Most, if not all reports/plans, official reports (NOUs) are subject to an extensive round of feedback/hearing/consultation:

1. especially to other ministries and directorates involved.
2. research units specializing in a particular field.
3. interest organizations and NGOs.
4. the three Ombudsmen in charge of children and youth policy:
5. The Children's Ombudsman [[Barneombudet](#)].
6. Gender Equality and Anti-Discrimination Ombud [[Likestillings- og diskrimineringsombudet](#)].
7. The Norwegian Consumer Ombudsman [[Forbrukerombudet](#)].
8. The Norwegian Ombud for Pupils, and Apprentices [[Elev- og lærlingombud \(elevombud\)](#)].
9. Affected counties and municipalities.

The Norwegian Council for children-, and youth organizations ([Landsrådet for Noregs barne- og ungdomsorganisasjoner](#)) is an umbrella-organization that will almost always be consulted in the matter affecting children and youth. Children and youth organizations working on specific fields of interest (e.g. disability youth, ethnic minorities, LGBTQ) will be consulted where areas of particular interest of their agenda is concerned.

See also

1. [1.4 Youth Policy Decision-Making](#).
2. [5.4 Consultation of Young People](#).

1.4 Youth policy decision-making

This section describes the way youth policy is developed in the national system.

It is subdivided into three major parts:

i. Structure of decision-making.

- a. [Contextualisation of Norwegian Policy Making.](#)
- b. [Specific policy domains and responsibilities at the three levels of political administration.](#)
- c. [The main authorities responsible for youth policy.](#)

ii. Main themes covered by youth policy.

iii. The role of the National Agency for Youth.

Structure of Decision-making

Contextualisation of Norwegian Policy Making: The three levels of Government: State, County, and Municipality.

State level – formally 'the Kingdom of Norway' [staten – Kongeriket Norge]

1. Ministries, and underlying directorates [departement] [direktorat]
2. County Governor (the state's representative in the county) [fylkesmann]
3. Ombudsmen (of which regularly address the rights of children and youth):
 - a) Ombudsman for Children and Youth [Barneombudet].
 - b) The Equality and Anti-discrimination Ombudsman [Likestillings- og diskrimineringsombudet].
 - c) The Consumer Ombudsman [Forbrukerombudet].
 - d) The Ombudsman for Privacy [The Norwegian Data Protection Authority]. [Personvernombudet (Datatilsynet)].

Counties [fylker] of which there are 19.

1. The Ombudsmen for pupils and apprentices [[Ombudene for elever og lærlinger](#)] 18 of the 19 counties has an Ombudsman for pupils and apprentices in the Upper Secondary Schools.

Municipalities [kommuner] of which there are 428 ([ssb.no: 2015](#)).

Youth laws and youth strategies are formally constituted, either by

1. the Government [Regjering] through its ministries [Departement]
2. the Parliament [Storting] through MPs [stortingsrepresentant] or its committees.

Different types of official documents (relating to initiatives leading to youth laws and youth strategies)

The Office of the Prime Minister and the Ministries publish several different document types in the process of constituting revisions to, or proposing new youth policy:

Consultations are suggestions from the Ministry which are sent to affected parties (public and private institutions, organisations, and other ministries). The purpose is to assess economic and administrative consequences of public measures.

Draft resolutions, bills and white papers are documents that the Government presents to the parliament [Storting].

Official Norwegian Reports (NOUs) are produced by committees and working groups constituted by the Ministry. They often form the basis of a bill or white paper.

Handbooks and brochures give an overview of the Government's policies and practice, and are written with the general public in mind.

Reports and plans are generally produced by external researchers or committees, and encompass reports, analyses and documentation presented to the ministry.

Acts and regulations encompass laws, regulations, guidelines etc. related to the Ministry's fields of responsibility.

Circular notes are information from the Ministry to affected parties about interpretations of laws and regulations.

More on Parliamentary procedure at [the Storting's webpage](#).

Commentary: the relationship between central and local authorities.

Norway has a predominantly centralized political/administrative system of governance, which means that most, if not all, overarching political strategies are made at state level, and then implemented top-down.

The two lower levels of government, counties and municipalities, are the lower level implementers of state policy. This is true to the implementation of youth policy as well. The exception is where the central government has its own implementing bodies at regional level for core services and institutions (e.g. hospitals, universities, police, prisons, and courts).

Both counties and municipalities have increased their autonomy towards *the way* government funding is being used to obtain the desired means and goals, by utilizing so-called free funding ['frie midler'] – sometimes called non-earmarked funding.

Municipalities also have local funding schemes, to where e.g. youth and volunteer organizations can apply for support.

Youth policy implementation will vary from municipality to municipality, due to the

1. Diversity of the services offered.
2. Quality of the services offered.
3. Level of inter-municipal cooperation.
4. Level of cooperation/coordination with county and central government services – if present.
5. Priority of youth policy areas versus other policy areas.

Which again is dependent on the

1. Amount of 'free funding' that is transferred.
 2. Overall economy of the municipality.
 3. Size of the municipality in terms of population, demographic makeup, and population density.
1. Size and quality of knowledge and training of the municipal administration
 2. political priority (municipal politicians may not reflect the political priorities of the central government)
 3. Level of civic engagement and private actor focus on youth in general

The rationale behind the municipalities' increased autonomy is to encourage a more relevant and adapted service to the municipalities' population.

The decisions and allocation/prioritizing of funds are taken closer to its relevant sectors/actors as possible. This in turn should strengthen democratic influence, and facilitate more efficient utilization of government transfers.

Specific policy domains and responsibilities at the three levels of political administration.

State level

The Parliament [Stortinget], the Ministries [Departement], and underlying directorates [Direktorat].

The main responsibilities of the central government in the child and youth sector are:

1. The formulation of policy.
2. Legislation.
3. Financial transfers.
4. Allocations for research.
5. Human resource development and development.
6. Information and advisory services.

Central government administration at county level [fylkesmann]

The offices of the County governor are a part of the executive branch of the central government, and are thus the state representatives at county level.

The county governor ensures

1. that national policies are implemented in important sectors,
2. the necessary coordination between the various sectors at regional level,
3. due process of law at regional level.

The main responsibilities of the county governor's office [fylkesmannen] in the child and youth sector are:

1. Body of appeal for municipal administrative decisions.
2. Responsible in coordinating governmental plans/initiative/strategies at the municipal level.
3. Responsible in overseeing the execution of government plans/initiative/strategies.
4. As an informational intermediate between state, county, and municipal governmental levels.

Some of the county general offices lead the project 'Sjumilssteget' [the Giant Leap] in transferring the Convention on the Rights of the Child into good municipal practice.

The project is anchored at the office of the Country Governor of Troms and is aiming at providing an assessment tool to the local municipalities' authorities for the protection of children's rights in order for them to thrive.

Ombudsman [ombudsmann]

There are four Ombudsmen at state level that work for the rights and needs of youths under their specific area of responsibility [see 'The main authorities responsible for youth policy – Ombudsmen']

County level

Counties [fylker]

The main responsibilities of the county [fylket] in the child and youth sector are:

1. upper secondary schools,
2. educational and mental health counselling services,
3. dental health care,
4. public transport,
5. county roads,
6. culture,
7. cultural heritage management,
8. land use planning, and
9. business development

The Ombudsmen for pupils and apprentices/trainees [[Ombudene for elever og lærlinger](#)] works at the county level, and caters to the rights and needs of youth who are enrolled in upper-secondary school, or work as apprentices/trainees.

Municipal level

The practical implementation of child and youth policy lies primarily at the municipal level.

The main responsibilities of the municipality [kommunen] in the child and youth sector are:

1. providing kindergarten services,
2. primary education (through 10th grade),
3. child and youth 'clubs' or activity houses,
4. regional fund schemes in support of volunteering/organizations
5. outpatient health services,
6. some social services,
7. zoning (land use planning and regulation),
8. economic development, and
9. municipal roads

Child and youth organizations are important collaborating actors at the municipal level. Important sectors within NGOs and youth organizations are e.g. sports, arts, school/education, politics, and international exchange.

See also:

1. [Ch. 5.4 on Young People's Participation in Policy-Making](#)
2. [Ch. 2 on Volunteering.](#)

The main authorities responsible for youth policy

1. [The Ministry of Children and Equality.](#)
2. [The Directorate for Children, Youth, and Family Affairs.](#)
3. [Integration and Diversity Directorate.](#)
4. [The Ministry of Education and Research.](#)
5. [The Norwegian Directorate for Education and Training.](#)
6. [The Ministry of Culture.](#)
7. [The Ministry of Labour and Social Affairs.](#)
8. [The Norwegian Labour and Welfare Administration.](#)
9. [The Ministry of Health and Care Services.](#)
10. [Norwegian Directorate of Health.](#)
11. [Norwegian Board of Health Supervision.](#)
12. [The Norwegian Institute of Public Health \(NIPH\).](#)
13. [The Norwegian System of Compensation to Patients.](#)
14. [The Ministry of Justice and Public Security.](#)
15. [The Norwegian Directorate of Immigration.](#)
16. [The Norwegian Correctional Services Directorate.](#)
17. [The Ombudsman for Children.](#)
18. [The Equality and Anti-discrimination Ombudsman.](#)
19. [The Consumer Ombudsman.](#)
20. [The Ombudsman for Privacy \(The Norwegian Data Protection Authority\).](#)
21. [The Ombudsmen for pupils and apprentices.](#)
22. [Parliamentary Committees.](#)
23. [The Sami Parliament.](#)

a) **The Ministry of Children and Equality** [Barne- og likestillingsdepartementet]

[The Ministry of Children and Equality](#) has the main responsibility for coordinating the government's work related to children and youth.

The Ministry is divided into six departments [[from \(BLD\) government.no](#)]:

[Department of Child Welfare Services](#)

The Department of Child Welfare Services is responsible for all aspects of these services, including child welfare institutions, foster care and other help measures. This entails the development of child welfare legislation, policy design, and the overall administration and coordination of the services.

The department is divided into three sections:

1. Section for Administration and Coordination
2. Section for Child Welfare
3. Section for Child Welfare Law

Areas of responsibility include:

1. Administration and coordination between central and local government
2. Coordination of services
3. Child welfare service structures
4. Foster care
5. Inspection and supervision
6. Competence development
7. Help measures
8. Child welfare institutions
9. Legal rights
10. Migration and minorities

The department administers the legislation of the Child Welfare Act.

Associated agencies: Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) (areas within the Ministry's sphere of responsibility)

[Department of Childhood, Youth and Family Affairs](#)

The Department of Childhood, Youth and Family Affairs is responsible for the design and coordination of overall child and youth policy as well as government family policy.

The department is divided into three sections:

1. Section for Family Policy and Child Benefits
2. Section for Child and Family Law
3. Section for Early Development and Preventive Measures.

Areas of responsibility include:

1. Overall child and youth policy
2. Adoption
3. Family affairs
4. Child and family law
5. Benefit schemes for families with children
6. Domestic violence

The department administers the following legislation:

1. Act relating to adoption
2. Act relating to children and parents (The Children Act)
3. The National Insurance Act, Chapter 14 (on benefits in connection with childbirth and adoption)
4. The Family Allowance Act
5. Act concerning cash benefit for parents with small children (The Cash Benefit Act)
6. The Marriage Act
7. Act relating to the authority of Norwegian public officials to solemnize marriage abroad, and of foreign public officials to solemnize marriage in Norway
8. Act relating to the recognition of foreign divorces and separations
9. Act relating to registered partnership
10. Act relating to family counselling

The department participates in a number of organisations and international activities in the fields of child and youth affairs, family policy and family law, such the Nordic Council of Ministers, the Council of Europe, the European Union, the United Nations and the Hague Conference on Private International Law.

Associated agencies:

1. Norwegian Labour and Welfare Administration (NAV) (areas within the Ministry's sphere of responsibility)
2. Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) (areas within the Ministry's sphere of responsibility)
3. County Governor's Offices (areas within the Ministry's sphere of responsibility)

[Department of Consumer Affairs and Equality](#)

The Department of Consumer Affairs and Equality has the overall responsibility for policy relating to consumer affairs, equality and anti-discrimination, and develops and coordinates activities within these areas. The department is also responsible for coordinating the overall policy for persons with disabilities and for universal design.

The department's activities cover a wide array of policy instruments, primarily involving development of legislation and policy, the design of support schemes and the preparation of action plans.

1. Consumer policy
2. Consumer rights
3. Consumer information
4. Consumer research
5. Equality and anti-discrimination policy
6. Anti-discrimination law
7. International activities
8. Research and analysis

In addition, the department coordinates Norway's responsibilities in accordance with

1. the UN Convention on the Elimination of All Forms of Discrimination against Women,
2. the UN International Convention on the Elimination of All Forms of Racial Discrimination, and
3. the UN Convention on the Rights of Persons with Disabilities.

The department also coordinates the Ministry's international activities as well as associated research and analysis.

The department participates in international activities in the fields of gender policy, anti-discrimination policy and consumer policy in a number of settings, including

1. the United Nations,
2. the European Union/European Economic Area,
3. the Council of Europe,
4. the Nordic Council of Ministers and
5. the Organisation for Economic Co-operation and Development (OECD).

[Department of Integration](#)

The Department of Integration works with integration policy targeted towards the immigrant population.

The department administers the [Integration and Diversity Directorate \(IMDi\)](#) [Integrerings-, og mangfoldsdirektoratet], which has the responsibility of the Government's integration policy as an executive agency of [The Ministry of Children and Equality](#) [Barne- og likestillingsdepartementet].

[Department of Planning and Administration](#)

The department is responsible for coordination, quality assurance and follow-up of the Ministry's activities relating to the budget, ministerial financial management and the administration of associated and subordinate agencies.

The Department is also responsible for the Ministry's activities relating to security and preparedness, organisational development, personnel policy and internal systems for

archives, administrative processing and ICT. The department is in charge of the joint services and support functions for the Ministry at large.

The Department of Planning and Administration has the responsibility for the overall management dialogue with the Ombudsman for Children, the Consumer Ombudsman and the Equality and Anti-Discrimination Ombud.

The department is divided into three sections:

1. Section for Budgeting and Financial Management
2. Section for Human Resources and Organisational Development
3. Section for Archives and ICT

Department of Communications

Responsible for informational work, publishing accurate information, and providing updated reports at www.regjeringen.no/bld. Media inquiries and requests for information are dealt with on an ongoing basis.

b) The Directorate for Children, Youth, and Family Affairs [Barne-, ungdoms-, og familiedirektoratet]

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) and the Office for Children, Youth and Family Affairs (Bufetat) are responsible for matters relating to state-funded child welfare services, family counselling and adoption.

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) is Norway's National agency for Youth, by appointment of The Ministry of Children and Equality [Barne- og likestillingsdepartementet]. See 'The National Agency for Youth.'

c) Integration and Diversity Directorate (IMDi) [Integrerings-, og mangfoldsdirektoratet] [About IMDi]

Among IMDi's areas of responsibility is the achievement of employment-based integration through:

1. resettlement
2. the introduction programme
3. classes in Norwegian and social studies
4. interpreting services
5. expert knowledge on integration
6. efforts aimed at diversity and dialogue
7. equality with respect to public services

IMDi's important administrative duties include:

1. administering grant schemes (including integration grants)
2. research and development, among other things through grants for projects
3. documentation, including the National Introduction Register (NIR)
4. information and guidance through web portals, publications, networks etc.

Target groups and collaborative partners

IMDi works in cooperation with others. The directorate is a network organisation whose most important target groups and collaborative partners are:

1. municipalities
2. sector authorities
3. recently arrived immigrants
4. established immigrant groups
5. business community
6. general public
7. people abroad intending to settle in Norway

The establishment of the Integration and Diversity directorate in 2004 was achieved through a division of the Directorate of Immigration (UDI) under the The Ministry of

[Justice and Public Security](#) [Justis- og beredskapsdepartementet]. A large number of employees in the Department of Integration at UDI were transferred to IMDi as well as key administrative personnel.

UDI is responsible for migration and immigration, including the running of reception centres for asylum seekers, while IMDi is responsible for persons who have been granted residence permits in Norway, and for other tasks in the field of integration and diversity.

d) [The Ministry of Education and Research](#) [Kunnskapsdepartementet] [[About KD at government.no](#)]

[The Ministry of Education and Research](#)'s task is to formulate future-oriented and coordinated policies for the education sector. The aim is to ensure that Norway has a good, efficient education system, as well as productive and creative research communities.

The responsibilities of the Ministry of Education and Research are:

1. Kindergartens.
2. 13-year education and training system provided by primary and secondary schools.
3. Folk high schools and adults' rights to basic education.
4. Higher education and tertiary vocational training.
5. Student welfare and student grants.
6. Coordinating research policy.
7. Adult education, skills and lifelong learning.

The Ministry is divided into seven departments [[\(KD\) government.no](#)]:

[The Communication Unit](#)

The Communication Unit coordinates communication by the Ministry. This includes media relations and monitoring, strategic communication with the sector and advising the Ministry's departments and political leadership.

[Department of Early Childhood Education and Care](#)

The Department of Early Childhood Education and Care has overall responsibility for the kindergarten sector. The Department helps political leaders to formulate and implement national policies on kindergartens, by helping to prepare the national budget, collecting statistics and sharing its knowledge of the sector.

[Department of Education and Training](#)

The Department of Education and Training has overall responsibility for the thirteen years of primary and secondary education, as well as for Folk High Schools and the statutory entitlements of adults to a basic education.

This includes formulating policies on compulsory education, which are then implemented by the Norwegian Directorate for Education and Training.

The Department consists of two sections:

1. Section for Quality Development
2. Section for Steering
3. The Department also manages
4. The Norwegian Directorate for Education and Training [Utdanningsdirektoratet] [[crossref](#)],
5. the National Parents' Committee for Primary and Secondary Education (FUG),
6. the Norwegian Centre for ICT in Education
7. the State School for Gardeners and Florists (VEA).

[Department of Higher Education](#)

The Department of Higher Education has the overall responsibility for higher education, post-secondary vocational education and training, researcher training, research and other activities at universities and university colleges.

[Department of Research](#)

The Ministry's Department of Research has strategic responsibility for research policy. Responsibilities include preparing white papers on research, and coordinating research policy across ministries. This is particularly relevant with respect to funding for research and development through the national budget.

[Department of Policy Analysis, Lifelong Learning and International Affairs](#)

The Department of Analysis, International Affairs and Lifelong Learning promotes and initiates work on analysis and documentation within the Ministry. Its responsibilities include educational research, statistics and indicators, and political analyses within all of the Ministry's areas of activity.

[Department of Administration and Finance](#)

The Department of Administration and Finance is responsible for HR policy, organisational development, finance, archiving, ICT, safety, security and emergency planning.

[e\) The Norwegian Directorate for Education and Training \[Utdanningsdirektoratet \(Udir\)\] \[About Udir\]](#)

The Norwegian Directorate for Education and Training is responsible for the development of kindergarten and primary and secondary education. The Directorate is the executive agency for the Ministry of Education and Research.

The Directorate has the overall responsibility for supervising kindergarten, education and the governance of the education sector, as well as the implementation of Acts of Parliament and regulations.

The Directorate is responsible for managing

1. [the Norwegian Support System for Special Education \[Statlig spesialpedagogisk tjeneste - Statped\]](#),
2. state-owned schools,
3. the educational direction of the National Education Centres [[Nasjonale senter](#)].

The Directorate is responsible for all national statistics concerning kindergarten, primary and secondary education. On the basis of these statistics it initiates, develops and monitors research and development.

The objective of the Directorate is to ensure that all children, pupils and apprentices receive the high quality education they are entitled to.

[f\) The Ministry of Culture \[Kulturdepartementet\] \[On the Ministry of Culture on government.no\]](#)

The Ministry of Culture is responsible for the policy areas of culture, copyright, church, the media, sport and the voluntary sector. The Ministry also has overarching responsibility for the state lotteries run by Norsk Tipping and for regulating gaming and lotteries run by private organisations.

The Ministry of Culture is divided into five departments:

[Department of Administrative Affairs](#)

The Department of Administrative Affairs is responsible for personnel and payroll administration, development projects, health, safety and environment and inclusive working life programmes, records management, ICT, safety and emergency

preparedness, financial and budget-related matters, coordination of public hearings and inter-departmental coordination.

[Department of Civil Society and Sports](#)

The department is responsible for state sports policy and generally for coordinating and harmonising the state's relations with the voluntary sector. The department administers the surplus generated by Norsk Tipping for sports purposes, socially beneficial and humanitarian organisations and the Frifond fund [[In Norwegian: frifond.no](#)]. Its general responsibility for voluntary-sector policy encompasses the value added tax compensation scheme for non-profit organisations, civil society and voluntary sector research, the Register of Non-Profit Organizations and simplification initiatives.

[Department of Media Policy](#)

The department is responsible for mass media, film, computer games, copyright legislation, gaming/lotteries and foundations.

[Department of the Arts and Museums](#)

The Department of the Arts and Museums is responsible for the development of national policy relating to music, the dramatic arts, the visual arts, museums and other cultural heritage matters. Its responsibilities also encompass culture and the business sector, artist finances, children and youth culture, cultural buildings, the voluntary cultural sector, Sami cultural objectives and culture in the High North. The department administers allocations and grants to state and non-state bodies and institutions, as well as laws and regulations in these fields.

[The Communication Unit](#)

The Communication Unit is responsible for information regarding the ministry's political affairs and key decisions. The unit handles the day to day contact with the press and the public, and assists the Minister and political leadership in media matters. This includes press releases, press conferences, speeches, and editing the Ministry's website.

g) [The Ministry of Labour and Social Affairs](#) [Arbeids-, og administrasjonsdepartementet] [[About the Ministry of Labour and Social Affairs](#)]

The Ministry of Labour and Social Affairs has overriding responsibility for:

1. Labour market policy
2. Working environment and safety policy
3. Pensions policy
4. Welfare and social policy

The Ministry of Labour and Social Affairs has six departments:

[Pension Department](#)

The Pension Department has overriding responsibility for pension policies, including work on the pension reform.

[The Department of Administration](#)

The Department is responsible for tasks relating to personnel management and development, organisational development and planning.

[The Department of Finance](#)

The Department is responsible for coordinating, quality assuring and providing guidance in connection with the Ministry's work relating to its budget and finances.

[The Department of Labour Market Affairs](#)

The Department is responsible for tasks relating to the promotion of a well-functioning labour market, and it is responsible for policies and measures taken to help the unemployed and for some of the measures aimed at the occupationally disabled.

[The Department of Welfare Policy](#)

The Department of Welfare Policy is responsible for policies aimed at assuring income through sickness benefit, work assessment allowance, and disability pensions in the national insurance scheme, and through social security assistance.

The department has six underlying units, each focusing on different aspects of welfare policy.

Of relevance to youth policy is:

1. The Unit for Work Adaptation, Training, and Assistance [Seksjon for arbeidsretting, oppfølging og tiltak (SOT)]
2. The Unit for Health Related Benefits [Seksjon for helserelaterte ytelser (SHY)]
3. The Unit for Social Policy [Seksjon for sosialpolitikk (SSP)]

[The Press and Communications Division](#)

The Press and Communications Division deals with press enquiries to the Ministry's political leadership and the Ministry. The Division also helps to locate the correct department or case officer for background material and information. The Press and Communications Division is part of the Secretary General's staff.

[The Working Environment and Safety Department](#)

The Working Environment and Safety Department's areas of responsibility include labour law and safety and the working environment in Norwegian workplaces, both onshore and on the Norwegian continental shelf.

[h\) The Norwegian Labour and Welfare Administration \(NAV\) \[\[About NAV on nav.no\]\(#\)\]](#)

NAV administers a third of the national budget through schemes such as

1. unemployment benefit,
2. work assessment allowance,
3. sickness benefit,
4. pensions,
5. child benefit,
6. cash-for-care benefit [kontantstøtte].

NAV, or the Norwegian Labour and Welfare Administration, employs around 19,000 people. Around 14,000 are employed by the central government, (the Norwegian Labour and Welfare Service), and around 5,000 are employed by the local authorities.

In addition to the local NAV offices there are more than one hundred special units. The special units perform centralised duties that it would not be appropriate for front line local NAV offices to perform (acquires special competencies or training).

NAV's main goals are:

1. More people active and in work, fewer people on benefits
2. A well-functioning job market
3. To provide the right services and benefits at the right time
4. To provide good services tailored to the users' needs and circumstances
5. Comprehensive and efficient labour and welfare administration
6. NAV works cross-disciplinary and with all relevant sectors and departments to obtain these goals.

NAV works cross-disciplinary and with all relevant sectors and departments to obtain these goals.

NAV as an underlying unit directly under [The Ministry of Labour and Social Affairs](#).

i) [The Ministry of Health and Care Services](#) [Helse- og omsorgsdepartementet (HOD)] [[About HOD on government.no](#)]

The Ministry of Health and Care Services (HOD) is responsible for providing good, and equal health and care services for the population of Norway. The ministry directs these services by means of a comprehensive legislation, annual budgetary allocations and through various governmental institutions.

The ministry's main responsibilities include:

1. Public health and illness prevention (incl. alcohol/drug prevention, and nutrition)
2. Primary health services at the municipal level
3. Specialist health services (all hospitals, public health and ambulance services)
4. Public dental health services
5. Mental health services
6. Health services to drug addiction

The Ministry of Health and Care Services has eight departments:

[The Department of Administration](#)

The main responsibility of the Department of Administration is to handle horizontal issues, and to make sure that the Ministry is run in accordance with relevant laws and regulations.

[The Department of Budgetary and Financial Affairs](#)

The Department of Budgetary and Financial Affairs coordinates the Ministry of Health and Care Services' work related to the central government budget and is responsible for analyses and reports in connection with various funding and grant schemes.

[The Department of Hospital Ownership](#)

The Ministry of Health and Care Services has ownership of the four regional health authorities, which provides the channel for exercising government hospital ownership of the specialist health care services. The principal task of the Department of Hospital Ownership is governance of the regional health authorities and the Norwegian Health Network.

[Department of eHealth](#)

The Department of eHealth has the overall responsibility for digitalization of the healthcare sector. The Department of eHealth has a broad area of responsibility, ranging from establishing and providing good digital services to health professionals and the public, to following up the long term strategy "one patient- one record".

[The Department of Public Health](#)

The main tasks of the Department of Public Health are related to health promotion and preventive medicine, health surveillance and health registers, nutrition and food safety and alcohol and drug addiction issues.

[The Department of Health Legislation](#)

The Department of Health Legislation is responsible for the majority of laws and regulations within the domain of the Ministry of Health and Care Services.

[The Department of Municipal Health Care Services](#)

This department is responsible for the development of municipal policy measures for municipal health care services, nursing and care services, social care services and mental health care services within the municipalities.

[The Department of Specialist Health Care Services](#)

The Department is responsible for financing specialist health care services and for the annual allocations over the central government budget to the regional health authorities.

[The Communications Division](#)

The Press and Communications Division deals with press enquiries to the Ministry's political leadership and the Ministry. The Division also helps to locate the correct department or case officer for background material and information.

Executive and independent units under [The Ministry of Health and Care Services](#)

1. [Norwegian Directorate of Health](#) [Helsedirektoratet],
2. [Norwegian Board of Health Supervision](#) [Helsetilsynet],
3. [The Norwegian Institute of Public Health \(NIPH\)](#) [Folkehelseinstituttet],
4. The Norwegian System of Compensation to Patients [[Norsk Pasientskadeerstatning](#)].

[j\) Norwegian Directorate of Health](#) [Helsedirektoratet]

[The Directorate of Health](#) is a specialist body both in the area of public health and living conditions and in the area of health services.

The Directorate of Health's target groups are

1. citizens (those requiring information about health, rights and health and care services),
2. those engaged in the provision of health and care services (such as the Ministry of Health and Care Services,
3. the regional health authorities,
4. the County Governors,
5. local authority administrations, and
6. employees in the health and care services.

The directorate seeks beneficial dialogue and cooperation with other sectors. For example, conditions in the transport and education sectors affecting public health.

Cooperation with other governmental bodies include

1. the Norwegian Institute of Public Health,
2. the Norwegian Food Safety Authority,
3. the Norwegian Medicines Agency

The directorate has seven departments, of which one is of particular relevance to youths:

The Department of Public Health, and the unit for upbringing and aging [[Divisjon folkehelse – Oppvekst og aldring](#)]:

The unit's main tasks include:

1. strengthen inter-sectorial cooperation
2. develop and implement strategies that alleviate and prevent social stratification in kindergartens and schools
1. facilitate conditions for a nutritious diet, physical activity, better sexual education, prevention of drug and alcohol abuse, promoting good mental health
2. research in cooperation with the [The Norwegian Directorate for Education and Training](#)
3. implement the national HIV prevention strategy, and action plan towards good sexual health
1. administer the acts regulating abortion and sterilization [[Lov om svangerskapsavbrudd \[abortloven\]](#) and [Lov om sterilisering \[steriliseringsloven\]](#)], and promote updated information on the two topics
2. contribute to a continual practice of early intervention, and evidence based knowledge and good practices [Fra bekymring til handling – [tidligintervensjon.no](#)]

3. administer and participate in the Norwegian Directorate of Health's plan for 'a systematic and evidence-based service to help wean off/quit the use of tobacco and snus.' [[Helsedirektoratets plan for et systematisk og kunnskapsbasert tilbud om røyke- og snusavvenning](#)]

k) [The Norwegian Board of Health Supervision](#) [Helsetilsynet] [[About public supervision at helsetilsynet.no](#)]

[The Norwegian Board of Health Supervision](#) has the overall responsibility for the supervision of health and social services in Norway.

Public supervision in Norway is about ensuring that health and social services are provided in accordance with national acts and regulations. In Norway, there is comprehensive legislation regarding child welfare, health and social services, that:

1. define the requirements about the services that shall be offered to the population
2. define the requirements about the quality of services
3. regulate the work of health care personnel who have authorization
4. particular focus on the Patients' Rights Act

The Norwegian Board of Health Supervision is a national public institution organized under [The Ministry of Health and Care Services](#). The politically adopted acts and regulations provide the framework for the services that are supervised.

The Norwegian Board of Health Supervision works independently of political management. To a large extent, they decide themselves which services to give priority to with regard to supervision, and which areas supervision shall include. Among other things, priorities are determined on the basis of information about risk and vulnerability.

The supervision authorities shall help to ensure that:

1. the needs of the population for child welfare, social and health services are met
2. services are provided in accordance with sound professional standards
3. deficiencies in provision of services are prevented
4. resources are used in an appropriate and effective way

l) [The Norwegian Institute of Public Health \(NIPH\)](#) [Folkehelseinstituttet] [[About NIPH](#)]

The NIPH is working to improve public health by strengthening the preventive health efforts in society.

The institute has overall responsibility for

1. The knowledge production and systematic reviews for the health sector
2. Providing knowledge about the health status in the population, and
3. influencing factors and how it can be improved
4. Providing scientific advice and forensic science services to the police and judiciary

The NIPH is responsible for national health registries, bio-banks and health studies, such as [the Norwegian Mother and Child Cohort Study \(MoBa\)](#), and performs research, health analyses, systematic reviews and risk assessments.

The NIPH also collaborates with the WHO, EU, EEA, sister institutions, universities, organisations and health authorities in low- and middle-income countries on global health issues.

The NIPH is placed directly under [The Ministry of Health and Care Services](#), alongside [the Norwegian Directorate of Health](#), [the Norwegian Board of Health Supervision](#) and [the Norwegian Medicines Agency](#) [Statens legemiddelverk].

The Institute has four scientific domains;

1. Mental and Physical Health
2. Infection Control and Environmental Health
3. Health Data and Digitalisation,

4. Forensic Sciences

From 1st January 2016 The Norwegian Institute for Alcohol and Drug Research (SIRUS) was incorporated in the Norwegian Institute of Public Health. SIRUS researchers are organized into a new department at FHI called Department of Alcohol, Drug and Tobacco Research.

m) [The Norwegian System of Compensation to Patients](#) [[Norsk Pasientskadeerstatning](#)]

The Norwegian System of Patient Injury Compensation, NPE, is a public agency under the Norwegian Ministry of Health and Care Services.

n) [The Ministry of Justice and Public Security](#) [Justis- og beredskapsdepartementet]

[The Ministry of Justice and Public Security](#) has approximately 400 employees divided between nine departments, the Minister's office and the Press Office.

The main purpose of the Ministry is to provide for the maintenance and development of the basic guarantees of the rule of law. An overriding objective is to ensure the security of society and of individual citizens.

The main tasks of the Ministry of Justice and Public Security are [[About the Ministry at government.no](#)]:

The Secretariat for the political staff

1. prepare cases for the Government, the King in Council and the Storting [Parliament]
2. help to carry out the policies of the Government

The Management of agencies

1. development of and contact with external agencies and the courts

The Administration

1. responsibility for administrative tasks that affect individuals, companies, institutions, municipalities and government agencies
2. service to the general public

The Ministry's areas of responsibility can be seen as three separate chains: The criminal system chain, the asylum chain and the civil security and emergency chain. The goals for the three chains in 2015 are:

The criminal system chain

1. Reduce serious crime
2. Strengthen prevention of crime
3. A more efficient criminal chain

The asylum chain

1. Fewer asylum seekers without protection needs
2. Faster clarification of identity
3. Faster return

The civil security and emergency chain

1. Reduce vulnerability in society
2. Strengthen the cooperation in crisis management
3. Knowledge-based prevention
4. Better management and strengthened management culture

[The Ministry of Justice and Public Security](#) have two executive agencies of particular relevance to youths:

1. [The Norwegian Directorate of Immigration](#) [Utlendingsdirektoratet]
2. [The Norwegian Correctional Services Directorate](#) [Kriminalomsorgsdirektoratet]

o) [The Norwegian Directorate of Immigration](#) [Utlendingsdirektoratet]

[The Directorate of Immigration \(UDI\)](#) is the central agency in the Norwegian immigration administration. The UDI implements and helps to develop the government's immigration and refugee policy.

The UDI is tasked with facilitating lawful and desirable immigration and ensuring that those who meet the requirements are given an opportunity to come to Norway. At the same time, however, UDI also works as a control function and are tasked with preventing abuse of the system.

The directorate processes

1. applications for protection (asylum),
2. visitor's visas,
3. family immigration,
4. residence permits for work and study purposes,
5. citizenship,
6. permanent residence permits and travel documents.
7. makes decisions on rejection and expulsion.

In addition, UDI is responsible for ensuring that all asylum seekers are offered somewhere to stay while they wait to have their applications processed, and for finding good solutions for those who wish to return to their home countries.

They are per 2016 responsible to uphold the protection, rights, and obligations of 'the Convention of the Rights of the Child' of newly arrived refugee minors.

p) [The Directorate of the Norwegian Correctional Services](#) [Kriminalomsorgsdirektoratet]

[The Directorate of the Norwegian Correctional Services](#) are responsible for

1. carrying out remands in custody and penal sanctions
 - a) in a way that takes into consideration
 1. the security of all citizens, and
 2. attempts to prevent recidivism by enabling the offenders, through their own initiatives, to change their criminal behaviour.

Norway does not have a separate legislation for young offenders, as this is regulated in a chapter on youth offenders in The General civil penal code of 2005.

The age of criminal responsibility is at 15. The government policy is that no-one under 18 should be imprisoned, but in case the offence is very serious it will be inevitable to impose a prison sentence. Two specific institutions are established to receive these offenders. These institutions are characterized by a very high staff-prisoner ratio and a cross-professional approach.

The Directorate's work on youth delinquency and prevention/sanctioning has been lead by a cross-disciplinary effort., particularly in cooperation with the educational sector, the culture/youth and volunteer/recreational sector, and the welfare/child welfare sector.

The work has further been guided by a series of action plans on the delinquency:

1. Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]
2. (2009-2013) 'Good Forces' – Action Plan for Crime Prevention [[Gode krefter - Kriminalitetsforebyggende handlingsplan](#)]
3. (2005-2008) Action Plan - Together against Juvenile Delinquency [[Handlingsplan - Sammen mot barne- og ungdomskriminalitet](#)]

See also kriminalomsorgen.no on efforts to prevent and combat delinquency [[Sammen mot barne- og ungdomskriminalitet](#)].

Other institutional actors involved in youth policy making

Ombudsmen

q) The Ombudsman for Children [Barneombudet] [[About the Ombudsman](#)]

The Ombudsman for Children and youth is an advocate for the rights of children and young people. The Norwegian Ombudsman for Children was the world's first Ombudsman for Children (1981).

The main responsibilities of the Ombudsman for Children and Youth:

1. ensure that the opinions of children and young people are heard and that their rights are upheld
2. ensure that the authorities in Norway comply with the Convention on the Rights of the Child

The Ombudsman for Children also seeks to influence the authorities in ways that can create a better society for children and young people. This is being done in ways of:

1. Holding lectures and seminars for people who work with/provide services for children
2. Writing letters to the authorities when it is believed that the rights of children are not being satisfactorily upheld
3. Giving statements when laws are being written or amended.
4. Giving interviews to the media and being active on social media platforms
5. Meeting with government ministers and members of Parliament

The Ombudsman also provides advice and information on the rights of children to people online or via email/telephone.

The Ombudsman reaches out directly to children and young people and consults them on their experiences, and relays recommendations and perspectives from these consultations, to decision-makers.

Every year, the Ombudsman for Children directs especial attention to one or more areas within which we have identified the need to reinforce the rights of children.

The Norwegian Ombudsman for Children and Youth is a member of [The European Network of Ombudspersons for Children \(ENOC\)](#). ENOC was established in Trondheim in 1997, and is now a registered association in France.

By 2016 ENOC has grown to include 41 institutions in 34 countries within the Council of Europe, 23 of which EU countries. Membership is limited to institutions in the 47 member states of the Council of Europe.

r) The Equality and Anti-discrimination Ombudsman [Likestillings- og diskrimineringsombudet]

[The Equality and Anti-discrimination Ombudsman](#) is an alternative to court proceedings in cases of discrimination, and is a low threshold option of appeal that is easily accessible. Those who believe they have been exposed to discrimination can receive advice and guidance from The Equality and Anti-discrimination Ombudsman [[About the Ombudsman](#)].

The goal of the guidance is for the involved parties to be able to resolve the problem. If this is not successful, the Ombudsman can treat the matter as a complaint case. In complaint proceedings, the Ombudsman will provide an opinion (a conclusion) on whether or not discrimination has occurred.

The ombudsman has the responsibility of ensuring that Norwegian law corresponds with

1. the UN's Convention on the Elimination of All Forms of Discrimination against Women (CEDAW),
2. Convention on Racial Discrimination (CERD)
3. Convention on Rights of Persons with Disabilities (CRPD)

s) [The Consumer Ombudsman](#) [Forbrukerombudet]

[The Consumer Ombudsman \(CO\)](#) is an independent administrative body with the responsibility of supervising measures in the market, and seeks to exert influence on traders to observe the regulatory framework.

The CO considers cases upon complaints from consumers and traders, but will also at his own initiative look at marketing measures.

The CO works through negotiations, facilitating the condition to which the conflicting parties may arrive at voluntary arrangements. Failure to reach such a solution, the Consumer Ombudsman may submit the case to the Market Council, which is a "court of law" in that field. The CO may also take matters of principle to the Market Council, even when there is no dispute with the trader concerned.

The Consumer Ombudsman carries out supervision of the Marketing Control Act as well as with certain parts of the regulatory framework governing advertising in broadcasting. The CO and the Market Council [Forbrukerklagenemnda] has the authority to issue decisions banning unlawful marketing and contract terms and conditions in standard contracts when deemed necessary in the interests of consumers.

Cases involving children and youth are to

1. have a more restrictive interpretation of legislation regulating marketing and advertisement
2. recognize the need to special protection against unreasonable trade and marketing practices

a) particular focus on cases of 'in-app' purchases and online marketing

t) [The Ombudsman for Privacy](#) ([The Norwegian Data Protection Authority](#)) [Personvernombudet (Datatilsynet)]

The Norwegian Data Protection Authority acts as the Ombudsman for Privacy in Norway. The Norwegian Data Protection Authority protects the right to privacy and strives to prevent misuse of personal data.

The Norwegian Data Protection Authority offers several practical online resources of particular relevance to children and youth:

[Personvernbloggen](#) ['Privacy blog'] General blog on issues regarding privacy.

[Dubestemmer.no](#) ['You decide'] Particularly for the age groups of 9-13, and 13-18. Presents facts, stories, exercises and videos about privacy and digital responsibility

[Slettmeg.no](#) ['delete me'] The aim of the service is to help people who experience privacy violations online.

[ID-tyveri.no](#) ['ID theft'] Providing information for prevention, and assistance to those who have been exposed to ID theft and fraud.

u) The Ombudsmen for pupils and apprentices [[Ombudene for elever og lærlinger](#)].

Each county has an Ombudsmen for pupils and apprentices.

The ombudsman is responsible to support and inform students of upper secondary school and apprentices of their rights. The ombudsman may assist in cases where a student or apprentice needs guidance or has questions/concerns about their educational situation.

v) Parliamentary Committees [Stortingskomitèene]

Parliament [Storting] is divided into working committees designated to specific political areas:

1. Education, Research, and Church Affairs [[Kirke-, utdannings- og forskningskomiteen](#)],
2. Foreign and military Affairs [[Utenriks- og forsvarskomiteen](#)],

3. Energy and the Environment [[Energi- og miljøkomiteen](#)],
4. Family and Cultural Affairs [[Familie- og kulturkomiteen](#)],
5. Finance and Economic Affairs [[Finanskomiteen](#)],
6. Trade Industry Affairs [[Næringskomiteen](#)],
7. Health and Care Services [[Helse- og omsorgskomiteen](#)],
8. Justice [[Justiskomiteen](#)],
9. Labour and Social Affairs [[Arbeids- og sosialkomiteen](#)],
10. Local Government and Public Administration [[Kommunal- og forvaltningskomiteen](#)],
11. Scrutiny and Constitutional Affairs [[Kontroll- og konstitusjonskomiteen](#)], and
12. Transport and Communications [[Transport- og kommunikasjonskomiteen](#)].

The Parliamentary Committees does not follow the same sectoral division of the executive Ministries.

The committees produce statements, reports or hearing notes that are debated over in Parliament, and sometimes voted on.

Committees may in unison, or through a specific MP, present Law proposals to Parliament.

Committees are important consulting agents when the Government (the executive branch) sends a proposal, strategy, or action plan out on hearing.

Finally, the committees are important agents of check and balance to the power of the executive body.

w) The Sami Parliament [[Sámediggi](#)]

[The Sami Parliament](#) is an elected assembly that represents the Sami in Norway. Thirty-nine members of parliament are elected from seven constituencies every fourth year. The purpose of the Sámediggi is to strengthen the Sami's political position and promote Sami interests in Norway, contributing to equal and equitable treatment of the Sami people and paving the way for Sami efforts to safeguard and develop their language, culture and society.

The Sami Parliament's Youth Policy Committee [[Sametingets ungdomspolitiske utvalg \(SUPU\)](#)] seeks to enhance young Sami's codetermination and influence on Saami parliamentary policies, and help the Sami Parliament to shape its present and future policies related to young people.

One of the main objectives is to plan and host the Sami Parliament's youth conference. The committee consists of 5 members who are appointed for a two-year period. The members are 18-20 years of age, and come from all parts of Norway.

See also: [Act of 12 June 1987 No. 56](#) concerning the Sameting (the Sami parliament) and other Sami legal matters (the Sami Act).

Main Themes

The right to adaptation, the need for protection, and increasing emphasis on the importance of a child's opinion has long been overarching themes in Norwegian youth policy.

Almost all areas of politics have more or less significant segments on the special needs and rights of children and youth (under the age of majority).

As children and youths are particularly vulnerable, a designated set of adaptation or protection are always included when relevant, either

1. by law, or
2. in respective initiatives, or strategy/action plans.

What informs the choices of themes

Report No. 39 and Report No. 40 [cross.ref. to section 1.4] are two foundational documents on youth policy that still informs the current direction on youth policy design and planning.

Both reports stress the importance on

1. Coordination between services and levels of governance
2. Cooperation between services and levels of governance
3. The importance of taking and seeing 'the child's perspective'
4. The importance of seeing and validating the child's opinion
5. Prevention before cure (facilitation over intervention)
6. Early facilitation, and early intervention (but only when necessary)

Report No. 40 (2001-2002) in particular identified areas of improvement with the child welfare services of Norway, which lead to subsequent changes to the Children Act and the Child Welfare Act [crosslink to 1.2 National Youth Law – revisions/updates].

Report No. 40 (2001-2002) has six main areas:

- 1) Comprehensive preventative work
- 2) Education and Schools
- 3) Efforts aimed at leisure and community
- 4) Support of children and adolescents with serious behavioral problems
- 5) Follow-up of young offenders and criminal youth gangs
- 6) Knowledge and Research.

References to the Convention of the Rights of the Child have become the standard with youth initiatives, and youth action/strategy plans. The Convention was incorporated into Norwegian Law in 2003 [See 1.2 National Youth Law – revisions/updates: the Human Rights Act].

The following themes are particularly represented in current Norwegian Youth Policy (with reference to the eight policy areas proposed by [the EU Youth Strategy](#)*)

*The EU Youth Strategy proposes initiatives in eight areas: Education & training, Employment & entrepreneurship, Health & well-being, Participation, Voluntary activities, Social inclusion, Youth & the world, and Creativity & culture.

'Participation', 'Social Inclusion', and 'Voluntary activities', are particularly addressed in

1. Official Norwegian Report 2011:20. Youth – Power and Participation.
2. The government's strategy against child poverty 2015-2017.
3. Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy.
4. Action plan to promote equality and prevent ethnic discrimination
5. Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment.
6. Sami Children and youth's right to participate (2009)
7. Universal design 2025. The Government's action plan for universal design and increased access 2009-2013.

Read more on [1.3 National Youth Strategy](#).

'Education & training' is particularly addressed in

1. The Knowledge Promotion Reform (KPR) (Kunnskapsløftet).
2. Official Report No. 19 (2009): The right to learn.
3. Report No. 18 to Storting (2010-2011). Learning and community/fellowship.
4. National Report No. 7 (2010) Mastering plurality – Multi-lingual children, youth and adults in the educational system.

Read more on [1.3 National Youth Strategy](#).

'**Health and well-being**' is particularly addressed in:

1. The Future of the Children - National Strategy for Health and Environment for Children and Youths 2007-2016
2. Action plan in prevention of suicide and self harm 2014-2017
3. National strategy to combat violence and sexual abuse against children and youth (2014–2017)
4. Action plan to combat violence and sexual abuse of children and youth (2014-2017)
5. The government's strategy against child poverty 2015-2017.
6. National strategy plan on immigrant health 2013-2017.
7. Action plan for a better diet (2007-2011)
8. National strategy plan against tobacco 2013-2016

Read more on [1.3 National Youth Strategy](#).

Specific target groups

Any child or youth with a particular need for assistance are specific target groups for youth policy in Norway. All preventive and supporting welfare initiatives have a substantial child and youth segment.

Some action plans are singularly catered to children and youth – e.g. relating to poverty, bullying and psycho-social environment, youth participation and influence, and domestic violence, abuse, and learning (both universalistically and to special needs education).

Specific target groups include:

1. All 'minority' youth members
 - a) Lower income
 - b) Complex and difficult socio-demographic conditions
 - c) Physical and mentally disabled
 - d) Special education, learning difficulties
 - e) Sami (indigenous)
 - f) Youth 'of color,' and LGBTQ youth
 - g) Refugees, immigrants
1. Youth who experience bullying and violence/abuse
2. Youth with 'problem behaviour,' or recidivistic/ 'anti-social' behaviour
3. Youth with criminal behaviour
4. Youth who are in danger of joining extremist/terrorist networks

[The National Agency for Youth](#)

The National Agency for Youth in Norway is [The Directorate for Children, Youth, and Family Affairs](#) [Barne-, ungdoms-, og familiedirektoratet - Bufdir] situated in Oslo, Norway.

Bufdir is a Norwegian government executive agency under [The Ministry of Children and Equality](#).

The directorate was founded in 2004, after a merger between

1. The National Child and Family Welfare Services [Statens barnevern og familievern (SBF)] and
2. The National Office of Children, Youth and Family Affairs [Barne-, ungdoms- og familieforvaltningen (BUFA)] (nsd.uib.no)

The roles and responsibilities of the Directorate for Children, Youth, and Family Affairs

The Norwegian Directorate for Children, Youth and Family Affairs [Barne-, ungdoms-, og familiedirektoratet – [Bufdir](#)] and the Office for Children, Youth and Family Affairs [Barne-,

ungdoms- og familieetaten – [Bufetat](#)] are responsible for matters relating to state-funded child welfare services, family counselling and adoption.

The main task is to provide children, young people and families in need of help and support with appropriate, high-quality assistance nationwide.

The distinction between Bufdir and Bufetat

The Office for Children, Youth and Family Affairs (Bufetat) is an agency under The Ministry of Children and Equality. For practical purposes Bufetat is divided into five underlying regional organisations and an overall executive body, called the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir).

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) is responsible for services relating to:

1. child welfare,
2. family counselling,
3. adoption,
4. domestic violence,
5. equality, and non-discrimination.

In addition to being a resource centre for child/youth welfare and family counselling, Bufdir is also responsible for the management and operation of state-funded child welfare and family counselling services, and operates care centres for unaccompanied asylum-seekers under the age of 15.

Bufdir is organized into three departments, which are subdivided into the following units:

1. The Department for Child Welfare Services [Barnevernsavdelingen]
 - a) Unit for Research and Development [Seksjon for FoU og kompetanseutvikling]
 - b) Unit for Legislation and Child Welfare Services [Seksjon for regelverk og barneverntjenesten]
 - c) Unit for Assistance Measures [Hjelpetiltaksseksjonen]
 - d) Unit for Foster Homes [Fosterhjemseksjonen]
 - e) Unit for Child Welfare Institutions [Institusjonsseksjonen]
1. Department of Equality [Likestillingsavdelingen]
 - a) Unit for Statistics and Analysis [Seksjon for statistikk og analyse]
 - b) Unit for Equality and Inclusion [Seksjon for likestilling og inkludering]
 - c) [‘The Delta Centre’](#) [Deltasenteret. ‘Delta’ means ‘participate’ in Norwegian] Resource centre on universal design and accessibility
 - d) Unit for Marriage and Ex Gratia Payments [Seksjon for ekteskap og rettfærdsvederlag]
1. Department for Formative Conditions [Oppvekstavdelingen]
 - a) Unit for Mediation and Adoption [Seksjon for mekling og adopsjon]
 - b) Unit for Formative Conditions and the Family [Seksjon for oppvekst og familie]
 - c) Unit for Violence Prevention [Voldsseksjonen]
 - d) Unit for Grants Administration [Tilskuddsseksjonen]
 - e) The Erasmus + Youth in Action Unit [Erasmusseksjonen]

Bufdir has separate offices for

1. The information website for children and youth: ung.no [translates into ‘young.no’]
2. [A LGBT Knowledge Centre](#) [LHBT-senteret]

Bufdir also has independent units for communications, agency management, human relations, and Information Technology (IT).

Bufdir has approximately 200 employees.

Bufetat’s five regions are responsible for state-funded child welfare and family counselling services.

Their main task is to provide children, young people and families in need of help and support with appropriate, high-quality assistance on a nationwide basis.

The regions are, furthermore, responsible for handling adoption cases within their individual region, as well as certain other initiatives in conjunction with the local authorities. Some regions are also responsible for operating care centres for unaccompanied minor asylum-seekers and refugees.

Bufetat has approximately 5 000 employees throughout the five regions.

Budget of the Directorate for Children, Youth, and Family Affairs

There has been a steady increase to Bufdir’s state budget transfers since 2007 (See Table 1 and 2).

Budget of the Directorate for Children, Youth, and Family Affairs 2007-2016

Table 1: Budget for the years 2007-2016 in total for [The Directorate for Children, Youth, and Family Affairs \(Bufdir\)](#), and the distributed means to the regional offices for Children, Youth and Family Affairs (Bufetat), and the Centre for administration and development (BSA) [Bufetat Senter for administrasjon og utvikling (BSA)] % of total budget, is the total national budget of Norway.

Responsibilities have remained the same for The Directorate for Children, Youth, and Family Affairs (Bufdir) since the merger in 2004 between The National Office of Children, Youth and Family Affairs [Barne-, ungdoms- og familieforvaltningen (BUFA)].

Table 2	BUFDIR Numerical in NOK	BUFDIR % of total state budget
2007	4970387156	0,697594281
2008	5731663282	0,743017055
2009	6597876183	0,778051437
2010	7262791000	0,800307548
2011	7458157000	0,776810436
2012	8001601000	0,795308717
2013	8555571000	0,803415438
2014	8585121000	0,770657181
2015	9703677850	0,809179274
2016	11134118000	0,893875883

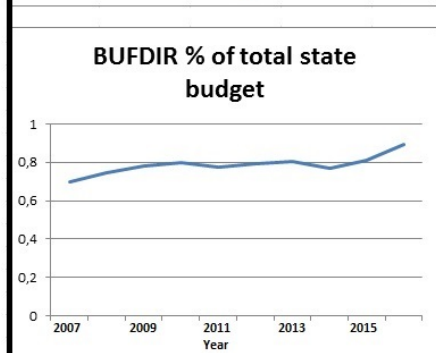
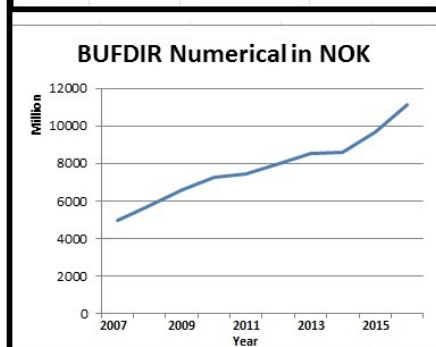


Table 2: The total budget for [The Directorate for Children, Youth, and Family Affairs \(Bufdir\)](#) for 2007-2016 in numerical figures, and percentage of state budget.

Table 3	BUFETAT&BSA Numerical in NOK	BUFETAT&BSA % of total state budget
2007	4394391669	0,616753263
2008	5044896155	0,653988851
2009	5940323300	0,700509823
2010	6265910600	0,690458468
2011	6627029000	0,69024362
2012	7186976333	0,714340158
2013	7490621000	0,703410743
2014	7485800000	0,671974865
2015	8422982000	0,702383422
2016	9749916000	0,782748555

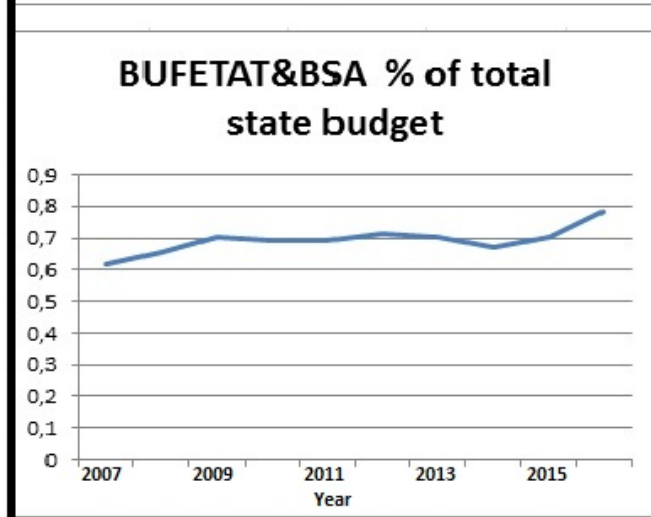
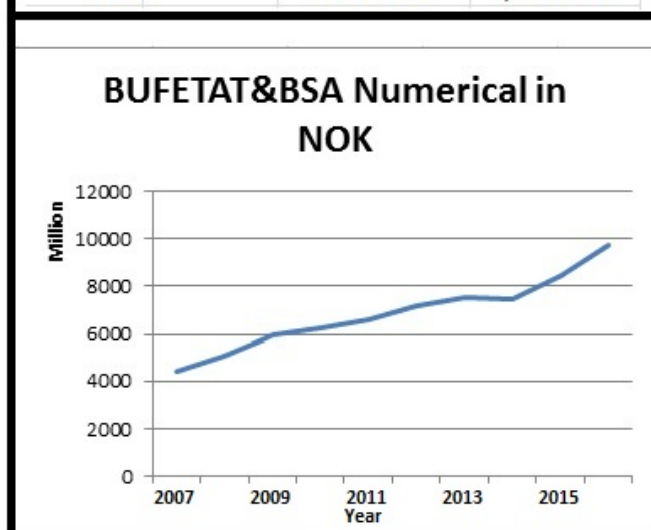


Table 3: The budget for the regional offices for Children, Youth and Family Affairs (Bufetat), and the Centre for administration and development (BSA), in numerical figures, and percentage of state budget.

See the Government's State Budget [in Norwegian] for:

[2016](#), [2015](#), [2014](#), [2013](#), [2012](#), [2011](#), [2010](#), [2009](#), [2008](#), [2007](#), [2006](#), and [2005](#).

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

Definition: cross-sectorial approach to youth policy-making consists of horizontal, inter-ministerial or interdepartmental collaboration across various policy-making fields. Cross-sectorial approaches help maximizing the potential of youth policy. It involves cooperation within the same authority (e.g. between different departments within the same ministry) or between different authorities situated at the same level.

This section describes the main mechanisms for ensuring a cross-sectorial approach to youth policy at top-level, and the main actors involved. It is important to distinguish horizontal inter-departmental cooperation from vertical cooperation. This section focuses only on horizontal, that is, cross-sectorial cooperation.

Mechanisms and actors

Youth policy making through initiatives and plans are usually initiated by a single ministry or an executive branch of the ministry. The initiative or plan may describe inter-ministerial responsibility of an initiative, but will for the most part be under the main responsibility and coordination of one political entity. Inter-ministerial coordination happens for the most part through the particular initiatives.

The main facilitating mechanism to promote cross-ministerial coordination is a publication on actions and budget provisions in children and youth policy, published annually by [The Ministry of Children and Equality](#): (Focus on Children and Youths. The Government's goals and initiatives in the state budget of 2015. [[Satsing på barn og ungdom. Regjeringens mål og innsatsområder i statsbudsjettet 2015](#)])

The publication is also meant to make state youth policy initiatives more accessible to the levels of youth policy implementation at the municipal level.

Most recent of the annual publications: [Satsing på barn og ungdom. Regjeringens mål og innsatsområder i statsbudsjettet 2015](#).

The Ministries involved in cross-sectorial cooperation in youth policy making are:

1. [The Ministry of Children and Equality](#)
2. [The Ministry of Labour and Social Affairs](#)
3. [The Ministry of Health and Care Services](#)
4. [The Ministry of Justice and Public Security](#)
5. [The Ministry of Local Government and Modernisation](#)
6. [The Ministry of Culture](#)
7. [The Ministry of Education and Research](#)
8. [The Ministry of Agriculture and Food](#)
9. [The Ministry of Climate and Environment](#)
10. [The Ministry of Transport and Communications](#)
11. [The Ministry of Trade, Industry and Fisheries](#)
12. [The Ministry of Foreign Affairs](#)

Links to earlier publications:

'Satsing på barn og ungdom – Regjeringens mål og innsatsområder i statsbudsjettet'

[2014](#), [2013](#), [2012](#), [2011](#), [2010](#), 2009*, [2008](#), [2007](#), 2006*, [2005](#), [2004](#), [2003](#), 2002*, 2001*, 2000*.

*This publication is not available electronically, but may be ordered through the Government's Press Department: redaksjonen@dss.dep.no, or by contacting the press agency [Fagbokforlaget](#).

There is no explicit legal framework underpinning cross-sectorial practices in youth policy-making.

There is also no formalized inter-ministerial working group to coordinate the development of a national youth strategy.

1.6 Evidence-based youth policy

Political Commitment to Evidence-Based Youth Policy

All reports and plans are generally produced by external researchers or committees. Reports and plans produced by experts should without exception refer to some form of research or evidence based research on the topic they are deliberating.

Official Norwegian Reports (NOUs) are produced by committees and working groups constituted by the Ministry. They often form the basis of a bill or white paper. NOUs are sometimes, but not always, based on previous reports and plans. Most NOUs have a comprehensive literature review, of which a substantial amount of references are made to research done in the field.

Draft resolutions, bills and white papers (St.meld/Report to Storting) are documents that the Government presents to the Storting. White papers are almost always based on previous reports, plans, or official reports (NOUs), which again utilizes research literature actively.

Most, if not all reports/plans, official reports (NOUs) are subject to an extensive round of feedback/hearing/consultation – of which research institutions and/or research department are consulted as well.

Definition of evidence-based youth policy

There is no national definition of evidence-based youth policy.

The European Commission's offers the following definition:

'Evidence-based policymaking is about improving the way we gather, share and understood evidence of young people's living conditions, values and attitudes. The results are shared with other relevant policy fields.' [[European Commission –Evidence-based Policymaking](#)]

The Union of Education Norway published a report in 2008 and the implications of utilizing Evidence-based research and practices in the educational sector [[Evidens og evidensdebattens betydning for utdanningsystemet](#)]. The article has a critical discussion around the contemporary usage of 'evidence-based research,' and the favouring of policy maker's utilization of 'evidence-based research.'

Cooperation between policy-making and research

There is a youth research section at [NOVA – Norwegian Social Research](#), a part of Oslo and Akershus College of Applied Sciences and Centre for Welfare and Labour Research.

The NOVA youth research section, (with approximately 20 researchers):

1. Conducts research mainly on and for youth issues in Norway.
2. Edits the only journal of youth research in Norwegian (Tidsskrift for ungdomsforskning, two issues annually, www.ungdomsforskning.no).
3. Organises 'The Network of Youth Researchers' [[Nettverk for ungdomsforskning](#)] which has about 80 individual members around the country whom meet twice a year.

'[Skills Norway](#)' is the Norwegian Agency for Lifelong Learning and belongs to [the Norwegian Ministry of Education and Research](#).

'Skills Norway' promotes access and participation in formal, non-formal and informal adult education through

1. Research.
2. Basic skills.

3. Integration.
4. Career guidance.
5. Programmes and subsidies.

[The Norwegian Directorate for Education and Training](#), is an executive agency under [the Norwegian Ministry of Education and Research](#).

The Directorate is responsible for

1. The development of projects.
2. Research and statistics on primary and secondary education.
3. User surveys of pupils, apprentices, teachers, instructors and parents.

The user surveys are published on the Directorate's website, and provide valuable feedback to schools, school owners and the authorities.

Norway also has a research department at Statped - the national service for special needs education. Statped is managed by [the Norwegian Directorate for Education and Training](#), which is an executive agency under [the Norwegian Ministry of Education and Research](#).

The Norwegian Directorate for Children, Youth and Family Affairs [[Bufdir](#)] is an executive branch under [The Ministry of Children and Equality](#) is an agency that offer expertice knowledge on matters that concern children and youth [see National Youth Agency].

Bufdir provides a comprehensive overview on ongoing child and youth research project [[FoU prosjekter](#)]. Bufdir also collects statistics, and refers to other official child and youth statistics in the fields of [all in Norwegian]:

1. [Health](#)
2. [Kindergarten and school](#)
3. [Violence, abuse, and bullying](#)
4. [Family, care taking](#)
5. [Recreation](#)
6. [Child asylum seekers](#)
7. [Child poverty](#)
8. [Participation](#)
9. [Disabled children and youth](#)

Bufdir also collects statistics and has a research database on student councils in lower and upper secondary school [[Elevdemokrati og medvirkning i skolen](#)].

Informal/ad-hoc cooperation

Information is not publicly available.

Youth policy themes informed by research

Key policy themes for which the central authorities on youth explicitly required/commissioned scientific research.

Participation and influence

1. Official Norwegian Report 2011:20. Youth – Power and Participation. [NOU (Norges Offentlige Utredninger) 2011: 20. [Ungdom, makt og medvirkning.](#)]
2. Sami Children and youth's right to participate (2009) [[Retten til medvirkning for samiske barn og unge](#) (2009)]

Health

1. The Future of the Children - National Strategy for Health and Environment for Children and Youths 2007-2016. [[Barns framtid - Nasjonal strategi for barn og unges miljø og helse 2007-2016](#)]

2. Proposition to the Storting [parliament] 2015-2016. Plan to strengthen efforts in drug prevention and rehabilitation (2016-2020) [Prop. 15 S (2015-2016) [Opptrappingsplanen for rusfeltet \(2016-2020\)](#)]
3. Action plan in prevention of suicide and self harm 2014-2017 [[Handlingsplan for forebygging av selvmord og selvskading](#) 2014-2017]
4. National strategy plan on immigrant health 2013-2017. [Likeverdige helse- og omsorgstjenester - god helse for alle. [Nasjonal strategi om innvandreres helse 2013-2017](#)]
5. Action plan for a better diet (2007-2011) [Oppskrift for et sunnere kosthold - [Handlingsplan for bedre kosthold i befolkningen \(2007-2011\)](#)]
6. National strategy plan against tobacco 2013-2016. [En Fremtid uten tobakk. [Nasjonal strategi for arbeid mot tobakkskader 2013-2016](#)]

Wellbeing and inclusion

1. The government's strategy against child poverty 2015-2017. [Barn som lever i fattigdom. [Regjeringens strategi mot barnefattigdom 2015 - 2017](#)]
2. Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment. [[NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø](#)]
3. Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy. [[Meld. St. 6 \(2012-2013\) En helhetlig integreringspolitikk](#)]
4. [Action plan to promote equality and prevent ethnic discrimination](#) [[Handlingsplan for å fremme likestilling og hindre etnisk diskriminering](#)]
5. Improving quality of life among lesbians, gays, bisexuals and trans persons 2009 – 2012 ([Action plan](#))

Education, and labour market initiatives

1. Cooperation strategy plan on assistance services to youth. [[Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom](#)]
2. National Report No. 7 (2010) Mastering plurality – Multi-lingual children, youth and adults in the educational system. [[NOU 2010: 7 Mangfold og mestring – Flerspråklige barn, unge og voksne i opplæringsystemet](#)]
3. Action Plan for the Sami Language (2009) [[Handlingsplan for samiske språk](#) (2009)]
4. Report No. 18 to Storting (2010-2011). Learning and community/fellowship. [[Meld. St. 18 \(2010-2011\). Læring og fellesskap](#)]
5. Official Report No. 19 (2009): The right to learn. [[NOU 2009: 18. Rett til læring](#)]

Violence, and crime prevention

1. A life without violence – action plan against domestic violence 2014-2017 [[Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014-2017](#)]
2. Childhood comes but once. [National strategy to combat violence and sexual abuse against children and youth](#) (2014-2017)
 1. Action plan to combat violence and sexual abuse of children and youth (2014-2017) [[En god barndom varer livet ut. Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom. \(2014-2017\)](#)]
1. Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]
2. Action plan in the prevention of radicalization and violent extremism (2014) [[Handlingsplanen for å forebygge radikaliserings og voldelig ekstremisme](#)(2014)]
3. [Action plan against forced marriage, female genital mutilation and severe restrictions on young people`s freedom \(2013-2016\)](#)

Emerging issues

For emerging issues, go to [1.9 Current debates and reforms](#). All ongoing debates and reforms are informed by issues presented in contemporary research.

Evidence-based evaluation of youth policy

Information is not publicly available.

National Statistics and available data sources

NOVA – Norwegian Social Research collects annual data through their survey ‘Young data’ [Ungdata.no]. The purpose of the survey is to get better knowledge on the general living standard of youth.

The survey has a

1. Mandatory segment that has to be utilized by each municipality as they distribute the survey.
2. Set of thematic segments of which the municipality may choose which one to use (by relevance).

The mandatory segment of the survey covers the following themes:

1. Substance use.
2. Risk behaviour and violence.
3. ‘Close relations’ [nære relasjoner].
4. Health and wellbeing.
5. Leisure activity.
6. School and education.

Statistics Norway [[Statistisk sentralbyrå \(SSB\)](http://Statistisk sentralbyrå (SSB))] provides national data on children and youth. For topical subdivisions and youth indicators, see ‘Specific youth indicators.’

The SSB database for children and youth is continually updated (since 2014).

The Norwegian Directorate for Education and Training is an executive agency under [the Norwegian Ministry of Education and Research](#).

The Directorate produces

1. Research and statistics on primary and secondary education.
2. User surveys of pupils [[Elevundersøkelsen](#)], apprentices, teachers, instructors and parents.

The user surveys are published on the Directorate’s website, and provide valuable feedback to schools, school owners and the authorities.

The Directorate is responsible for coordinating many international studies. The most well known of these are [PISA](#) (Programme for International Student Assessment), but Norway participates in a large number of surveys. The studies provide valuable feedback, and have had major significance for the public debate on the Norwegian school.

Specific youth indicators

Statistics Norway [[Statistisk sentralbyrå \(SSB\)](http://Statistisk sentralbyrå (SSB))] also provides national data on children and youth – subdivided under the following topics:

1. Demography of Children and Youth [[Barn og unge i befolkningen](#)]
2. The family of children and youth [[Barn og unges familier](#)]
3. Child and youth health [[Barn og unges helse](#)]
4. Delinquency [[Barn og unges lovbrudd](#)]
5. Child and youth leisure time [[Barn og unges fritid](#)]
6. Children and youth in school [[Barn og unge i skolen](#)]
7. Youth on the labour market [[Unge på arbeidsmarkedet](#)]
8. Children and financial affairs [[Barn og økonomi](#)]

9. Children and youth under the supervision of the welfare services [[Barn og unge i barnevernet](#)]

National Youth Report

NOVA – Norwegian Social Research publishes an annual report based on the survey data and findings from 'Young data' [[Ungdata.no](#)]. The purpose of the survey is to get better knowledge on the general living standard of youth.

Budgetary Allocations supporting research in the youth field

Information is not publicly available.

1.7 Funding youth policy

How Youth policy is funded

Norway has many separate youth budgets for

1. The different ministries and/or executive units of the ministries.
2. On every county and municipality budget.

Norway has a predominantly centralized political/administrative system of governance, which means that most, if not all, overarching political strategies are made at state level, and then implemented top-down.

Both counties and municipalities have increased their autonomy towards *the way* government funding is being used to obtain the desired means and goals, by utilizing so-called free funding ['frie midler'] – sometimes called non-earmarked funding. Both youth policy practices and the ratio of youth policy budget to the total municipal/county budget varies greatly.

The 'Annual publication on actions and budget provisions in children and youth policy to promote cross-ministerial coordination' is published by The Ministry of Children and Equality, and describes initiatives from all ministries that have budgetary posts under 'children and youths.'

These include:

1. [The Ministry of Children and Equality](#)
2. [The Ministry of Labour and Social Affairs](#)
3. [The Ministry of Health and Care Services](#)
4. [The Ministry of Justice and Public Security](#)
5. [The Ministry of Local Government and Modernisation](#)
6. [The Ministry of Culture](#)
7. [The Ministry of Education and Research](#)
8. [The Ministry of Agriculture and Food](#)
9. [The Ministry of Climate and Environment](#)
10. [The Ministry of Transport and Communications](#)
11. [The Ministry of Trade, Industry and Fisheries](#)
12. [The Ministry of Foreign Affairs](#)

This segment will focus on the budgets of the two largest budgets of youth policy, namely The Ministry of Children and Equality, and the Ministry of Education and Research.

The Ministry of Children and Equality

1. Budget post No. 11.20 '**Child Welfare Services**'* [[Barnevernet](#)] for 2016.
 1. 9 651 688 000 NOK (approx. EUR)
 2. Percent increase from 2015: 2,0*
 3. Percent of total budget: 0,7748

*The budget posts No. 11.10, 11.20, and 11.40 have been changes since 2015, and are not accurately comparable to last year's budget.

Total Norwegian State budget of 2016 in NOK: 1 245 600 000 000 (approx. 130 870 800 000 EUR)

1. Budget post No. 11.20 '**Initiatives towards children and youth**' [Tiltak for barn og unge] for 2016.

1. 9 364 000 000 NOK (approx. 983 842 466 EUR)
2. Percent increase from 2014: 6,8
3. Percent of total budget: 0,7808

Total Norwegian State budget of 2015 in NOK: 1 199 200 000 000 (approx. 125 995 716 000 EUR)

The Ministry of Education and Research

1. Budget post No. 07.20 '**Primary, and lower secondary school**' [Grunnopp l ringen] for 2016.

1. 10 371 100 000 NOK (approx. 1 101 176 850 EUR)
2. Percent increase from 2015: 7,0
3. Percent of total budget: 0,8326

Total Norwegian State budget of 2016 in NOK: 1 245 600 000 000 (approx. 130 870 800 000 EUR)

1. Budget post No. 07.20 '**Primary, and lower secondary school**' [Grunnopp l ringen] for 2016.

1. 9 435 500 000 NOK (approx. 991 354 719 EUR)
2. Percent increase from 2014: 6,8
3. Percent of total budget: 0,7868

Total Norwegian State budget of 2015 in NOK: 1 199 200 000 000 (approx. 125 995 716 000 EUR)

What is funded?

The main recipients of youth policy funds are:

1. Municipalities:

- a) Youth health services.
- b) Kindergartens, primary schools.
- c) Lower secondary school.
- d) Youth clubs, and youth activity/culture houses.

2. Counties:

- a) Upper secondary schools.
- b) Youth health services.
- c) Subsidised transportation service.

1. Other:

2. Youth organizations.
 3. Youth political parties
 4. Camps, festivals, youth conferences
 5. Student scholarships and subsidised loans
1. Youth labour and training programmes.
 2. Youth health and harm reduction services.
 3. Youth delinquency and poverty prevention programmes.
 4. Youth substance abuse prevention programmes.

Financial accountability

All who have applied for youth policy funds, and received funds, are

1. Responsible of reporting on the funds used (accounting report).
2. To report if the main goals of the project/program applied for were achieved.

The ministries who receive **the most applications**, and have the **largest budget posts for youth organizations**, are:

1. [The Ministry of Children and Equality](#)
2. [The Norwegian Directorate for Children, Youth And Family Affairs](#)
3. [Fordelingsutvalget](#)
4. [The directorate of integration and diversity \(IMDi\)](#)
5. [Erasmus + Youth in Action \(aktivungdom.eu\)](#)

1. [The Ministry of Culture](#)
2. [Frifond](#)
3. [Idrettsforbundet](#)
4. [Norsk Musikkråd](#)
5. [Landsdekkende barne- og ungdoms-organisasjoner \(LNU\)](#) (Under both The Ministry of Culture, and the Ministry of Children and Equality)

Each individual grant scheme has a mandatory set of regulations that the recipient of the fund must honor in their report to the ministry/executive agency or unit.

If the benefactor does not return a financial and goal achievement report by the report deadline, the ministry may for a partial or full refund of the original funds received.

Accounting reports are usually asked to be verified by an auditor, if the benefactors report on a figure over a certain amount (e.g. 200 000 NOK/21 000 EUR). Practices vary greatly from grant scheme to grant scheme.

For sample guidelines to reporting [in Norwegian], go to:

1. [Rapportere på tilskudd](#) – Barne-, ungdoms-, og familiedirektoratet
2. [Tilskudd – Helsedirektoratet](#)

The ministries who have the largest budget posts for **youth municipal or county youth initiatives and service transfers**, are:

1. [The Ministry of Children and Equality](#)
2. [The Norwegian Directorate for Children, Youth And Family Affairs](#)
3. [The Ministry of Labour and Social Affairs](#)
4. [The Norwegian Labour and Welfare Administration \(NAV\)](#)

1. [The Ministry of Health and Care Services](#)
2. [The Norwegian Directorate for Health](#)

1. [The Ministry of Local Government and Modernisation](#)
2. [The County Governors](#)
3. Innovation Norway [[Innovasjon Norge](#)]

1. [The Ministry of Culture](#)
2. [The Ministry of Education and Research](#)
3. [The Norwegian Directorate for Education](#)
4. [The Norwegian State Educational Fund](#)

For a comprehensive list of government youth policy funds [in Norwegian], go to:

1. [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#)

Use of EU Funds

Horizon 2020

Total budget: approx. 77 billion euro for 2014-2020.

Norwegian contact: [The Research Council of Norway](#) [Norges Forskningsråd]

Erasmus+

Total budget: approx. 14,7 billion euro for 2014-2020.

National agencies:

1. [The Norwegian Centre for International Cooperation in Education \(SIU\)](#)
2. [The Norwegian Directorate for Children, Youth and Family Affairs – Erasmus+ Youth in Action Unit](#)

Creative Europe – Supporting Europe’s Cultural and creative sectors

Total budget: approx. 1,46 billion euro for 2014-2020.

Norwegian contact: [Arts Council Norway](#) [Kulturrådet]

Health Programme – EU’s Third Health Programme

Total budget: approx. 449 million euro for 2014-2020.

Norwegian contact: [The Norwegian Directorate for Health](#)

Consumer Programme 2014-2020

Total budget: approx. 189 million euro for the period 2014-2020.

Norwegian contact: [The Ministry of Children and Equality](#)

EU program for Employment and Social Innovation – EaSI

Total budget: approx. 923 million euro for the period 2014-2020.

Norwegian contact for Eures: [the Norwegian Labour and Welfare Administration \(NAV\)](#)

Norwegian contact for Progress: [the Ministry of Labour and Social Affairs](#)

Connecting Europe Facility – CEF 2014-2020

Total budget (CEF digital): approx. 1,28 billion euro for 2014-2020

Norwegian contact: [the Ministry of Local Government and Modernisation](#)

EUROSTAT: European Statistical Programme 2013-2017

Total budget: approx. 428 million euro for 2014-2020

Norwegian contact: [Statistics Norway](#) [Statistisk Sentralbyrå]

For more information on the EFTA participants and corresponding budgets, go to

1. [EU Programmes with EEA EFTA Participation](#).
2. [Norsk deltakelse i EU-programmer 2014 – 2020](#) [Utenriksdepartementet]

The main policy initiatives/activities/programmes that have been funded through EU Funds

Information is available, but too comprehensive to include in the Youth Wiki. For detailed information, contact the 'Norwegian contact' stated under each EU programme that Norway participates in.

Existing evaluations of the youth-related initiatives/activities/programmes funded through EU schemes

Information is not publicly available. For programme-specific information, contact the 'Norwegian contact' stated under each EU programme that Norway participates in.

Trends in the amount or in the type of activities supported through EU funds

Information is not publicly available. For programme-specific information, contact the 'Norwegian contact' stated under each EU programme that Norway participates in.

1.8 Cross-border cooperation

Cooperation with European countries

For the Norwegian participation in EU programmes, see [1.7 Funding youth policy - Use of EU Funds](#) for an overview of the European Union programmes.

The Nordic child and youth committee [Nordisk barne- og ungdomskomiteé (NORDBUK)]

NORDBUK is the Nordic Council of Ministers' Advisory and Co-ordinating body for matters relating to children and young people.

NORDBUK's programme aims to encourage children's and young people's own organisation, influence, and participation in democratic processes, and to strengthen a Nordic identity among this cohort of our societies. Grants may be awarded to children's and young people's organisations, networks, and other groups working with children and young people at local, national, and regional levels.

The Nordplus Programme

The Nordplus Programme offers financial support to a variety of educational cooperation between partners in the area of lifelong learning from the eight participating countries in the Baltic and Nordic regions.

Main objects of the Nordplus programme is to

1. Strengthen and develop Nordic educational cooperation.
 2. Contribute to the establishment of a Nordic-Baltic educational region.
 3. Support, develop, draw benefit from and disseminate innovative products and processes in education through the systematic exchange of experiences and best practice.
-
1. Contribute to the development of quality and innovation in the educational systems for lifelong learning in the participating countries by means of educational cooperation.
-
1. Cooperate with workplaces, about development projects, exchanges and building of networks.
 2. Promote Nordic languages and culture, as well as mutual Nordic-Baltic linguistic and cultural understanding.
-
1. Strengthen the language comprehension for the Nordic languages, especially among children and youth, primarily for Danish, Swedish and Norwegian.
 2. Encourage the interest in, knowledge of, and understanding of the Nordic languages.

Council of the Baltic Sea States (CBSS) and the Expert group for cooperation on children at risk (EGCC)

The aim of the regional Expert Group for Cooperation on Children at Risk (EGCC) is to eradicate all forms of neglect, violence, abuse and exploitation against children in the Baltic Sea Region.

The work of the EGCC is based upon the [United Nations Convention on the Rights of the Child](#), which has been ratified by all the Member States of the Council of Baltic Sea States. The work is also guided by other relevant international and regional conventions, recommendations and guidelines.

Barents Youth Coordination Office (BYCO)

The Barents Youth Cooperation Office provides counseling, information, education in project management, guidance and all kinds of support for youth groups, organizations and networks working with international youth projects in the Barents region.

BYCO provides information and guidance for youth groups, organizations and networks on:

1. National and international resources for funding of projects.
2. Education in project planning, implementation and follow-up.
3. Possible cooperation partners nationally and internationally.
4. Planned and ongoing youth projects and meetings in the Barents Region.

International cooperation

The Council of Europe and The European Knowledge Centre for Youth Policy (EKCYP)

The European Knowledge Centre for Youth Policy (EKCYP) is an on-line database intended to provide the youth sector with a single access point to reliable knowledge and information about young people's situation across Europe. EKCYP aims at enhancing knowledge transfers between the fields of **research, policy and practice** through the collection and dissemination of information about youth policy, research and practice in Europe and beyond.

Linked to EKCYP is a **network of national correspondents**, who are youth policy specialists responsible for collecting national data.

Operation Day's Work (ODW) [Operasjon Dagsverk (OD)]

ODW consists of two interconnected components: the information campaign "International Week" (IW) and the ODW day. International Week usually takes place in mid-October every year when schools abandon their normal curriculum and focus on global issues like poverty, inequality and development. At the end of IW students volunteer to carry out "a day's work" and donate their salary to the ODW project.

ODW supports education projects in more than 60 countries in Asia, Africa and Latin America. ODW is the largest youth campaign in Norway with over 4000 volunteers. The annual general meeting (AGM) of the School Student Union of Norway chooses the annual ODW campaign.

The Norwegian Peace Corp Youth [Fredskorpset – Fredskorpset Ung]

FK Youth funds more than 20 different exchange programs, including south-south exchanges. The different partners of FK are in charge of recruiting, and have the executive responsibility of participants and projects.

An exchange consists of three different parts: Preparation course, the stay abroad, and follow-up work in the participant's home countries.

Objectives of the exchange

1. Developing young leaders
2. Increase capacity in partner organizations
3. Each partnership is to agree on goals related to their thematic field (e.g. advocacy, health, education, entrepreneurship)

UNESCO and The Norwegian National Commission for UNESCO

The Norwegian National Commission for UNESCO consists of 12 members appointed by the Norwegian Ministry of Education and Research. All members have special skills in at least one of UNESCO's four disciplines. The National Commission's mandate is to promote UNESCO's ideas and make UNESCO known in the Norwegian society. The current Commission was appointed in 2013 and will be in office until 2017.

Each year Norwegian non-profit organizations can apply to the National Commission for grants. The grants are used to implementing UNESCO projects supporting the National Commission's priorities. In addition to allocating economic support, the National Commission is an advisory body to Norwegian authorities on UNESCO issues. Co-operation with other National Commissions and international actors is a priority for the Commission.

The Norwegian Agency for Development Cooperation (Norad)

The Agency is a directorate under the Norwegian Ministry of Foreign Affairs. In matter regarding Norway's International Climate and Forest Initiative (NICFI), Norad reports to the Norwegian Ministry of Climate and Environment.

Norad's functions are laid down in the agency's terms of references and annual letters of allocation issued by [the Ministry of Foreign Affairs](#) and [the Ministry of Climate and Environment](#).

The directorate manages long-term bilateral developmental programmes with countries in Africa, Asia, Latin America, and the Middle East. Particular focus is on health, education, girls, disabled, and the standard of life for children and young people.

The Norwegian development assistance in 2014 was 32 100 000 000 NOK (338 067 899 EUR).

Norway Government's participation in, and support of, other multilateral cooperation and agreements, include:

1. [UN Millenium Project](#)
2. [The United Nations International Children's Emergency Fund \(Unicef\)](#)
3. [WHO Global Strategy for Women's and Children's Health](#)
4. [World Bank Global Financing Facility \(GFF\)](#)
5. [Office of the Special Representative for Children and Armed Conflict](#)
1. [Special Representative of the Secretary General on Violence against Children](#)
2. [The UN Refugee Agency \(UNHCR\)](#)
3. [The Norwegian Refugee Council](#) [Flyktningehjelpen]
4. [Norwegian People's Aid](#) [Norsk folkehjelp]

For a comprehensive list of international child and youth work cooperation, go to '[Internasjonal barne-, og ungdomssarbeid](#)' [government.no – in Norwegian]

1.9 Current debates and reforms

Areas of particular focus as of 2017:

1. [Prevention of domestic violence and sexual abuse.](#)
2. [Gender equality, gender neutrality, LGBT rights.](#)
3. [Prevention of forced marriage, and genital mutilation.](#)
4. [Prevention of bullying.](#)
5. [Prevention of extremism and terrorist recruitment.](#)
6. [Social inclusion.](#)
7. [Increase decision-making power of youth.](#)

Prevention of domestic violence and sexual abuse

Title in English: A life without violence – action plan against domestic violence 2014-2017

Title in Norwegian: [Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014–2017](#)

Type of document: Action Plan ['handlingsplan']

Time of introduction and timeframe: 2014 [2014-2017]

Title in English: Childhood comes but once. [National strategy to combat violence and sexual abuse against children and youth](#) (2014–2017)

Title in Norwegian: Barndommen kommer ikke i reprise- [Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom](#) (2014–2017)

Type of document: Strategy plan ['strategiplan']

Time of introduction and timeframe: Oct 2013 (2014-2017)

Title in English: Action plan to combat violence and sexual abuse of children and youth (2014-2017)

Title in Norwegian: En god barndom varer livet ut. [Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom.](#) (2014–2017)

Type of document: Action plan ['tiltaksplan']

Time of introduction and timeframe: Dec 2014 (2014-2017)

Gender equality, gender neutrality, LGBT rights

Title in English: [Equality 2014 - the Norwegian Government`s gender equality action plan](#)

Title in Norwegian: [Likestilling 2014 Regjeringens handlingsplan for likestilling mellom kjønnene](#)

Type of document: Action plan ['handlingsplan']

Time of introduction and timeframe: 2014 – in effect

Title in English: [Improving quality of life among lesbians, gays, bisexuals and trans persons 2009 – 2012](#) (Action plan)

Title in Norwegian: [Handlingsplan: Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner 2009 – 2012](#)

Type of document: Action plan ['handlingsplan']

Time of introduction and timeframe: 2012.

Title in English: Report on health services and the right in choice to legal gender.

Title in Norwegian: [Rett til rett kjønn - helse til alle kjønn](#)

A report discussing the right to undertake 'gender correction' procedures, and the organization of accommodating health services and support.

Type of document: Report ['utredning']

Time of introduction and timeframe: December 2013 – in effect

Prevention of forced marriage, and genital mutilation

Title in English: Action plan against forced marriage, female genital mutilation and severe restrictions on young people`s freedom (2013-2016)

Title in Norwegian: Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet (2013-2016)

Type of document: Action plan ['handlingsplan']

Time of introduction and timeframe: Jan 2013 – in effect

Status: Relatively new initiative, with a significant expansion of support and services. Norway has expanded its efforts on this topic on an international scale, both through

existing bilateral agreements, and through existing developmental programmes [Internasjonal handlingsplan Kunnskapsdepartementet 2007-2009], and [Forebygging og behandling av kjønnslemlestelse], and the efforts following the UN resolution of 2012 Intensifying global efforts for the elimination of female genital mutilations [Norad om kjønnslemlesting].

Prevention of bullying

Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment. [[NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø](#)]

Brief summary: This prevention plan is about the prevention of bullying, harassment, discrimination, neglect, and isolation.

Status: On-going initiative. Has had a significant expansion of focus due to an increase in reported incidents of bullying, and incident-related suicides of children.

Prevention of extremism and terrorist recruitment

Title in English: Action plan in the prevention of radicalization and violent extremism (2014)

Title in Norwegian: [Handlingsplanen for å forebygge radikaliserings og voldelig ekstremisme](#) (2014)

Type of document: Action plan ['handlingsplan']

Time of introduction and timeframe: June 2014 – in effect

Status: New initiative, due for evaluation.

Social Inclusion

Title in English: Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy.

Title in Norwegian: [Meld. St. 6 \(2012-2013\) En helhetlig integreringspolitikk](#)

Type of document: White paper ['Stortingsmelding']

Time of introduction and timeframe: 2012 – in effect

Status: On-going initiative. Discussing expansion of efforts and services, and increasing cooperation with other strategies to prevent socio-demographic and financial challenges.

Title in English: Sami Children and youth's right to participate (2009)

Title in Norwegian: [Retten til medvirkning for samiske barn og unge](#) (2009)

Type of document: Report ['Rapport'] International cooperation between the offices of the Swedish, Norwegian and Finnish Ombudsman for Children and Youth

Time of introduction and timeframe: 2009 – in effect

Status: On-going initiative. Discussing expansion of efforts and services.

Title in English: Universal design 2025. The Government's action plan for universal design and increased access 2009-2013.

Title in Norwegian: [Norge universelt utformet 2025](#). Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013.

Type of document: Action plan ['handlingsplan']

Time of introduction and timeframe: 2009 – in effect

Status: New initiative.

Title in English: The government's strategy against child poverty 2015-2017.

Title in Norwegian: Barn som lever i fattigdom. [Regjeringens strategi mot barnefattigdom 2015 - 2017](#)

Type of document: Action plan ['handlingsplan']

Time of introduction and timeframe: May 2015 (2015-2017)

Status: On-going initiative. Discussing expansion of efforts and services.

Title in English: Cooperation strategy plan on assistance services to youth.

Title in Norwegian: [Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom](#)

Type of document: Guide ['eksempelsamling']

Time of introduction and timeframe: March 2014 – in effect

Status: New initiative, due for evaluation.

Increase decision-making power of youth

Title in English: Hearing note on councils in municipalities and counties for youth, elderly, and persons with disabilities (2016)

Title in Norwegian: [Høringsnotat om råd i kommunar og fylkeskommunar for ungdom, eldre, og personar med funksjonsnedsetjing 2016](#)

A hearing note suggesting the formalization of municipal youth council, and make youth council consultation binding by law.

Type of document: Hearing note

Time of introduction and timeframe: January 2016 – in effect

Status: Legislative initiative on hearing

Parliamentary motion on a National Competency Center or Network for Child and Youth Work.

[Representantforslag 98S \(2015-2016\)](#) Representantforslag fra stortingsrepresentantene Martin Henriksen, Torgeir Knag Fylkesnes, Kirsti Bergstø, Tove Karoline Knutsen, Hege Haukeland Liadal og Stine Renate Håheim om et nasjonalt kompetansesenter for ungdomsarbeid, ungdomsmedvirkning og ungdomsinformasjon.

Type of document: Parliamentary motion.

Time of introduction and timeframe: 2017 - in effect.

Status: The Norwegian Ministry of Childen and Equality has appointed this task to the Norwegian Directorate for Children, Youth, and Family Affairs (Bufdir). Bufdir is reallocating funds as of 2017, as there are no new funding available.

2. Voluntary Activities

Introduction

Volunteer organizations and different forms of volunteer work [dugnad, frivillighetsarbeid, lag, bevegelser], have long been a part of Norwegian culture and society.

The volunteer sector is seen as one of three crucial contributors to the rise of the modern welfare state in Norway post WW2 (the other two being the social-democratic state and the commercial/industry sector (petroleum sector included)). See more on 2.1 General principles, and [the historical and cultural development of volunteering in Norway](#).

In regard to policy making on volunteering, there is not one singular governmental agency or ministry that is predominantly responsible in policy of youth volunteering.

Volunteering is in the backbone of sports, outdoor recreational activities [friluftsliv], and activities in culture and the arts for children and youth. Thus, policy on youth volunteering will be found in several sectors in Norway. See [2.2 Administration and Governance of Youth Volunteering](#).

2.1 General context

Historical developments

Volunteer organizations and different forms of volunteer work [dugnad, frivillighetsarbeid, lag, bevegelse], have long been a part of Norwegian culture and society.

The earliest joint and formalized volunteer efforts originate back to the mid-19th century, particularly in the missionary, temperance, and labour movements, but also in the fields of poverty alleviation, public education [folkeopplysning], cultural heritage [kulturminnevern], and outdoor recreation [friluftsliv].

The organizations affiliated with the labour movement grew in strength and numbers between the First and Second World War (1918-1939). Norway saw a further increase and diversification of organizations post WW2, and an ever-increasing inclusion to government decision-making processes. ([Fauske et al. 2009](#))

The volunteer sector is seen as one of three crucial contributors to the rise of the modern welfare state in Norway post WW2 (the other two being the social-democratic state and the commercial/industry sector (petroleum sector included)).

The expansion of the government's responsibilities, moved into fields that had previously been run by volunteer organizations ([Report to Storting No. 27 \(1996-97\)](#)) – particularly in sectors of:

1. Health and social work.
2. Child and adolescence.
3. Culture, sports, and recreation.
4. Land conservation and environmental protection [naturvern].

The general tendency since the 1960s has been a substantial decrease of membership in organizations in general, and volunteer activity in particular. With that said, Norway has still one of the highest numbers of memberships in interest and volunteer organizations in the world.

The voluntary sector in Norway consists of 115 000 non-governmental and non-profit organizations. The majority of organizations are based locally, have no employees and very small financial means.

There are 10 million memberships in NGOs and 80 % of Norwegians are members of one or more organization(s).

48 % of the grown-up Norwegian population participates in voluntary work annually. The total contribution of Norwegian volunteers is equivalent to 115 000 full time employees.

36 % of the funding of the voluntary sector comes from central and local governments, 7% comes from private donors, and 57 % of the funding comes from membership fees and sales. (frivillighetnorge.no)

Youth volunteering and youth organizations

'Youth' and adolescence was increasingly acknowledged as a particular and delimited stage between childhood and adulthood after WW2. This is reflected in the prevalence, and targeting of services through 'youth organizations' as well.

Municipal recreational services to youth were offered from the 1960s, particularly in the fields of

1. Sports.
2. Music and culture schools [musikk og kulturskoler].

The first municipal recreational youth club was established in 1953, at Hammersborg, in Oslo. Later, throughout the 1960s, and 1970s, Norway saw an exponential growth in municipal youth and recreational services ([Fauske et al. 2009](#)). By 1980, there was approximately 1000 youth clubs. This number has later decreased to 642 municipal recreational clubs in 2007 (and an additional 362 municipal culture and media workshops, and vacation clubs) ([KOSTRA, ssb.no](#)).

The youth volunteer sector has moved from being a pure recreational arena (mainly sports and outdoor recreation, and later arts and culture), to diversification into the education, political, interest organization, and protest movements (particularly from the 1960s).

As child and youth policy has moved from intervention to facilitation, the youth volunteer sector has equally moved from prevention (negative view on youth as potential delinquents in the 1950s and 60s) into a field of service, facilitation, and education (seeing youth as a resource from the 70s and onwards).

Youth organizations were the fastest growing subgroup of volunteer organizations up until 1980. This period of growth was followed by two major declines in youth organization memberships, the first from 1982 to 1986, and the second from 1990 to 1998. The decline of membership has subsequently stabilized in 2000, and seen a slight increase from 2000 to 2009. See [2.5 Youth volunteering at national level – characteristics of youth volunteering](#).

Main concepts

Voluntary activity is defined as not-for profit activity ([Report No. 27 to Storting \(1996-97\)](#)). The following segment below specifies the official definition of volunteer activity and actors.

In Report No. 27 to Storting (1996-97) About the Government's relationship to the voluntary organizations [[St.meld. nr. 27 \(1996-97\) Om statens forhold til frivillige organisasjoner](#)], volunteer organizations are here defined as:

1. Organizations that have goals catering to the common good [allmennyttige siktemål].
2. Organizations with individual membership, or other volunteer organizations (umbrella organizations).
3. Businesses [virksomheter] that is catering to the common good (non-profit).
4. Foundations [stiftelse] that have goals catering to the common good.
5. Non-profit co-operations.
6. Spiritual and religious organizations.

In addition, the report made a division between three types of volunteer activity, but with a caveat note of this being ideal types, and that some (if not most) organizations may have elements of each ideal type in them:

1. Membership-based activity, where the organizations are facilitating values of democracy, culture, and tradition – providing an arena for meaning, belonging, and community.
2. Value-based activity, where the purpose is to mobilize volunteer efforts and initiatives to achieve common goals.
3. Non-profit welfare production, where the organization/group/individual may be seen as producers of public welfare services (by public sponsorship or beneficiary).

Reliant on type of funding and regulating acts

What is defined as a volunteer organization is further reliant on the type of funding they are receiving, and the acts regulating this funding:

1. **The taxation act** gives a set of examples to what is to be considered a voluntary organization, relating to tax deduction.
2. **The VAT deduction reform of 1. July 2001** – which utilizes the UN's 'Handbook on Non-Profit Institutions in the Systems of National Accounts.'
3. **The Act about the Public Registry for Voluntary Activity** defines all non-profit activity as volunteer activity, but with given exceptions.

Act No. 14 of 26. March 1999 [the Taxation Act](#) [[Lov om skatt av formue og inntekt \(skatteloven\)](#)]

The Taxation Act §6-50 describes the types of organizations/voluntary activities to which one can receive tax deduction benefits for charity transfers and gifts:

1. Care and health promotion towards children, youth, the elderly, people with disabilities, or other disadvantaged groups or individuals.
2. Child and youth related work with music, theatre, literature, dance, sports, outdoor recreation etc.
3. Religious or spiritual activity.
4. Promotion of human rights, or human aid work.
5. Disaster relief, or accident harm reduction/prevention.
6. Protection of environment/natural habitat, cultural heritage, or animal rights.

The VAT (Value-added tax) [deduction reform of 1. July 2001](#) [[momsreformen](#)] utilizes the UN's 'Handbook on Non-Profit Institutions in the Systems of National Accounts,' where VAT deduction eligibility is available to

1. Volunteer organizations limited to democratically and membership based organizations, catering towards the common good.
2. Spiritual and religious organizations that are not under a).
3. Foundations catering to the common good.
4. Volunteer culture and welfare service providers, and co-operations (non-profit).
5. Fundraising organizations that are not under a) - d), and with the documentation that:
 - a) the goal of the organization is to cater to the common good.
 - b) Profit goes solely to the designated beneficiary/purpose .
 - c) All remaining funds go to the designated beneficiary/purpose following the dissolution of the organization.

The organizations mentioned in b) – d) need to document that volunteer activity is at the core of their activity.

The following organizations not eligible for VAT deduction are:

1. Businesses, employer and labour unions, home co-operations, and political party organizations.

Act No. 88 of 29. June 2007 [About the registry for voluntary activity](#) [[Lov 29. juni 2007 nr. 88 om register for frivillig virksomhet \(frivillighetsregisterloven\)](#)] simply states voluntary activity as non-profit activity [ikke fortjenestebasert], excluding activity that is

1. Organized by the government.
2. Based on cooperatives, which is regulated by the Act on Cooperatives [[Lov om samvirkeforetak \(samvirkeloven\)](#)].

Lastly, volunteer activity that is not considered to be catering to 'the common good' [ikke anses allmenntilgitt] may in certain cases be denied the right to register in the public registry for voluntary activity.

Organization, foundations, or actors who receive funding from Norsk Tipping [Grasrotandelen] are obliged to register with the Public Registry for Voluntary Activity.

Organization, foundations, or actors who register with the Public Registry for Voluntary Activity may also apply for VAT deduction.

2.2 Administration and governance of youth volunteering

Governance

The volunteer section has traditionally been given a high degree of independence, and thus this principle is still prevalent in the dynamic between the government and the volunteer sector today.

The volunteer sector in Norway can roughly be divided into three parts:

1. Professionally driven NGOs (with or without local branches – paid and unpaid work) – but always non-profit.
2. Purely unpaid, yet formalized organizations (for the most part local organizations).
3. Informal and unpaid work, either through local organizations or ad-hoc.

Government incentives are given through government funds of which volunteer organizations may apply. Should an organization be granted an amount of funding, a report and account of the financial and obtain goals of activity shall be provided the following fiscal year.

If an organization applies and is granted a certain amount of funding for non-discrimination work, the following report that is required the year after should state, and exemplify how this was obtained.

Another way the government may provide incentives for NGOs or other actors applying for funding, is to provide good practices of evidence based methods, and encourage the prospective use of methods with documented effect – here exemplified at ungsinn.no [in Norwegian].

The more closely linked an organization is to the political deliberation process, the more bound the organization is to uphold or respond to official public policies and regulation in a 'professional' manner.

One example is The Norwegian Children and Youth Council (LNU) as an umbrella organization for most youth volunteer organizations, that is in part functioning as an executive branch of the Ministry of Culture towards the its affiliated youth organizations.

Another example is Bellona – a former youth environmental protest organization that actively used civil disobedience as a means of protest in the 1980s. Bellona later became more formalised, specialised, and used as a frequent expert deliberator to the Ministry of Climate and Environment. Thus as they became a part of the formalised the political deliberation process, they abandoned their social protest methods, and aligned their policies and approaches more closely to that of to the ministry. They still remain independent, but their methodology has changed to a more diplomatic approach. Bellona has offices in Oslo, Brussels, Murmansk and St. Petersburg.

Main governmental authority responsible for youth volunteering

[The Norwegian Directorate for Children, Youth And Family Affairs](#) is the national agency for youth in Norway, but there is no one agency responsible for youth volunteering. Each Ministry (described below) is responsible for the various funding schemes and programmes of which the various youth organizations may apply.

[The Ministry of Culture](#) published a cross-ministerial guide for child and youth organizations in 2014 to simplify the process of funding applications: [Veileder - Forenkling av statlige tilskuddsordninger for barne- og ungdomsorganisasjoner](#).

Main Actors

The volunteer section is given a high degree of independence, which in turn incentivise the dynamic between the government and the volunteer sector today.

Policy making and coordination

In regard to policy making, there is not one singular governmental agency or ministry that is predominantly responsible in policy of youth volunteering. [The Norwegian Directorate for Children, Youth and Family Affairs](#) is responsible for youth organizations working with e.g. minority issues and marginalization, as the Ministry of Culture is responsible for any policy that may involve youth volunteering under the ministry's particular policy domain (e.g. music, theatre, and sports).

Neither the Ministry for Children and Equality, nor the Norwegian Directorate for Children, Youth and Family Affairs have any official or judicial coordinating role in regard to policy making of youth volunteering policy.

Funding

Government incentives are given through government funds of which volunteer organizations may apply. Regulation is for the most part only implemented from the Government in the process of funding application, and the successive reporting of the granted funding.

Therefore the following segment will mostly focus on the governmental actors offering funding schemes that are available to youth volunteer organizations in Norway (regulation and implementation).

The actors offering funding schemes available to youth volunteer organizations in Norway are:

1. [Central government](#).
1. [Local government](#).
1. [Umbrella organizations](#).

a) Central government

The Ministry of Children and Equality has 15 different volunteer and funding schemes that are open for general applications each year. The various schemes are delegated to the ministry's executive agencies:

1. [The Norwegian Directorate for Children, Youth And Family Affairs](#).
2. [Fordelingsutvalget \[link in English\]](#).
3. [The Norwegian Directorate of Integration and Diversity \(IMDi\)](#).
4. [Erasmus + Youth in Action \(aktivungdom.eu\)](#).
5. [The Norwegian Children and Youth Council \(LNU\)](#).

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

The Ministry of Culture has 11 different volunteer and funding schemes that are open for general applications each year. The various schemes are delegated to the ministry's executive agencies:

1. [Idrettsforbundet](#) [The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF)].
2. [Norsk Musikkråd](#) [The Council for Music Organisations in Norway (CMON)].
3. [The Norwegian Children and Youth Council \(LNU\)](#).
4. [Norges musikkorpsforbund](#).
5. [De unges orkesterforbund](#) [The Norwegian Youth Orchestra Organization (UNOF)].
6. [Norsk friluftsliv](#).
7. [Lotteri- og stiftelsestilsynet](#) [The Norwegian Gaming Authority].

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

The Ministry of Local Government and Modernisation has 5 different volunteer and funding schemes that are open for general applications each year. Some of the schemes are delegated and/or co-delegated to the ministry's executive agencies:

1. Fylkesmannen [[The County Governors](#)].

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

The Ministry of Education and Research has 3 different volunteer and funding schemes that are open for general applications each year. Some of the schemes are delegated and/or co-delegated to the ministry's executive agencies:

1. Vox, nasjonalt fagorgan for kompetansepolitikk [[the Norwegian Agency for Lifelong Learning](#)].
2. Utdanningsdirektoratet [[The Norwegian Directorate for Education and Training](#)].

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

The Ministry of Health and Care Services has 10 different volunteer and funding schemes that are open for general applications each year. All of the schemes are delegated to the ministry's executive agency:

1. [The Norwegian Directorate of Health](#).

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

The Ministry of Climate and Environment has 3 different volunteer and funding schemes that are open for general applications each year. Some of the schemes are delegated and/or co-delegated to the ministry's executive agencies:

1. Miljødirektoratet [[the Norwegian Environment Agency](#)].

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

b) Local Government: Municipalities and Counties

Most municipalities and counties have funds to which local organizations, ad-hoc events, foundations, and individuals can apply for funding of volunteer work.

The recipients of local funding, report back to their municipal or county administration, much in the same manner as is being done at the central level.

The Norwegian Association of Local and Regional Authorities (KS) [KS – Kommunenes sentralforbund] occasionally organizes conferences for municipalities, counties, and the organizational sector to discuss good practices of local volunteering.

KS published the guide 'Together for the good life – a guide for developing local volunteer policy' in 2012 [[Sammen om det gode liv - en veileder for utvikling av lokal frivillighetspolitikk](#)].

The coordinating centres for volunteering [[Frivillighetsentralene](#)]

Regional and local centres that work as coordinating agents for local volunteer organizations, and actors/individuals. There are 419 coordinating centres for volunteering in Norway. Each region/county has its own network leader.

Read more on The coordinating centres for volunteering in [Ch. 2.7 Raising Awareness about Youth Volunteering Opportunities](#).

c) Umbrella organizations

The Association of Non-Governmental Organizations in Norway [Frivillighet Norge]

The Association of NGOs in Norway [Frivillighet Norge] is an umbrella organization for the voluntary sector in Norway, founded in September 2005. The mission of the Association is to coordinate the voluntary sector's dialogue with the authorities on issues that are common to the voluntary sector, and to voice the voluntary sector's opinions to the public and the authorities. Another important task is to produce information and give advice to the member organizations.

Some of the Association's main tasks include:

1. Guidance on the principles of VAT (Value-added tax) and the voluntary sector.
2. The public register for Norwegian volunteer organizations.
3. Promoting more research on the voluntary sector.
4. Promoting inclusion of the immigrant population in the voluntary sector.

The Association of NGOs in Norway consists of more than [280 member organizations \[in Norwegian\]](#), including all sectors of society (organizations for children, youth and adults, sports, culture, humanitarian work, religious congregations, music, theatre, etc).

The Association of NGOs in Norway is a member of [ENNA \(The European Network of National Civil Society Associations\)](#) and [CIVICUS \(World Alliance for Citizen Participation\)](#).

Go to the Association's website to learn more about the Frivillig Norge's [Voluntary sector policy platform \(2015-2019\)](#) [in English].

Landsrådet for Noregs barne- og ungdomsorganisasjoner (LNU) '[The Norwegian Children and Youth Council](#)', is an umbrella organisation representing just under one hundred Norwegian children and youth organisations.

The Norwegian Children and Youth Council's main goals are to [[om LNU](#) – in Norwegian]:

1. Assists and offers expertise to their membership organizations.
2. Be an important actor in lobbying for the interest of youth and children.
3. Be a 'go to' consultant from the government in the processing of new laws and initiatives.
4. Distribute grants by applicant basis [[støtteordninger](#)].
5. Co-operator with the county youth councils [[BUR-samarbeidet](#)].
6. Organise the annual children and youth parliament ([Barne- og ungdomstinget, BUT](#)).

Cross-sectoral cooperation

There is no formalized cross-sectoral cooperation on top-level for youth and volunteering, but there is one on social inclusion, which includes volunteering and social inclusion measures.

The 0-24 Cooperation Project for Vulnerable Children and Youth [[Samarbeid om utsatte barn og unge mellom 0 og 24 år](#)] is one mechanism of cross-sectoral cooperation between Departments, and Agencies involved in defining top-level policies and measures on social inclusion measures, alongside youth employment and entrepreneurship.

The overarching goal is to lay the foundation to protect vulnerable children and youth between the ages of 0 – 24, through:

1. Strong societal inclusion and participation.
2. Lasting labour market involvement.

Areas of focus are:

1. Cross-sectoral rules and regulation.
2. Sectoral plans and schemes shall be considered in unison.
 - a) Considering potential for simplification and streamlining.

3. Cooperation in the education and training arenas for refugees and asylum seekers.
4. Sectorial cooperation for children and youth with specific learning disabilities.
5. Children and youth apprenticeships with minority background and/or physical disabilities.

The main goal of the cooperative measure is to increasing the completion rate in upper secondary school [videregående skole].

The 0-24 Cooperation Project is appointed by a joint letter of commission [oppdragsbrev] from

1. [The Ministry Education and Research.](#)
2. [The Ministry of Labour and Social Affairs.](#)
3. [The Ministry of Children and Equality.](#)
4. [The Ministry of Health and Care Services.](#)

The joint letter of commission is addressed to

1. [The Norwegian Directorate for Education and Training.](#)
2. The Directorate for Labour and Welfare [[Arbeids- og velferdsdirektoratet](#)].
3. [The Norwegian Directorate for Children, Youth, and Family Affairs.](#)
4. [The Norwegian Directorate for Health.](#)

The above mentioned directorates (executive agencies of the various ministries) cooperate and coordinate the work and measures [tiltak] that are directed towards vulnerable children and youth between the ages of 0 – 24.

The 0-24 Cooperation Project is active as of 2015 – 2020. The Norwegian Directorate is leading the steering group, and has amended a mid-evaluation of the project as of 2016 [assignment in Norwegian].

The 0-24 Cooperation Project is affiliated with [the government's strategy against child poverty 2015-2017](#). See [4.3 Strategy for the Social Inclusion of Young People](#).

2.3 National strategy on youth volunteering

Existence of a National Strategy

There are two foundational reports on volunteering and youth volunteering

1. [Official Norwegian Report 2006](#): 13 Meaningful leisure time – government policy and support of child and youth voluntary organizations
2. [Report No. 39 to Storting](#) (2006-2007) Volunteerism for all.

Norway also has one current official report on concrete measures and recommendations to youth participation and volunteering:

1. [Youth recreation, democratic participation and influence](#) (2009)

The latter report 'Youth recreation, democratic participation and influence' has a strong emphasis on participation and inclusion (tightly woven with the volunteer actors and organizations), whereas the two former foundational reports address volunteering and youth volunteering directly.

Title in English: Official Norwegian Report 2006: 13 Meaningful leisure time – government policy and support of child and youth voluntary organizations

Title in Norwegian: [NOU 2006: 13. Fritid med mening – Statlig støttepolitikk for frivillige barne- og ungdomsorganisasjoner](#)

Type of official document: Official report.

Time of introduction and timeframe: 29. June 2006 – in effect.

Title in English: Report No. 39 to Storting (2006-2007) Volunteerism for all.

Title in Norwegian: [St.meld. nr. 39 \(2006-2007\) Frivillighet for alle.](#)

Type of official document: white paper.

Time of introduction and timeframe: August 2007 – in effect.

Title in English: Youth recreation, democratic participation and influence. Report from expert group appointed by the Ministry of Child and Equality in January 2008.

Title in Norwegian: Rapport 2009: [Ungdoms fritidsmiljø. Ungdom, demokratisk deltakelse og innflytelse.](#) Utredning fra ekspertgruppe nedsatt av Barne- og likestillingsdepartementet januar 2008.

Type of official document: Report.

Time of introduction and timeframe: 2009 – in effect.

Scope and contents

NOU 2006: 13. Fritid med mening – Statlig støttepolitikk for frivillige barne- og ungdomsorganisasjoner [Official Norwegian Report 2006: 13 Meaningful leisure time – government policy and support of child and youth voluntary organizations]

Key political objectives: citizenship and expansion of democratic participation.

Specific target groups: children and youth.

The official report addresses the ways youth volunteer organizations

1. Are arenas for youth opinion formation and interest communication.
2. Receive indirect support, with suggestions to improvement.
3. Receive direct support, with suggestions to improvement.

The report gives a broad overview of the historical tendencies and developments of youth organization and representation from 1980 to 2000.

The report describes the way youth organizations have shifted and changed

1. Moving away from traditional organizational structure, to more ad-hoc activity.
2. From a decentralized and directly democratic, to a more specialized and centralized operation.
3. Dramatic fall of memberships in the 1990s, stabilized in the 2000s.
4. More diverse membership dispersion, less hours of volunteer work per person.

The report addresses the changes and suggests ways to increase participation and inclusion of minority youth, and youth with disabilities.

The report suggests set of 'entry requirements' [inngangskrav] for youth volunteer organizations, in that they shall:

1. Work with children and youth.
2. Based on volunteerism.
3. Cater to the common good.
4. Be open to all (non-discriminatory and low-threshold access).
5. Give all members a voice, and let their opinion be heard*

*with reference to the UN Convention on Child of the Right, article eight

The report provides suggestions to more research in the field of youth participation and voluntary/recreational work and activity.

The report suggests ways to indirectly support youth organizations

1. In utilizing VAT reduction, tax reduction and gifts.
2. Offering spaces and localities free of charge.

The report suggests ways the government may make their funding schemes more easily available, and less bureaucratic.

The report suggests a new way of calculating government transfers to youth organizations, to provide a more fair distribution of allocated funds for youth voluntary work:

1. Calculating a basis amount [basisbeløp]
2. A variable amount based on:
 - a) Number of members.
 - b) Ratio of members [andel].
 - c) Number of local branches.
 - d) Degree of independence as a child and youth organization.
 - e) Degree of representation (to a larger group than the organization members themselves).
1. Degree of leadership training available.
2. Measures to increase co-participation and influence.
3. The degree of international participation and involvement.

The expert panel who produced the report further suggested to increase of age to youth membership to 30.

St.meld. nr. 39 (2006-2007) Frivillighet for alle. [Report No. 39 to Storting (2006-2007) Volunteerism for all].

Key political objectives: broad foundational report on the voluntary sector.

Specific target groups: universalistic. Chapters on child and youth organizations, recreational activity, sports, minority groups, and marginalized groups.

Foundational report on volunteering in Norway. The report gives an overview of the voluntary and organizational sector of Norway anno 2006, with key focus on topics such as:

1. Democracy and citizenship.
2. Equality.
3. Inclusion.
4. Welfare and public health.
5. International work and solidarity.
6. Diversity.
7. Creativity and knowledge.

The report discusses the main sub-sectors of which volunteer activity takes place:

1. Sports.
2. Culture (music, theatre, the arts).
3. Child and youth organizations.
4. Spirituality and religion.
5. Welfare and public health.
6. Solidarity and international aid.
7. 'Minority organizations.'
8. Political parties and interest organizations.
9. Emergency response organizations.

The report thoroughly describes the current funding schemes, with recommendations for reforms and revisions:

1. VAT (value-added tax) and tax deduction.
2. Government funding (see report from 2009 on new calculation on basis amount transfers).

3. The Government lottery agency [Pengespill] and the new registry to facilitate transfers of lottery surpluses. [See 2.4 on Act No. 88 of 29. June 2007](#) About the registry for voluntary activity.

The report also addresses

1. The municipalities and counties, with recommendations of a more coordinated effort towards children and youth.
2. The new scheme of the County Volunteer Centrals [Frivillighetsentralene].
3. The strengthening of the study associations [Studieforbundene], and the knowledge transfer to and from the volunteer sector.

Rapport 2009: Ungdoms fritidsmiljø. Ungdom, demokratisk deltakelse og innflytelse. [Youth recreation, democratic participation and influence]

Key political objectives:

1. Collect more information on municipal level of the services offered to youth on recreational and volunteer work.
2. Increase and strengthen effort to include a more diverse representation in youth participation of in the recreational and youth field.

Specific target groups: Youth from low-income families, youth with disabilities, youth of Non-Norwegian background.

The mandate of the reports was two-fold:

1. Analyse the local recreational youth services, and provide suggestions with reference evidence-based research, to
 - a) How municipalities can support youth in their social and recreational environments.
 - b) If the central government and the voluntary sector can streamline their collaborative efforts.
2. Discuss youth influence and participation in democratic decision-making bodies.

The expert group concluded the report with a set of clear recommendations:

1. Implement representative municipal studies on:
 - a) Recreational services and the culture schools.
 - b) The presence and activities in youth clubs and youth houses.
 2. Increase training opportunities for municipal youth workers.
 3. Establish a national expert centre on youth work and recreational pedagogy [nasjonalt kompetansesenter for ungdomsarbeid og fritidspedagogikk].
 4. Efforts towards a higher level of including youth from low-income families.
 5. Efforts towards a higher level of including youth of Non-Norwegian ethnic background.
 6. Efforts towards a higher level of including youth with disabilities.
1. Extensive use of outreach to catch youth with anti-social behaviour and/or social challenges.

The expert group also had recommendations on youth participation and decision-making.

For more on this, go to

1. [Chapter 5.2 Youth Participation in representative democracy.](#)

2. [Chapter 5.10 Current debates and reforms.](#)**Responsible authority**

NOU 2006: 13. Fritid med mening – Statlig støttepolitikk for frivillige barne- og ungdomsorganisasjoner [Official Norwegian Report 2006: 13 Meaningful leisure time – government policy and support of child and youth voluntary organizations].

1. The Ministry of Children, Equality and Inclusion, and the executive unit
 - a) The Norwegian Directorate of Children, Youth, and Family Affairs.
2. Ministry of Culture (Sports and Culture).

The Ministry of Children, Equality and Inclusion is responsible for the production and publishing of this report, but each ministry have their own set of funding schemes and initiatives, of which they have the responsibility to implement, coordinate, and monitor the various organizations and entities that apply for funding.

St.meld. nr. 39 (2006–2007) Frivillighet for alle. [Report No. 39 to Storting (2006–2007) Volunteerism for all]

1. The Ministry of Children, Equality and Inclusion, and the executive unit
 - a) The Norwegian Directorate of Children, Youth, and Family Affairs.
2. Ministry of Culture (Sports and Culture).

The Ministry of Culture is responsible for the production and publishing of this report, but each ministry have their own set of funding schemes and initiatives, of which they have the responsibility to implement, coordinate, and monitor the various organizations and entities that apply for funding.

Rapport 2009: Ungdoms fritidsmiljø. Ungdom, demokratisk deltakelse og innflytelse. [Youth recreation, democratic participation and influence]

1. The Ministry of Children, Equality and Inclusion, and the executive unit
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The Ministry of Children, Equality and Inclusion is responsible for the production and publishing of this report, but each ministry have their own set of funding schemes and initiatives, of which they have the responsibility to implement, coordinate, and monitor the various organizations and entities that apply for funding.

The national strategy on youth volunteering is well integrated in the overall and general strategies of volunteering in Norway. The coordination *between* the various policy areas, within the voluntary sector as a whole, has room for further improvement.

As each ministry has different volunteer programs and funding schemes within their allotted policy areas, Norway has no singular or streamlined strategy on youth volunteering ([NOU 2006: 13](#)). There is also no singular act or legislation on youth volunteering either (See Chapter [2.4 on Laws and Regulations on Youth Volunteering](#)).

General comments on quality assurance and monitoring

Quality assurance and monitoring of implemented goals and outcomes described in the national strategy, happen under the process of QA and reporting of each funding scheme.

Each funding scheme and initiative has their own set of rules [regelverk] stating the expectation and standards of any given volunteer activity. These rules will be most often in reference to an official report or document [NOU, St. meld, Rapport] that addresses the field that the scheme or initiative is meant to alleviate or cater to.

The Ministry of Culture provides an overview of the various funding schemes (2015) [[Tilskuddsordninger for barne- og ungdomsorganisasjoner](#)], and The Ministry of Children,

Equality and Inclusion an overview of the various Ministries' annual budgets for child and youth organization transfers (2015) [[Frivillig engasjement, kultur og idrett](#)].

When funding schemes open for application, entry qualifications may be given to

1. Membership in the volunteer registry.
2. Certain organizational structures and formalized arrangements (leader, secretary, treasurer, board).
3. Budgets and accounting/reporting (documenting expenses).
4. Documenting that the applied for funding facilitated the expected activity.
5. Rules regarding the right to complain, should an application be turned down.
6. Deadlines for applications, and reporting.
7. The scenario of audit/control, and procedures/rights connected with that.

A sample of a set of funding scheme rules from the child and youth initiatives in larger towns and cities can be found through this link – in Norwegian: [[Regelverk for støtte til barne- og ungdomstiltak i større bysamfunn](#)].

The Ministry of Culture published a guide for child and youth organizations in 2014 to simplify the process of funding applications: [Veileder - Forenkling av statlige tilskuddsordninger for barne- og ungdomsorganisasjoner](#).

The Ministry of Culture of the funding and QA of the Volunteer Centrals: [Retningslinjer for frivilligsentraler/nærmiljøsentraler](#).

Main outcomes of QA and monitoring of the National volunteering strategy, and its subsequent funding scheme activities.

If the actor of a granted application to a grant scheme fails to report in a sufficient matter to the expected outcomes of a measure/initiative, the actor may in part or whole be asked to transfer back the initial granted funds.

Top authorities (ministries, directorates or a like) will periodically evaluate the data that is accumulated through the various grant scheme reports, and make decisions as to

1. Increase or decrease available funds.
2. Change or add the grant scheme rules and regulations.
3. Add additional efforts and measures.
4. Order additional research or evaluation where needed.
5. Discontinue grant scheme that are unsuccessful.

Broadly speaking, youth volunteering takes place in

1. Sports, music, theatre, and the Arts,
 - a) under the responsibility of the Ministry of Culture.
 - b) in cooperation with specialized directorates, research units, expert centres, **or ministries where appropriate.**
2. Health, well-being, drug prevention, and self-harm prevention,
 - a) mostly under the responsibility of the Norwegian Directorate for Health, but also in cooperation with:
 1. the Directorate for Children, Youth and Family Affairs.
 2. the Directorate of integration and diversity.

- b) In cooperation with specialized directorates, research units, expert centres, or ministries where appropriate.
3. Arenas where children and youth spend their free time general, particularly with focus on child and youth welfare, inclusion, prevention, marginalization, and development
 - a) Under the responsibility of the Ministry of Children, Equality and Inclusion.
 - b) The Directorate for Children, Youth and Family Affairs.
 - c) In cooperation with specialized directorates, research units, expert centres, or ministries where appropriate.
 1. At the municipal and county level – all areas of volunteering where the municipality or county is responsible for the funding schemes or volunteer initiatives/programmes.

The list is not complete, but describes the general tendencies in youth volunteer policy implementation.

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

Revisions/Updates

Rapport 2009: Ungdoms fritidsmiljø. Ungdom, demokratisk deltakelse og innflytelse. [Youth recreation, democratic participation and influence]. The report of 2009 has produced a couple of initiatives and measures (described below), as well as separate reports targeting special subgroups, or topics of inclusion and participation in particular (also described below).

One of the main mandates of this expert panel's report was to analyse the local recreational youth services, and provide suggestions with reference to evidence-based research, how municipalities can better support youth in their social and recreational spaces. One of the initiative that came from the report of 2009, was the inclusive youth social program called '[Barne- og ungdomstiltak i større bysamfunn – 'åpne møteplasser'](#)' [Measures towards children and youth in larger towns and cities – 'Open venues'].

The main purpose of 'Open venues' was to lower the threshold to participation of volunteer activity for youths who would traditionally not make their way to other venues of volunteer activity and recreation.

The Ministry of Children, Equality and Inclusion published a report with examples of good practices within this program in 2013 [[Eksempelsamling – in Norwegian](#)]. A selection of larger towns and cities in Norway, private actors, and volunteer organizations are eligible to apply for funding through this program to the Norwegian Directorate for Children, Youth, and Family Affairs.

Another initiative that came about from the expert report of 2009 was a program targeting youth who are in danger of dropping out of lower/upper secondary school, by appointing a social worker or counsellor to employ outreach methods towards students with reclusive, anti-social, or recidivistic behaviour. The program scheme is called 'Funding for follow-up services and outreach-guide for youth' [[Støtte til oppfølgings- og losfunksjoner for ungdom](#)] All municipalities are eligible to apply for funding through this program to the Norwegian Directorate for Children, Youth, and Family Affairs.

The major aspects of youth participation and decision-making were addressed in a separate official report, in the Official Norwegian Report 2011: 20. Youth – Power and Participation. [NOU 2011: 20. [Ungdom, makt og medvirkning](#)]. See [Chapter 1.3 National Youth Strategy](#), for more on this report.

A separate report was published just after this general report in 2009 on children and youth with disabilities "[Unge funksjonshemmede - selvbilde, sosial tilhørighet og deltakelse i fritidsaktiviteter](#)"

([NOVA-rapport 9/09](#)) [Disabled youth – self-image, social belonging and participation through recreational activity].

A separate report was published on young refugees, and children of Non-Norwegian ethnic origin in 2011, Official Report No. 14 2011. Better Integrations – Goals, strategies, and measures [[NOU 2011: 14 Bedre integrering – Mål, strategier, tiltak](#)] See [Chapter 1.3 National Youth Strategy](#), for more on this report.

Both the

1. Official Norwegian Report 2006: 13 Meaningful leisure time – government policy and support of child and youth voluntary organizations, and
2. Report No. 39 to Storting (2006-2007) Volunteerism for all,

are foundational reports of which the current youth policy report on volunteering of 2009, builds on.

[Rapport 2009: Ungdoms fritidsmiljø. Ungdom, demokratisk deltakelse og innflytelse.](#) [Youth recreation, democratic participation and influence] may be seen as a revised and updated report on the two reports of 2006.

For the most current revisions and updates to youth volunteer policy and recreational activity, go to:

1. [Satsing på barn og ungdom. Regjeringens mål og innsatsområder i statsbudsjettet 2015](#) [Focus on Children and Youths. The Government's goals and initiatives in the state budget of 2015] Annual publication on actions and budget provisions in children and youth policy to promote cross-ministerial coordination. See [Chapter 1.3 National Youth Strategy](#), for more on this report.
2. The Volunteerism Declaration – declaration on the interaction between the government and the voluntary sector [[Frivillighetserklæringen – erklæring for samspillet mellom regjering og frivillig sektor](#)] is a five page declaration from the government of Prime Minister Erna Solberg (2013-2017)

2.4 Laws and regulations on youth volunteering

Stand-alone law

Norway has no stand-alone law on youth volunteering.

Norway has no stand-alone law on volunteering.

Other official documents containing guidelines on youth volunteering

Working Environment Act: [Act No. 62 of 17. June 2005 Relating to working environment, working hours and employment protection, etc.](#) As subsequently amended last by Act of 14. December 2012 no. 80 [Lov om arbeidsmiljø, arbeidstid og stillingsvern mv. (arbeidsmiljøloven)]. The act regulates all kinds of work – paid or non-paid (voluntary).

Type of official document: Act of Parliament.

Time of introduction and timeframe: June 2005 - in effect.

Key content: The same Act to regulate paid work, also regulates unpaid work. [[Arbeidstilsynet – in Norwegian](#)] The Act has a particular chapter on under-aged employees, and a chapter on the prevention and prohibition of discrimination.

The purpose of the Act is to:

1. Secure a working environment that provides a basis for a healthy and meaningful working situation:
 - a) that affords full safety from harmful physical and mental influences.
 - b) that has a standard of welfare at all times consistent with the level of technological and social development of society.
2. Ensure sound conditions of employment and equality of treatment at work.
3. Facilitate adaptations of the individual employee's working situation in relation to her/his/their capabilities and circumstances of life.
4. Provide a basis whereby the employer and the employees of undertakings may themselves safeguard and develop their working environment in cooperation with the employers' and employees' organisations and with the requisite guidance and supervision of the public authorities.
5. Foster inclusive working conditions.

Chapter 11 of the Act addresses employment of children and young persons (under the age of 18), where some of the main regulations are particularly strict on

1. the amount of hours a young person may work per day/week.
2. regulations regarding rest.
3. the prohibition of heavy labour and night shifts.

Chapter 13 of the Act addresses the prohibition against discrimination.

Registry for Voluntary Activity Act: Act No. 88 of 29. June 2007 About the registry for voluntary activity [[Lov 29. juni 2007 nr. 88 om register for frivillig virksomhet \(frivillighetsregisterloven\)](#)]

Type of official document: Act of Parliament.

Time of introduction and timeframe: June 2007 – in effect.

Key content: The purpose of the Act is to improve and simplify the interaction between the voluntary organizations and the government. The Act is to improve the way government policy is implemented at grass root level, but without revoking or reducing the autonomy of the voluntary sector. Furthermore, the purpose of the Act is to strengthen and preserve voluntary work.

Additional laws – in short:

1. The Taxation Act of 1999 regulates tax deduction and gifts for voluntary work. [[Lov om skatt av formue og inntekt \(skatteloven\)](#)].
2. Act relating to Value Added Tax regulates VAT deduction for voluntary work, and voluntary organizations [[Lov om merverdiavgift \(merverdiavgiftsloven\)](#)].
3. The Limited Liability Companies Act [[Lov om aksjeselskaper \(aksjeloven\)](#)] regulates the formalities around, the constitution, and mandate of a board in a voluntary organization/NGO.

[The Ministry of Children and Equality](#) has in cooperation with [The Ministry of Local Government and Modernisation](#) developed a circular note on the various rules and regulation that address the rights of children and youth participation and influence: [Rundskriv Q-12/2011. Barn og unges fritidsmiljø og deltakelse og innflytelse – rettigheter, lover og regelverk.](#)

Regulations on standards of quality

Generally

The Working Environment Act regulates the physical, practical arrangements, and safety regulations of voluntary work.

The Act regarding the registry for voluntary activity regulates the interaction between the government and the voluntary sector.

Specifically

Each funding scheme and initiative has their own set of rules [regelverk] stating the expectation and standards of any given volunteer activity. These rules will be most often in reference to an official report or document [NOU, St. meld, Rapport] that addresses the field that the scheme or initiative is meant to alleviate or cater to.

When funding schemes open for application, entry qualifications may be given to

1. Membership in the volunteer registry.
2. Certain organizational structures and formalized arrangements (leader, secretary, treasurer, board).
3. Budgets and accounting/reporting (documenting expenses).
4. Documenting that the applied for funding facilitated the expected activity.
5. Rules regarding the right to complain, should an application be turned down.
6. Deadlines for applications, and reporting.
7. The scenario of audit/control, and procedures/rights connected with that.

A sample of a set of funding scheme rules from the child and youth initiatives in larger towns and cities can be found through this link – in Norwegian: [[Regelverk for støtte til barne- og ungdomstiltak i større bysamfunn](#)].

Target groups

Inclusion and low-threshold services have been of particularly focus since the report of 2009 on youth and volunteering.

Disabled youth, and refugees and youth of Non-Norwegian origin have been the main targeted groups, but also LGBT youth since 2009.

Girls are on average either equally represented, or slightly over-represented in youth NGOs, or volunteer/recreational organizations and programmes (except for sports). Immigrant and Non-Norwegian are, however, very under-represented, and this sub-group is especially targeted.

Some of the main reports focusing on target groups are:

1. [Unge funksjonshemmede - selvbilde, sosial tilhørighet og deltakelse i fritidsaktiviteter](#)

([NOVA-rapport 9/09](#)) [Disabled youth – self-image, social belonging and participation through recreational activity]

Type of official document: Reserach report by [NOVA – Norwegian Social Research](#).

Time of introduction and timeframe: 2009 – in effect.

Specific target group: disabled youth.

1. Official Report No. 14 2011. Better Integrations – Goals, strategies, and measures [[NOU 2011: 14 Bedre integrering – Mål, strategier, tiltak](#)]

Type of official document: official report (NOU).

Time of introduction and timeframe: 2011 – in effect.

Specific target group: refugees, youth of Non-Norwegian ethnic origin - separate chapters on volunteering, recreation, sports, and NGOs.

1. [Action plan: Improving quality of life among lesbians, gays, bisexuals and trans persons 2009 - 2012.](#)

Type of official document: action plan.

Time of introduction and timeframe: 2009-2012.

Specific target group: LGBT youth – separate youth segments on recreation, sports, and NGOs.

Laws and policies particularly addressing social inclusion measures:

1. Act No. 58 of 21 June 2013 relating to a prohibition against discrimination on the basis of sexual orientation, gender Identity and gender expression ([Sexual Orientation Anti-Discrimination Act](#)) [Diskrimineringsloven om seksuell orientering].
2. Act No. 59 of 21 June 2013 relating to Gender Equality ([the Gender Equality Act](#))[Likestillingsloven].
1. Act No. 60 of 21 June 2013 relating to a prohibition against discrimination on the basis of ethnicity, religion and belief ([Ethnicity Anti-Discrimination Act](#)) [Diskrimineringsloven om etnisitet].
1. Act No. 61 of 21 June 2013 relating to a prohibition against discrimination on the basis of disability ([Anti-Discrimination and Accessibility Act](#)) [Diskriminerings- og tilgjengelighetsloven].

2.5 Youth volunteering at national level

National Programme for Youth Volunteering

Norway has no national programme for youth volunteering.

Funding

Norway has no national programme for youth volunteering.

Characteristics of youth volunteering

Youth organizations were the fastest growing subgroup of volunteer organizations up until 1980. This period of growth was followed by two major declines in youth organization memberships, the first from 1982 to 1986, and the second from 1990 to 1998 (See Figure 2.1). The decline of membership has subsequently stabilized in 2000, and seen a slight increase from 2000 to 2009.

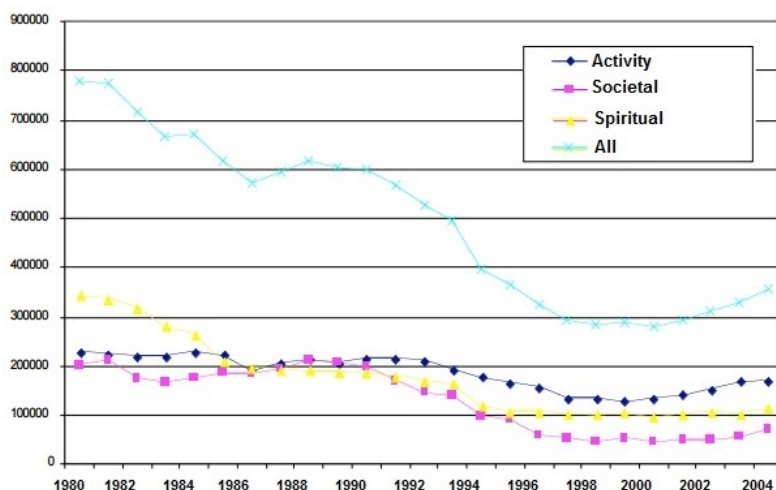
Particularly the youth party organizations had a significant increase in memberships following the terrorist attacks at Utøya in 2011, but it remains to me seen if this trend will continue.

The data presented in figure 2.1 are collected by Fordelingsutvalget. Fordelingsutvalget is an administrative body - an allocation committee - under the The Ministry of Children, Equality and Social Inclusion. Its main task is to distribute grants to nationwide Norwegian voluntary children and youth organizations (NGOs).

Fordelingsutvalget provides a complete overview of youth organization membership from 1977 - 2013 ([excel file – in Norwegian](#)).

Figure 2.1 Members of volunteer organizations under the age of 26. 1980 - 2004. (Fordelingsutvalget, 2017).

Figure 2.1 Members of volunteer organizations under the age of 26. 1980-2004.

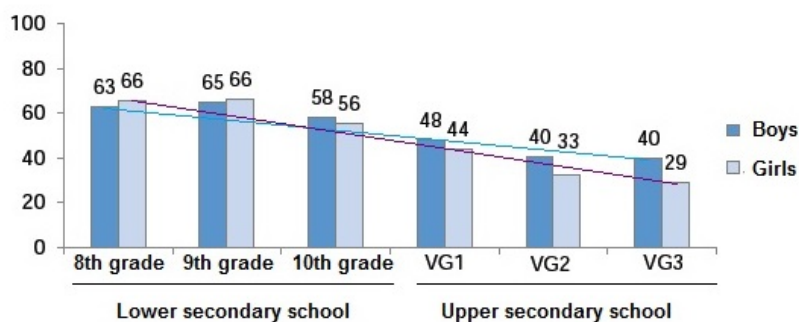


Source: <http://www.fordelingsutvalget.no/Statistikk/>

[Ungdata](#) [Young data] is a standardised survey executed by [NOVA – Norwegian Social Research](#). NOVA concentrates on studies in childhood, ageing, social policy and the welfare state. All survey results are representative with an N larger than 30 000 ([Ungdata 2010-2012 – in Norwegian](#)).

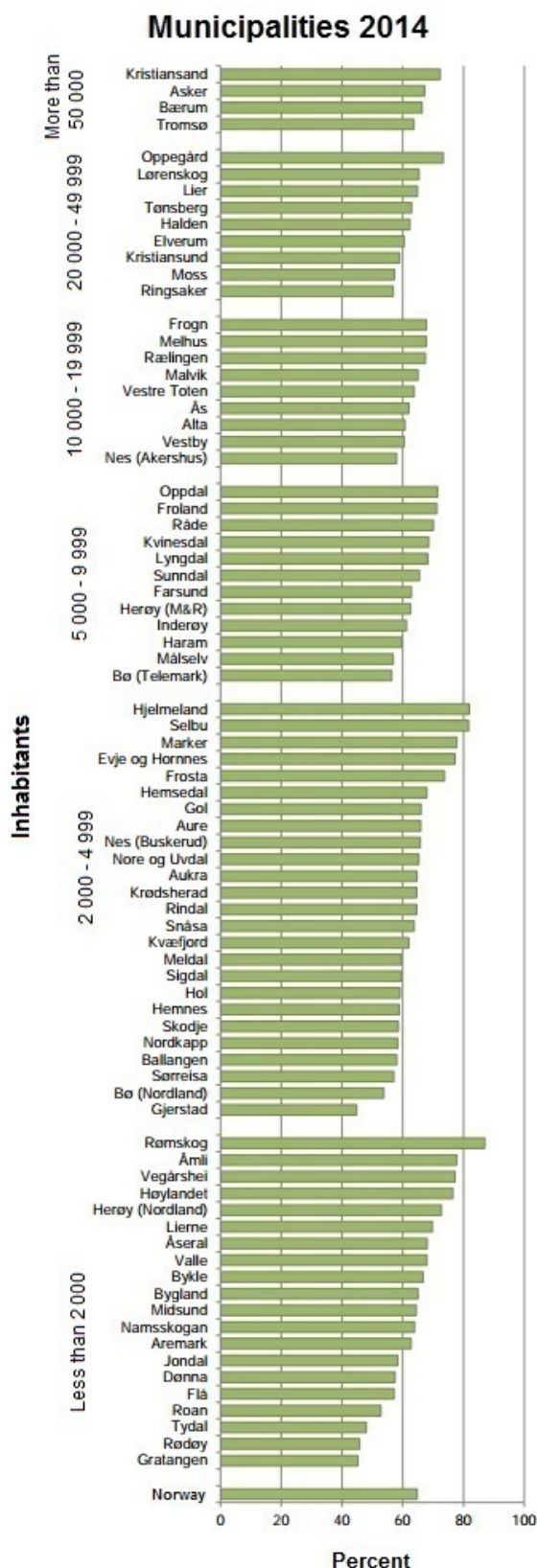
For the survey cycle (multiple cross sections) of 2010-2012, 43 452 surveys were completed at lower secondary school, and 11 590 surveys were completed at upper secondary school. The response rate varied from a little less than 50 percent, to 100 percent – with a national average of 84 percent.

Figure 2.2 Percent active in volunteer organizations by grade and gender - cross-section 2014

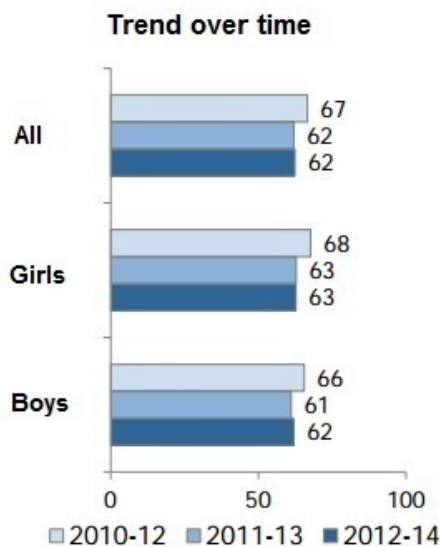
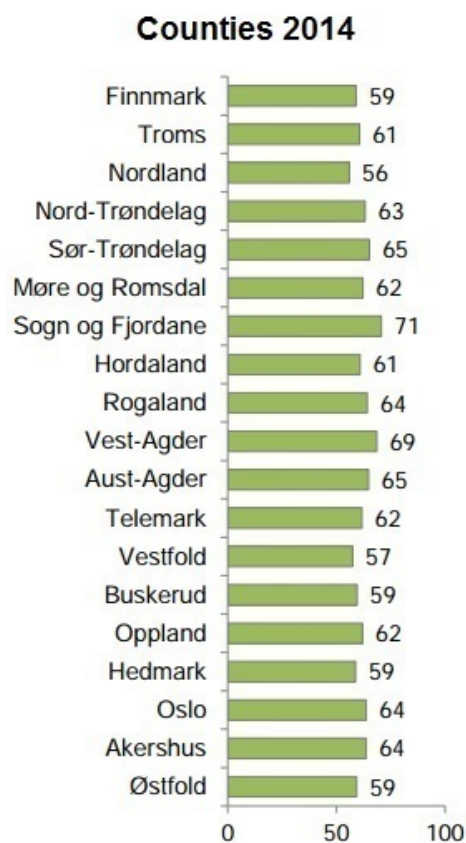


Source: Ungdata 2014 NOVA Rapport 7/15

Figure 2.3



Percent active in volunteer organizations

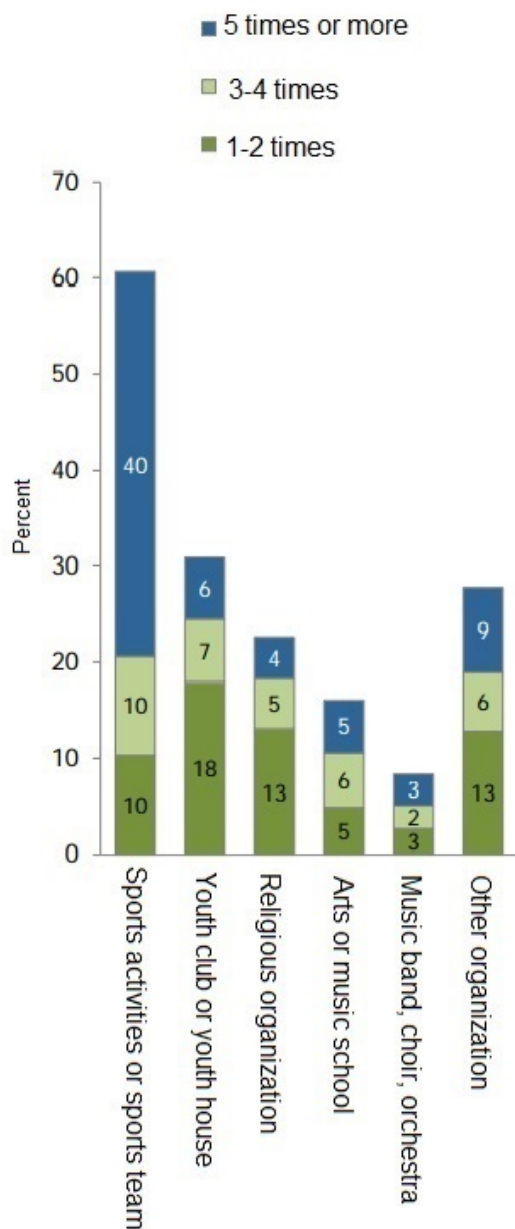


Source: Ungdata 2014 NOVA Rapport 7/15

Percent active in volunteer organizations.

Figure 2.4

How many times during the last month have you participated in activities/meetings in the following types of organizations, clubs, or groups?



Source: Ungdata 2014 NOVA Rapport 7/15

Question asked: How many times during the last month have you participated in activities/meetings in the following types of organizations, clubs, or groups?

The most recent report from Ungdata is '[NOVA Rapport 7/15](#)'

Fordelingsutvalgets statistics are [available online – in Norwegian.](#)

Current research

Current representative statistics (large N) say little about trends in minority youth involvement and participation of minority youth.

The research programme "Centre for Research on Civil Society and Voluntary Sector 2013-2017" is a collaboration between the [Institute for Social Research](#) and the [Uni Rokkan Centre](#). The research report is to be published in 2017-2018.

See segment [2.9 On-going Debates and Reforms](#).

The last report was published in 2010: '[Fra folkebevegelse til filantropi? Frivillig innsats i Norge 1997-2009](#)'.

The report showed that youth of minority background or minority membership participate about half as often (by membership) in volunteer organizations. The acquisition of good language skills and the extent of residency over time (in Norway) increase the likelihood of organizational membership and participation.

There has been several small N, qualitative research projects and publications on target groups such as immigrant/youth of Non-Norwegian ethnic origin:

1. Friberg, J.H. (2005): [Ungdom, fritid og deltakelse i det flerkulturelle Oslo](#) (FAFO).
2. Friberg, J.H. og Guatun, H. (2007): [Inkludering av etniske minoriteter i frivillige organisasjoner og fotballag for barn og ungdom i Oslo](#) (FAFO).
3. Kavli, H. C. (2007): [En felles fritid? Livet etter skoletid blant barn og unge i Oslo](#) (FAFO).
4. Øia, Tormod (2005): [Innvandrerungdom - Integrasjon og marginalisering](#). Rapport 20/05. Oslo: Nova.

The main findings are

1. 51 percent of youth of non-western origin are members of one or more organization (71 percent in the general population).
1. Half of youth of non-western origin have been prevented from participating in organizations.
2. Only 1.5 percent of girls of Pakistani origin participate in organized sports (34 percent in the general population).
1. The main reasons for not participating are
 - a) Financial reasons.
 - b) Segregation between youth of different ethnic origin – absent channels of recruitment.
 - c) More time spent with family.
2. A particularly successful arena of integration and participation, has been with soccer/football.

[The Association of NGOs in Norway](#) [Frivillighet Norge] constituted a membership survey in 2008.

Two thirds of the organizations report of no, or less than 5 percent of their members being a part of a minority (estimated from the organizations themselves – most organizations do not collect data on ethnic origin or equivalent qualities of their members).

Active inclusion of people with minority background or membership has been a topic of discussion in 71 percent of the organizations.

61 percent of the organizations have initiated measures towards increased integration of youth with minority background or membership.

The membership survey is available in Norwegian – [erfaringsrapport \(2008\)](#)

Support to young volunteers

Norway has no specific/exclusively designated support to youth volunteers, as this type of support is provided to everyone.

Norway has

1. Universal health care.
 2. Unemployment benefits and training.
 3. Mandatory and free education to the end of lower secondary school.
 4. Highly encouraged, and free education to the end of upper secondary school.
 5. Free higher education.
 6. Partially funded scholarship/partially funded state loans ([the Norwegian State Educational Loan Fund](#)) [Lånekassen] for all levels of education.
 7. Subsidised student housing (provided by local Student welfare organizations) [Studentsamskipnad].
1. A generous tradition of funding schemes and transfers to
 - a) Youth organizations.
 - b) Programmes and services at municipal level.
 - c) Interest organizations working with youth.
 1. prevention of poverty.
 2. holidays and outings for low-income families.
 3. programmes providing homework assistance [Program for leksehjelp].
 - d) Youth clubs and youth houses.

Quality Assurance (QA)

Quality assurance and control of implemented goals and outcomes happen under the responsibility of each funding scheme, again under their responsible ministry or executive agency of their respective ministry.

Each funding scheme and initiative has their own set of rules [regelverk] stating the expectation and standards of any given volunteer activity. These rules will be most often in reference to an official report or document [NOU, St. meld, Rapport] that addresses the field that the scheme or initiative is meant to alleviate or cater to.

The Ministry of Culture provides an overview of the various funding schemes (2015) [[Tilskuddsordninger for barne- og ungdomsorganisasjoner](#)], and The Ministry of Children and Equality an overview of the various Ministries' annual budgets for child and youth organization transfers (2015) [[Frivillig engasjement, kultur og idrett](#)].

When funding schemes open for application, entry qualifications may be given to

1. Membership in the volunteer registry
2. Certain organizational structures and formalized arrangements (leader, secretary, treasurer, board)
3. Budgets and accounting/reporting (documenting expenses)
4. Documenting that the applied for funding facilitated the expected activity
5. Rules regarding the right to complain, should an application be turned down
6. Deadlines for applications, and reporting
7. The scenario of audit/control, and procedures/rights connected with that

A sample of a set of funding scheme rules from the child and youth initiatives in larger towns and cities can be found through this link – in Norwegian: [[Regelverk for støtte til barne- og ungdomstiltak i større bysamfunn](#)].

The Ministry of Culture published a guide for child and youth organizations in 2014 to simplify the process of funding applications: [Veileder - Forenkling av statlige tilskuddsordninger for barne- og ungdomsorganisasjoner](#).

The Ministry of Culture of the funding and QA of the Volunteer Centrals: [Retningslinjer for frivilligsentraler/nærmiljøsentraler](#).

Main outcomes of quality assurance process

If the actor of a granted application to a grant scheme fails to report in a sufficient matter to the expected outcomes of a measure/initiative, the actor may in part or whole be asked to transfer back the initial granted funds.

Top authorities (ministries, directorates or a like) will periodically evaluate the data that is accumulated through the various grant scheme reports, and make decisions as to

1. Increase or decrease available funds.
2. Change or add the grant scheme rules and regulations.
3. Add additional efforts and measures.
4. Order additional research or evaluation where needed.
5. Discontinue grant scheme that are unsuccessful.

National Registry

Norway does have a national registry for voluntary activity after the introduction of the Act No. 88 of 29. June 2007 About the registry for voluntary activity [Lov 29. juni 2007 nr. 88 om register for frivillig virksomhet (frivillighetsregisterloven)]

The purpose of the registry is to

1. Strengthen the knowledge base of the voluntary sector in Norway.
2. Simplify the dialogue between the voluntary organizations and the government.
3. Lay the foundation for a more comprehensive and coherent volunteering policy.

Organization, foundations, or actors who receive funding from Norsk Tipping [Grasrotandelen] are obliged to register with the Public Registry for Voluntary Activity.

Organization, foundations, or actors who register with the Public Registry for Voluntary Activity may also apply for VAT deduction.

2.6 Cross-border mobility programmes

EU programmes

Erasmus+ Youth in Action and the European Voluntary Service (EVS)

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) Erasmus+ Youth in Action Unit.

The national Erasmus+ Youth in Action office facilitates youth exchange through the EVS (European Voluntary Service) [[Voluntørtjenesten](#)].

Monitoring of participation, target groups: Information is not publicly available. For detailed information, contact Bufdir and Mr. Einar Rafn GUDBRANDSSON: enar.rafn.gudbrandsson@bufdir.no.

Other Programmes

The Nordic child and youth committee [Nordisk barne- og ungdomskomiteé (NORDBUK)]

NORDBUK is the Nordic Council of Ministers' Advisory and Co-ordinating body for matters relating to children and young people.

NORDBUK's programme aims to encourage children's and young people's own organisation, influence, and participation in democratic processes, and to strengthen a Nordic identity among this cohort of our societies. Grants may be awarded to children's and young people's organisations, networks, and other groups working with children and young people at local, national, and regional levels.

Countries involved: Norway, Sweden, Denmark, Finland, Iceland, The Faroe Islands, Greenland, Åland Islands.

Monitoring of participation, target groups: Information is not publicly available. For detailed information, contact the above linked committee.

Barents Youth Coordination Office (BYCO)

The Barents Youth Cooperation Office provides counselling, information, education in project management, guidance and all kinds of support for youth groups, organizations and networks working with international youth projects in the Barents region.

BYCO provides information and guidance for youth groups, organizations and networks on:

1. National and international resources for funding of projects.
2. Education in project planning, implementation and follow-up.
3. Possible cooperation partners nationally and internationally.
4. Planned and ongoing youth projects and meetings in the Barents Region.

Countries involved: Russia, Finland, Sweden, and Norway.

Monitoring of participation, target groups: Information is not publicly available. For detailed information, contact the above linked coordination office.

Operation Day's Work (ODW) [Operasjon Dagsverk (OD)]

ODW consists of two interconnected components: the information campaign "International Week" (IW) and the ODW day. International Week usually takes place in mid-October every year when schools abandon their normal curriculum and focus on global issues like poverty, inequality and development. At the end of IW students volunteer to carry out "a day's work" and donate their salary to the ODW project.

ODW supports education projects in more than 60 countries in Asia, Africa and Latin America. ODW is the largest youth campaign in Norway with over 4000 volunteers. The annual general meeting (AGM) of the School Student Union of Norway chooses the annual ODW campaign.

Countries involved: Norway, and the country/countries receiving aid.

Monitoring of participation, target groups: Information is not publicly available. For detailed information, contact the above linked organization.

The Norwegian Peace Corp Youth [Fredskorpset – Fredskorpset Ung]

FK Youth funds more than 20 different exchange programs, including south-south exchanges. The different partners of FK are in charge of recruiting, and have the executive responsibility of participants and projects.

An exchange consists of three different parts: Preparation course, the stay abroad, and follow-up work in the participant's home countries.

Objectives of the exchange

1. Developing young leaders.
2. Increase capacity in partner organizations.
3. Each partnership is to agree on goals related to their thematic field (e.g. advocacy, health, education, entrepreneurship).

Countries involved: Norway, and the countries receiving aid.

Monitoring of participation, target groups: Information is not publicly available. For detailed information, contact the above linked organization.

For a comprehensive list of international child and youth work cooperation, go to '[Internasjonal barne-, og ungdomsarbeid](#)' [government.no – in Norwegian]

Legal framework applying to foreign volunteers

VISAs and residency permits are regulated by chapter 2 and 3 of [the Act concerning the entry of foreign nationals into the Kingdom and their presence in the realm \[The Immigration Act\]](#)

[Lov om utlendingers adgang til riket og deres opphold her \[Utlendingsloven\]](#):

1. [utlendingsloven kaptittel 2](#), og [in Norwegian]
2. [utlendingsforskriften kapittel 3](#) [in Norwegian]

Visitors from most countries outside of the Schengen region will have to apply for a VISA to work as a volunteer in Norway.

There is a conglomerate of bilateral agreements that regulate immigration with the countries outside of the Schengen region, which makes it hard to present a general list of requirements for VISAs and Residency permits. .

The Norwegian Directorate for Immigration has developed a landing page where one can enter the applicant's country to find out to which VISA she/he/they will need to take on volunteer work in Norway: <https://www.udi.no/en/want-to-apply/> (image below).

UDI

Bokmål Nynorsk English

Search Search

Front page Want to apply

Want to apply

You are going to apply to visit or live in Norway, or are applying for citizenship or an immigrant's passport.

The applicant is a citizen of
Fill in
Choose

The applicant is the person who wishes to visit or live in Norway.

Family immigration
Do you have a family member living in Norway who you want to come and live with? If so, you may be eligible for applying for family immigration for

- spouses, cohabitants and fiancés/fiancées
- children and parents
- other family members

The registration scheme for EU/EEA nationals
EU/EEA nationals are entitled to

- work
- study
- live in Norway

All EU/EEA nationals who are to stay in Norway for more than three months must register.

Visit and holiday
If you are going to stay in Norway for less than 90 days, you must apply for a visitor's visa.

Work immigration
If you wish to work in Norway, for example as a skilled worker or a seasonal worker, you need a residence permit.

UDI landing page application

The same landing page can be utilized to find out when it will be required to obtain a residency permit, with information of the documentation required on the applicant's status.

2.7 Raising awareness about youth volunteering opportunities

Information providers

As there is no one singular public authority responsible for volunteering, there is neither one singular public authority for the information provided on volunteering opportunities and programmes/partners/organizations.

The two ministries with the most linked to or supported volunteer partners and organizations are:

1. The Ministry of Culture – and executive agencies
2. The ministry of Children, Equality, and Social Inclusion – and executive agencies

For more on the various funding schemes under Norway's ministries, see section [2.2 Administration and Governance of Youth Volunteering](#).

The Association of Non-Governmental Organizations in Norway [Frivillighet Norge]

The Association of NGOs in Norway [Frivillighet Norge] is an umbrella organization for the voluntary sector in Norway, founded in September 2005. The mission of the Association is to coordinate the voluntary sector's dialogue with the authorities on issues that are common to the voluntary sector, and to voice the voluntary sector's opinions to the public and the authorities. Another important task is to produce information and give advice to the member organizations.

The Association of NGOs in Norway consists of more than [280 member organizations \[in Norwegian\]](#), including all sectors of society (organizations for children, youth and adults, sports, culture, humanitarian work, religious congregations, music, theatre, etc).

The Association of NGOs in Norway is a member of [ENNA \(The European Network of National Civil Society Associations\)](#) and [CIVICUS \(World Alliance for Citizen Participation\)](#).

Go to the Association's website to learn more about the Frivillig Norge's [Voluntary sector policy platform \(2015-2019\)](#) [in English].

The volunteer web portal www.frivillig.no. The website is made possible by the cooperation between Oslo Municipality and The Association of Non-Governmental Organizations in Norway. The site and staff costs are funded by The Ministry of Culture.

It is possible to search search for local volunteering organizations, initiatives, or general volunteering opportunities/programs, by

1. By location – and/or
2. By topic/sector
3. General search words

233 volunteer organizations are connected to www.frivillig.no, as well as the local coordinating volunteer centres (see below)

Frikanalen – a TV channel about volunteering

Frikanalen (The Free Channel) is owned by more than 60 different non-profit organizations in Norway.

Frikanalen is an "open channel", which means that everyone - organization or individuals – has access to air their programs on the channel. The air time is divided into ten categories (ex. Culture, Sport, Youth, Religion etc.) and is organized with equal

transmission time for each category. The channel is financed by support from the Department of Culture and membership fees.

The Norwegian Children and Youth Council [Landsrådet for Noregs barne- og ungdomsorganisasjoner (LNU)] is an umbrella organisation representing just under one hundred Norwegian children and youth organisations.

The Norwegian Children and Youth Council's main goals are to [[om LNU – in Norwegian](#)]:

1. assists and offers expertise to their membership organizations
2. be an important actor in lobbying for the interest of youth and children
3. be a 'go to' consultant from the government in the processing of new laws and initiatives
4. distribute grants by applicant basis [[støtteordninger](#)]
5. co-operator with the county youth councils [[BUR-samarbeidet](#)]
6. organise the annual children and youth parliament ([Barne- og ungdomstinget, BUT](#))

The coordinating centres for volunteering [Frivillighetsentralene]

Regional and local centres that work as coordinating agents for local volunteer organizations, and actors/individuals. There are 419 coordinating centres for volunteering in Norway. Each region/county has its own network leader.

The coordinating centers for volunteering has a central landing page where youth may search for a local volunteer center where she/he/they live.

The coordinating centres for volunteering [[frivilligsentral.no](#)] is a common platform where all the volunteer centrals are registered, but some local coordinating centers have their own volunteer resource webpages as well, either through their municipal websites, or the voluntary organizations they are administered by.

Here an example from the mid-sized city of Sandnes: <http://sandnes.frivilligsentral.no/> [in Norwegian]



frivilligsentralen.no

The coordinating centres for volunteering also has their own web TV channel: www.frivilligwebtv.no

Erasmus+: Youth in Action

Youth in Action is called Aktiv Ungdom in Norwegian. The Directorate for Children, Youth and Family Affairs is the Norwegian National Agency for Youth in Action, whereas the education, training and sports sections of Erasmus+ is administrated by the Norwegian Centre for International Cooperation in Education (see below).

Erasmus+ is the EU Programme in the field of education, training, youth and sports, running from 2014 until 2020. Youth in Action is the part of Erasmus+ relating to youth and non-formal learning.

Erasmus+ offers a wide range of action types, organised in 3 Key Actions: Mobility, Partnerships and Policy. Within Youth in Action, Norwegian youth can apply for:

1. Mobility: European Voluntary Service, Youth Exchanges, Mobility for Youth Workers
2. Partnerships: Strategic Partnerships, Transnational Youth Initiatives
3. Policy: Meetings between young people and decision-makers in the field of youth.

Aktiv Ungdom also organizes several workshops and courses for youth workers.

Aktiv Ungdom has a webpage where youth can read about volunteering, find links to partners and projects, and apply for funding to their projects.

Aktiv Ungdom has a budget of 3 029 260 € available to Norwegian youth applicants in 2016.

Ungdom og fritid 'the national youth club association': a non-profit organisation which organizes over 600 youth clubs nationwide.

The organization arranges seminars and courses within the field of youth work - both for young people as well as for professionals and volunteers.

Ungdom & Fritid also aims to produce relevant literature and to coordinate and upgrade education for professional youth workers in order to increase both the quality and the status of their profession. As members of our organisation, the youth clubs can also obtain information, campaign material and activity equipment at low costs.

Key initiatives

Norway has not had a national information campaign for volunteering since year 2000.

Each funding scheme, programme, and/or organization have regular/annual campaigns to recruit new members/ participants for volunteering - directly through activities, or indirectly through funds.

The same principle applies for disseminating information through brochures, webpages, courses and seminars – most if not all campaigns are run by dedicated organizations and information offices (like the ones described in [2.7 Raising Awareness about Youth Volunteering Opportunities](#)).

2.8 Skills recognition

Policy Framework

Norway has no policy framework or official document in the national system (e.g. parliament's bill, government's decree, or framework law) that defines and regulates the transferability and recognition of skills and competencies acquired through volunteering.

Existing arrangements

Recognition of voluntary activities is closely linked to the recognition of the work of non-governmental organisations. The fact that financial support is given by local, regional and national government to non-governmental youth organisations indicates that voluntary activities are recognised by government at all levels.

Norway participates in both Youthpass and Europass. Beyond this, Norway has no other arrangements or mechanisms contributing to the formal recognition of voluntary activity.

Neither Europass or the Youthpass has been evaluated in Norway, which makes it difficult to report on the effect of the two measures.

For detailed information on Youthpass, contact Bufdir and Mr. Einar Rafn GUDBRANDSSON: ainar.rafn.gudbrandsson@bufdir.no, or Ms. Gry NESSE: gry.nesse@bufdir.no.

For detailed information on Europass, contact the Norwegian Centre for International Cooperation in Education (SIU) at europass@siu.no.

More information on

1. [Erasmus + Youth in Action: YouthPass](#) in Norway [in Norwegian].
2. [The Norwegian Centre for International Cooperation in Education \(SIU\): EuroPass](#) [in Norwegian].

Info sheets from the European Commission on:

1. [YouthPass for youth](#).
2. [YouthPass for youth workers](#).

2.9 Current debates and reforms

New and emerging policy developments are expected to come following the conclusion of an ongoing research programme ordered by Government Solberg (2013-2017).

Two foundational reports on youth volunteering have identified the need for, given recommendations to undertake more research on the volunteer sector.

The reports are:

1. Official Norwegian Report 2006: 13 Meaningful leisure time – government policy and support of child and youth voluntary organizations
2. Report No. 39 to Storting (2006-2007) Volunteerism for all.

The Norwegian government hopes the current research undertaken will help to inform new policies that can:

1. counteract the general decline in civic engagement and participation through volunteering organizations and initiatives,
2. help understand why less citizens engage in volunteering,
3. find new ways of engaging and initiating volunteering, informed by research evidence and good practices.

On-going research

The following segment will list the research projects under the research programme "Centre for Research on Civil Society and Voluntary Sector 2013-2017":

1. [Interaction between civil society and other social actors \(governance\)](#)
2. [New forms of collective action](#)
3. [Funding and framework conditions](#)
4. [Volunteering and integration](#)
5. [Youth participation in civil society and political life: Continuity or change?](#)

The research programme "Centre for Research on Civil Society and Voluntary Sector 2013-2017" [["Frivillig innsats og motivasjon i Norge og Skandinavia"](#)] is a collaboration between the Institute for Social Research and the Uni Rokkan Centre.

The main goals of the research project are to

1. Manage and implement a research programme during the period from 2013 through 2017, based on collaboration between several research communities.
2. Promote an academically rigorous research environment by researchers from different disciplines and institutions with research experience that covers the main research themes of the program.
3. Create a solid and research-oriented knowledge base for developing policy.
4. Focus on dissemination and communication, scientific publishing and dissemination through knowledge bases and meeting places.
5. Facilitate the inclusion of the research projects that are announced during the programme period into the research collaboration.
6. Help in other areas belonging to, or naturally arising from, the abovementioned points.

The programme has three key research areas:

[Participation](#)

[Transitional processes](#)

[Financing and framework conditions](#)

The research programme is implemented by a work programme consisting of concrete projects and work tasks.

[Read more about the Centre's projects here.](#)

The research programme "Centre for Research on Civil Society and Voluntary Sector 2013-2017" has five sub-projects:

- a) [Interaction between civil society and other social actors \(governance\)](#)
- b) [New forms of collective action](#)
- c) [Funding and framework conditions](#)
- d) [Volunteering and integration](#)
- e) [Youth participation in civil society and political life: Continuity or change?](#)

(i) [Interaction between civil society and other social actors \(governance\)](#)

Project No: 10023.2

Period: 2014 - 2017

Funding source: [The Ministry of Culture, the Ministry of Children and Equality, the Ministry of Health and Care Services, and The Ministry of Labour and Social Affairs.](#)

This subproject will shed light on two questions:

1. First, the examination of new forms of collaboration between the voluntary sector and other actors.
2. Second, the examination of what types of significance new forms of interaction have for the different players involved.

The answer to these questions is sought within the realm of two subprojects:

1. Interaction between the voluntary sector and the public sector.
2. Interaction between voluntary sector and the private sector.

The projects will mainly be carried out as case studies with a collection of qualitative data and document analysis, and as comparisons on a local, national and international level.

[\(ii\) New forms of collective action](#)

Project No: 10023.4

Period: 2014 - 2017

Funding source: [The Ministry of Culture](#), [the Ministry of Children and Equality](#), [the Ministry of Health and Care Services](#), and [The Ministry of Labour and Social Affairs](#).

The various forms of mobilisation and participation within civil society are changing. While the relationship between voluntary organisations and their members change, new forms of participation emerge alongside the established structures.

This project highlights the extent and significance of such new forms of collective action, along with how new forms of mobilisation and organisation affect civil society as an arena of engagement, expression and community.

The project will focus particularly on three types of change processes and the new types of participation and organisation that accompany them:

1. Digitalisation and the growth of social media.
2. The growth of new local forms of organising.
3. The growth of a multicultural, transnational civil society.

[\(iii\) Funding and framework conditions](#)

Project No: 10023.5

Period: 2016 - 2017

Funding source: [The Ministry of Culture](#), [the Ministry of Children and Equality](#), [the Ministry of Health and Care Services](#), and [The Ministry of Labour and Social Affairs](#).

Publications:

[Giving in Norway](#)

Considerable and rapid changes in the sources of income of voluntary organisations are taking place. It may be sufficient to mention the disappearance of gambling machine income, a gradual escalation toward full VAT compensation, national lotteries that are outcompeted by Norwegian Tipping and increased income from gifts and sponsorships in several categories of organisations.

In many instances, such changes may affect different organisations such that they reinforce each other or weaken each other. Also, in many cases, such changes have incentive effects that result in the organisations adapting in a more or less desirable direction.

The question to be answered in this study is how small, medium and large organisations in various categories are affected by changes in sources of income and framework conditions.

The project will consist of a completion and analysis of a separate economic survey to be able to say something more specific about how small, medium and large organisations are affected by changes in sources of income and framework conditions.

The accounting figures are supplemented with interviews about income changes with directors or financial managers in organisations that exemplify the development of organisations of different sizes and within different categories.

[\(iv\) Volunteering and integration](#)

Project No: 10023.10

Period: 2014 - 2016

Funding source: [The Ministry of Culture](#), [the Ministry of Children and Equality](#), [the Ministry of Health and Care Services](#), and [The Ministry of Labour and Social Affairs](#).

By providing meeting places, voluntary associations can have an important function for the possibilities of ethnic minorities to build social networks and learn about the Norwegian culture and democratic system.

In the report *Ethnic minorities and voluntary organisations*, Eimhjellen and Seggaard (2010) analysed data about people of non-western backgrounds and compared it to the general Norwegian population in relation to attitudes towards- and participation in- voluntary work.

The study showed that people with non-western background are less represented in voluntary work and as members in voluntary associations. And the more formal the connection to the associations is, the less people of non-western background is represented.

Five years later (2015), this project will carry out a similar study to get new and updated knowledge about people with migration background and their participation in the voluntary sector- both the general and the more migrant specific volunteering. Since the study was carried out in 2009, the migration to Norway from western countries, especially from Eastern Europe, has increased considerably.

This is why this project will have a particular focus on people with background from the Western world. This is a category that is well included in the Norwegian labor market, but we have little knowledge of their relation to the voluntary sector.

The project will be carried out as a survey among people with western and non-western migrant backgrounds about their relation to the voluntary sector in Norway. In this way the project will look for

1. possible changes in participation patterns between 2009 and 2014,
2. what types of organisations they participate in,
3. how factors such as residence time, gender and language knowledge varies with participation, and
4. if migrants specific land background has any significance in terms of patterns of participation.

(v) [Youth participation in civil society and political life: Continuity or change?](#)

Project No: 10023.11

Period: 2014 - 2016

Funding source: [The Ministry of Culture](#), [the Ministry of Children and Equality](#), [the Ministry of Health and Care Services](#), and [The Ministry of Labour and Social Affairs](#).

The study of patterns of political and civil participation amongst youth is considered a key to understanding the evolution of democratic societies (Hooghe 2014).

Youth are in a paradoxical situation as both *challengers* of contemporary institutions on the one hand, and as a future *protector* of the same institutions on the other. This is why youth studies can contribute to the possibility of inciting what societal changes we can expect in years to come.

The overarching goal of this project is to present the big picture of Norwegian youth participation in civil society and political life. The project will shed light on three questions:

1. Over time, are patterns of youth participation characterized by continuity or change?
2. What significance does new technology and social media have for the creation of new forms of collective action, participation and political inclusion/exclusion?

3. How do younger generations deal with “new” and “old” forms of collective participation/action?

The answer to these questions is sought within the realm of four subprojects:

1. Changes in patterns of youth participation.
2. The non-participant youth: Individual and contextual mechanisms of absence.
3. Organizational participation and political engagement.
4. New social media and youth civic engagement.

The project will make use of different types of data and methods, such as surveys and time series.

3. Employment & Entrepreneurship

Introduction

Norway has a generally low unemployment rate, and is among the European countries least affected by the recent global financial crisis and did not face a fiscal crisis similar to other European countries in the 2000s. Norway is none the less vulnerable to fluctuating oil prices, and has seen a recent increase in unemployment rates among young professionals in the petroleum industry post-2015 (see [3.1 General context](#)).

Norway does not have a youth-specific labour market policy.

Special target groups are however prioritized in accordance with economic trends and the situation in the labour market. These may be:

1. Youth.
2. Immigrants.
3. People with reduced capacities for work.
4. Long term unemployed.

See more on [3.6 Integration of Young People in the Labour Market](#).

3.1 General context

Labour market situation in the country

Distinctive aspects of the labour market in Norway

a) The role of government regulation in the Norwegian labour market

The Norwegian government has a strong regulating role in the labour market. Norway ranks on top of the western democracies in terms of corporate and union involvement of politics, meaning the labour unions have a very strong bargaining power comparatively to other countries. This is generally in line with the Nordic social corporatism/social democratic corporatism model ([Rosser & Rosser, 2003](#)).

b) Core regulation of the Norwegian labour market

The formal regulation of labour market relations in Norway are two-fold: by law, and by collective wage agreements.

1. Laws, statutes, and policies by parliament [Storting], implemented and regulated by executive agencies and offices ([See 3.2 Administration and Governance](#)).
2. Collective Wage Agreement, and Basic Agreements for the Civil Service, negotiated between trade unions and employer organizations.

Laws, statutes, and policies by parliament apply to all employee-employer relationships, while collective wage and basic agreements apply to profession-specific employee-employer relationships.

For a more extensive report on labour relations in Norway, see [Fafu-report 2013:09 by Løken, Stokke, & Nergaard \(in English\)](#).

Basic Agreements for the Civil Service ("Hovedavtalen" and "Hovedtariffavtalen")

1. [Basic Agreement for the Civil Service](#) (valid 2006-2008). ["Hovedavtalen i staten"]. A newer agreements have not been translated into English.
2. [Basic Collective Agreement for the Civil Service](#) ("Hovedtariffavtalen i staten") (valid 2006-2008). A newer agreements have not been translated into English.

Collective Wage Agreement Negotiations and Mediations

The process of collective wage agreement negotiations and mediations have several stages and outcomes. [The National Mediator's Office](#) has published a document in English that describes these processes and outcomes more in depth: [Common Words and Terms in Collective Wage Agreement Negotiations and Mediations \(pdf\)](#).

Example: Inclusive Working Life: The 'IA Agreement'

As an example, one of the major agreements the Government and the employer/employee organisations have agreed on, is an extensive economic stimulus package to reduce sick leave and a new and more goal-oriented IA agreement ("Inkluderende arbeidsliv" or inclusive working life): For more on the IA agreement, go to: [Letter of Intent regarding a more inclusive working life](#) (1 March 2010 – 31 December 2013).

Main trends in the Norwegian labour market – 2000 to current.

Norway has a generally low unemployment rate (See figure 3.1).

A total of 79.1% of all people between 15 and 64 years are in the work-force (2015), which is a high percentage compared with other countries.

This is because of a high employment rate among women: 81.3% of men and 76.7% of women are in the work force. Unemployment numbers are fairly low; 2.9% of the work-force was unemployed (net unemployment) in 2015, while 7.9% had temporary jobs ([Eurostat/Statistics Norway](#)).

The Norwegian welfare state is also among the most comprehensive and universal in the world. Norway is among the countries least affected by the recent global financial crisis and did not face a fiscal crisis similar to other European countries in the 2000s.

Norway has had three distinct peaks of unemployment since 2000 (see figure 3.1 – net unemployment):

1. 3,9% in 2003/2004.
2. 2,9% in 2010.
3. 2,9% in 2015 (3,4% as of July 2016).

It is estimated that the unemployment rate will increase slightly at the end of 2016 due to low oil prices, and the decrease again somewhat in 2017 ([NAV – Arbeid og velferd: 1. 2016](#)). Norway is a significant oil and gas producing country in a global context. The Norwegian currency (Krone - NOK) is largely dependent on oil prices.

Unemployment

(percent), by age, time, and statistical variable

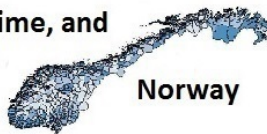
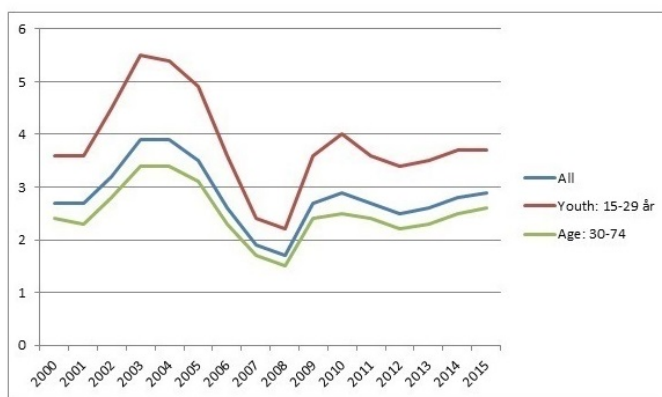


Table 3.1

	2000	2001	2002	2003	2004	2005	2006	2007
All	2,7	2,7	3,2	3,9	3,9	3,5	2,6	1,9
Youth, age 15-29	3,6	3,6	4,5	5,5	5,4	4,9	3,6	2,4
Age: 30-74	2,4	2,3	2,8	3,4	3,4	3,1	2,3	1,7
	2008	2009	2010	2011	2012	2013	2014	2015
All	1,7	2,7	2,9	2,7	2,5	2,6	2,8	2,9
Youth, age 15-29	2,2	3,6	4	3,6	3,4	3,5	3,7	3,7
Age: 30-74	1,5	2,4	2,5	2,4	2,2	2,3	2,5	2,6

Source: ssb.no

Figure 3.1



Source: ssb.no

Note: Norway has two official measurements on unemployment (See figure 3.6). The first is measured by the Norwegian Labour and Welfare Administration, which are the real numbers of registered unemployed workers (net and gross unemployment). Yet, not everyone get recorded by the official registers, for the most part because they choose not to seek help, or choose just not to register.

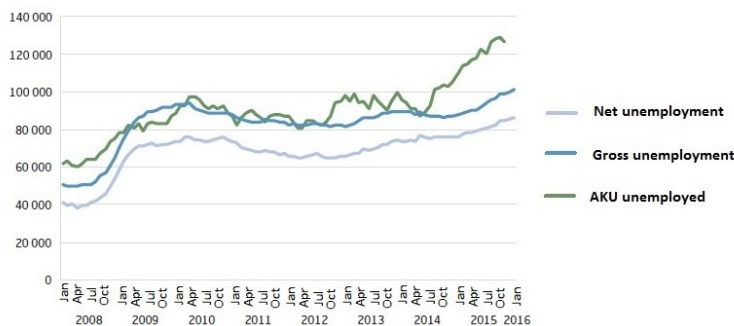
Figure 3.6

Two measures on unemployment in Norway:
 The Norwegian Labour and Welfare Administration (NAV)
 Statistics Norway (SSB) and the Labour Force Survey (AKU)

Timeseries of

- registered unemployed (net unemployment)
- sum of registered unemployed and job seekers on labour market schemes (gross unemployment)
- unemployed registered by Statistics Norway's (SSB) Labour Force Survey (Arbeidskraftundersøkelse) (AKU)

Seasonally adjusted numbers.



Source: SSB & NAV

Statistics Norway (Statistisk Sentralbyrå - SSB) runs an annual survey – the Labour Force Survey, whether the respondents are currently working or not. The survey data is always higher than the figures showing net unemployment by NAV, but that is not always the case with gross unemployment, as the respondents self-select and report.

Youth employment: main recent trends, and major challenges

Youth unemployment (age 15-29) is on average about 1 percent higher than the remaining work force, throughout the period between year 2000 and 2016. There were two peaks, one in 2003 and one after the financial crisis in 2008. A third increase is now happening with the petroleum industry crisis. Employment among youth between 15 and 24 dropped by 22 000 from 2015 to 2016, but the majority of this drop is being recorded in an increase of youth in training or in higher education ([Labour Force Survey Statistics Norway 2016](#)).

NAV releases monthly numbers documenting this development, whereas the Labour Force Survey from Statistics Norway is published on a quarterly basis.

Youth unemployment

(percent), by age, time, and statistical variable

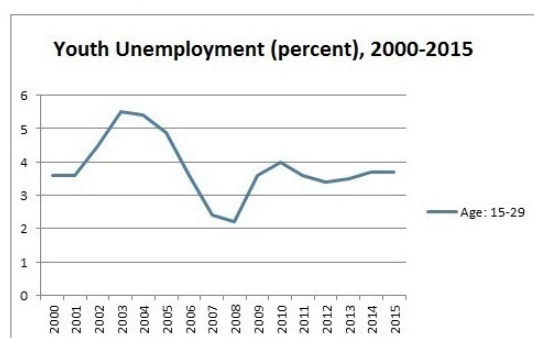


Table 3.3

	2000	2001	2002	2003	2004	2005	2006	2007
Age: 15-29	3,6	3,6	4,5	5,5	5,4	4,9	3,6	2,4
	2008	2009	2010	2011	2012	2013	2014	2015
Age: 15-29	2,2	3,6	4	3,6	3,4	3,5	3,7	3,7

Source: ssb.no

Figure 3.8



Source: ssb.no

Table 3.4 Unemployment by age. Timeseries by month 2016
January - May 2016

	January	February	March	April	May	Mean
All	3,4	3,3	3,2	3,1	2,9	3,2
15-19	1,6	1,5	1,5	1,3	1,2	1,4
20-24	4,9	4,7	4,6	4,3	3,8	4,5
25-29	5,0	4,9	4,7	4,4	4,2	4,6
(15-29)	3,8	3,7	3,6	3,3	3,0	3,5
30-39	4,3	4,2	4,2	4,0	3,8	4,1
40-49	3,0	2,9	2,8	2,7	2,6	2,8
50-59	2,4	2,3	2,3	2,2	2,1	2,3
60 and over	2,0	2,0	2,0	1,9	1,9	2,0

Source: nav.no

Definitions and concepts

Norway does not have a specific national definition, conceptualisation, or specific terminology related to youth employment and entrepreneurship.

See also: Friedrich Ebert Stiftung's Youth, Education and Labour Market in the Nordic Countries Similar But Not the Same, by [Olofsson and Wadensjö \(2012\)](#).

3.2 Administration and Governance

Governance

The main governance approach to youth employment and entrepreneurship.

Individual ministerial responsibility is a core principle within the Norwegian system, with vertical coordination as a rule, and cross-sectoral coordination made on case-by-case basis. The minister bears the ultimate responsibility for actions within that ministry, including those of subordinate agencies.

The main actor of youth employment and entrepreneurship (see below) is [the Ministry of Labour and Social Affairs](#) and the executive agencies of the Directorate for Labour and Welfare, and [The Norwegian Labour and Welfare Administration \(NAV\)](#).

Strong sectoral ministries and vertical coordination leads to a corresponding weaker horizontal coordination between policy areas.

Specialisation by purpose is a dominant principle, which making it difficult to establish coordinative arrangements across sectors. Yet efforts in the employment sectors has recently been in focus by the Norwegian government. See segment on '[The 0-24 cooperation project for vulnerable children and youth](#)'.

Another central feature of the Norwegian polity is the principle of local self-government. Local democracy and authority is a relatively strong value. Since the NAV-reform of 2006, the principles of sectoral ministerial rule, and local governance have been applied to the co-ownership, and co-organization of the local NAV-offices ([Læg Reid&Rykkja, 2013](#)).

Main actors

This segment describes the actors involved in the policy making of youth employment and entrepreneurship in Norway.

1. [Main public actors](#).
2. [Other public actors](#).
3. [Main non-public actors](#).
 - a) [Trade Unions](#).
 - b) [Employers' organisations](#).
 - c) [Formal education sector](#).
 - d) [Representatives of young people](#).

Main public actors

The Ministry of Labour and Social Affairs has the overriding responsibility for:

1. Labour market policy.
2. Working environment and safety policy.
3. Pensions policy.
4. Welfare and social policy.

The ministry is the main top-level governmental authority responsible for youth employment and entrepreneurship.

The Directorate for Labour and Welfare [[Arbeids- og velferdsdirektoratet](#)]

The Directorate of Labour and Welfare is the central government agency/directorate for NAV under the Ministry of Labour and Welfare. The directorate works on all of the Norwegian Labour and Welfare Service Administration's (NAV) policy areas, and runs nationwide support functions for NAV.

The Norwegian Labour and Welfare Administration (NAV) [Arbeids- og velferdsforvaltningen (NAV)]

NAV is divided into two organisational lines: the county line and the special units. The county line includes 19 county offices, 457 local NAV offices, the NAV Administration and other specialised county units (NAV Forvaltning, NAV Arbeidslivssenter/Workplace Support Centre, NAV Arbeidsrådgivning/ Employment Counseling (all with leaders at county level)). The special-units line includes 57 special units organised in 6 general areas, each with a head of section.

The NAV offices are a joint venture between the state-run Labour and Welfare Administration and the municipality's social services.

NAV aims to help more people find employment or other meaningful activity.

NAV also provides financial security to individuals through arrangements such as

1. Unemployment benefits.
2. Family allowances.
3. Cash benefits.
4. Sickness benefits.
5. Pensions.

See also report to the European Commission - European Research Area: [Coordinating Norwegian Welfare: The NAV Reform](#), by [Læg Reid and Rykkja, 2013](#) (University of Bergen, and [COCOPS](#))

More information on evaluation and research done by participants in the official NAV Evaluation Programme are available at the NAV Evaluation Programme official website: <http://rokkan.uni.no/nav/> [in Norwegian] [with English project description](#) of the NAV Evaluation Programme.

Other public actors

1. [The Ministry of Education and Research](#)
2. [The Norwegian Directorate for Education and Training \(Udir\)](#)
3. [Skills Norway](#)
4. [The Norwegian National Service for Special Needs Education \(Statped\)](#)
5. [The Ministry of Justice and Public Security](#)
6. [The Norwegian Directorate of Integration and Diversity \(IMDi\)](#)
7. [The Ministry of Children and Equality](#)
8. [The Norwegian Directorate of Children, Youth and Family Affairs](#)

The Ministry of Education and Research [Kunnskapsdepartementet]

Ministry of Education and Research is responsible for

1. Primary and secondary school.
2. Upper secondary and tertiary vocational education.
3. Higher education sectors.
4. Kindergartens.
5. Cultural schools.
6. Vocational education and training.
7. Adult learning.

The Ministry is also responsible for research.

The Norwegian Directorate for Education and Training (Udir) [Utdanningsdirektoratet (Udir)]

The Norwegian Directorate for Education and Training is responsible for the development of kindergarten and primary and secondary education. The Directorate is the executive agency for the Ministry of Education and Research.

See also the directorate's role in providing:

1. [Skills forecasting analyses](#).
2. [Career guidance](#).

Skills Norway (previously Norwegian Agency for Lifelong Learning (VOX) [Kompetanse Norge - tidligere Nasjonal fagorgan for kompetansepolitikk (VOX)]

Skills Norway is the Norwegian Agency for Lifelong Learning, and is an executive agency under the Norwegian Ministry of Education and Research.

Skills Norway's main goal is to contribute to

1. Supporting active citizenship.
2. Improving employability.
3. Increasing participation in education.

Skills Norway promotes access and participation in formal, non-formal and informal adult education through research, basic skills, integration, career guidance and programmes and subsidies.

The agency is also involved in international cooperation:

1. The current national coordinator for the European Agenda for adult learning
2. Acts as the secretariat for
 - a) The national council for tertiary vocational education ([Nasjonalt fagskoleråd](#)).
 - b) [The Nordic Network for Adult Learning](#) (Nordisk Nätverk för Vuxnas Lärande, NVL).

The Norwegian National Service for Special Needs Education (Statped) [Statlig spesialpedagogisk tjeneste (Statped)]

Statped is a national service for special needs education made up of four regions and a main office located in Oslo. Statped is managed by The Norwegian Directorate for Education and Training, which is the executive agency for the Ministry of Education and Research.

Statped has six defined core areas:

1. Acquired Brain Injury.
2. Complex Learning Disabilities.
3. Deaf-blindness / Dual Visual and Hearing Impairment.
4. Hearing Impairment.
5. Speech and Language Impairment.
6. Visual Impairment.

Statped helps through its expertise to facilitate an active participation of children, youth and adults in education, training, and the work place.

The Ministry of Justice and Public Security [Justis- og beredskapsdepartementet]

The Minister of Immigration and Integration is responsible for the Government's asylum, immigration and integration policy – with particular relevance to integration of the labour market.

The Norwegian Directorate of Integration and Diversity (IMDi) [Integrerings- og mangfoldsdepartementet (IMDi)]

One of IMDi's main goals is to contribute to greater equality in living conditions through work, integration and participation.

The Ministry of Children and Equality [Barne- og likestillingsdepartementet]

The Ministry has the overall responsibility for children welfare services, family affairs, childhood development, anti-discrimination, equality and consumer affairs.

The Norwegian Directorate of Children, Youth and Family Affairs [Barne-, ungdoms og familidirektoratet (Bufdir)]

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) is responsible for services relating to: child welfare, family counselling, adoption, violence in close relationships, equality and non-discrimination.

In addition to being a competence centre for child welfare and family counselling, Bufdir is also responsible for the management and operation of state-funded child welfare and family counselling services, and operates care centres for unaccompanied asylum-seekers under the age of 15.

Bufdir is not directly involved in policy making concerning youth employment and entrepreneurship, but works cross-sectoral with [The Norwegian Labour and Welfare Administration \(NAV\)](#) and [The Norwegian Directorate for Education and Training](#) to assure equal and non-discriminatory access to the labour market. Bufdir also assists where particular welfare assistance and support is required to increase the access and success of lasting labour market involvement of youth. See also [the 0-24 Cooperation Project](#).

Main non-public actors

1. Trade Unions

1. [The Norwegian Confederation of Trade Unions \(LO\)](#)
2. [The Confederation of Vocational Unions \(YS\)](#)
3. [The Confederation of Unions for Professionals \(Unio\)](#)
4. [The Federation of Norwegian Professional Associations \(Akademikerne\)](#)
5. [Independent unions](#)

1. Employers' organisations

1. [Confederation of Norwegian Enterprise \(NHO\)](#)
2. [Virke, the Enterprise Federation of Norway](#)
3. [Spekter](#)
4. [The Government administration](#)
5. [The Norwegian Association of Local and Regional Authorities \(KS\)](#)
6. [Other organizations](#)

1. Formal education sector

1. [The Norwegian Association of Higher Education Institutions \(UHR\)](#)
2. [NPH - The Norwegian Network for Private Higher Education Institutions](#)

1. Representatives of young people

1. [The Norwegian Children and Youth Council \(LNU\)](#)
2. [The National Union of Students in Norway](#)
3. [School Student Union of Norway](#)
4. [Organization for Norwegian Vocational Students](#)
5. [Young Disabled](#)

1) Trade Unions

The Norwegian Confederation of Trade Unions (LO) [[Landsorganisasjonen i Norge](#)]

The Norwegian Confederation of Trade Unions (LO) is the largest and most influential workers' organisation in Norway. LO has over 900 000 members affiliated to the 24 national unions.

LO have regional offices all over Norway, and at the Trade Union House (ITUH) in Brussels, Belgium.

[LO Ung \[in Norwegian\]](#) – a sub-division particularly catering to the members that are under the age of 30. LO Ung arranges campaigns, conferences, and information and support of particular interest to youth.

The Confederation of Vocational Unions (YS) [[YS - Yrkesorganisasjonenes Sentralforbund](#)]

The Confederation of Vocational Unions (YS) is a politically independent umbrella organization for employees. YS were formed on 17 January 1977 and consists of 18 trade unions with a total membership of over 220.000 (as of January 2015).

YS is sub-divided by sector: YS Municipal, YS State, YS Spekter, YS Finance, and YS Private.

[YS Ung \[in Norwegian\]](#) – a sub-division particularly catering to the members that are under the age of 30. YS Ung arranges campaigns, conferences, and information and support of particular interest to youth.

The Confederation of Unions for Professionals ([Unio – in Norwegian](#))

Unio was founded in December 2001. With a confederation of 12 member unions with a total of 317,608 members, it is Norway's second largest confederation of unions. Its members are almost exclusively employed in the public sector.

Unio has a separate divisions for students ([UNIO-studentene – in Norwegian](#))

The Federation of Norwegian Professional Associations ([Akademikerne – in Norwegian](#))

The Federation of Norwegian Professional Associations was founded in 1997, and is a confederation of professional organisations whose members have an extensive academic education. Professions include lawyers, engineers, psychologists, doctors, veterinary surgeons, social scientists, architects, business school graduates, economists, dentists and agronomists.

The Federation of Norwegian Professional Associations has a separate membership category for students in training/in school.

Independent unions

In addition to the national unions affiliated with the four confederations, there are approximately 20 independent national unions. Most of these are fairly small and specialised, the largest and most important being the Norwegian Society of Engineers and Technologists ([NITO – Norges største organisasjon for ingeniører og teknologer](#)) with 80,000 members as of December 2015.

2) Employers' organisations

Confederation of Norwegian Enterprise ([Næringslivets Hovedorganisasjon - NHO](#))

The Confederation of Norwegian Enterprise (Næringslivets Hovedorganisasjon - NHO) is the only confederation in the private sector in Norway.

NHO and its federations combine the role of an employers' association with that of a business and industrial interest organisation. Although the federations negotiate separately with their counterparts, NHO exerts a strong central authority over the federations regarding bargaining and the conclusion of collective agreements with LO and YS unions, and is party to all their collective agreements.

The primary objective of NHO is to simplify the contents of collective agreements and labour law and to decentralise wage formation. This objective is shared with other employers' associations.

Virke, the Enterprise Federation of Norway ([Virke – hovedorganisasjonen](#))

Virke, the Enterprise Federation of Norway is the primary employer partner within trade and private services and consists primarily of smaller firms, totalling 16,485 members with 211,247 employees.

The federation represents, among other businesses, industries such as trade, knowledge, technology, travel, service, health, care, education, culture and voluntary work.

Spekter

Spekter (from 2007) was originally called the *Association of Public Owned Enterprises* (NAVO), and was founded in 1993 to meet the needs of semi-autonomous state enterprises.

The members of the association are primarily employed within the health, culture and transport/infrastructure sectors.

The State Employer Organization

The Ministry of Local Government and Modernisation, and [The Department of Employer Policy](#) has the chief responsibility for the management and development of laws and regulations, agreements, administrative provisions, general conditions etc, for the government's personnel and employer policy.

The Norwegian Association of Local and Regional Authorities (KS) ([Kommunenenes Sentralforbund – KS](#))

The KS association was founded in 1972. As of June 2015 all of the 428 municipalities and 19 counties are members, as well as approximately 500 public enterprises.

The association's main responsibilities are to:

1. Advocate for the interests of its members towards central government, the Parliament, labour organisations and other organisations
2. Advise and informs the members about all matters and developments of importance to local government
3. Facilitate exchange of experience between its members
4. Conduct the central collective bargaining on behalf of its members

Other organizations

In addition to these five larger organisations, there are a number of smaller, independent employers' associations. The two largest are

1. [Finance Norway](#)—FNO (Finans Norge) with over 200 member enterprises with around 50,000 employees.
2. [The Norwegian Shipowners' Association](#) (Norges Rederiforbund) with 159 members employing 45,200 people.

3) Formal education sector

The Norwegian Association of Higher Education Institutions (UHR) [[Universitets- og høyskolerådet](#)]

The Norwegian Association of Higher Education Institutions (UHR) is a co-operative body for higher education institutions in Norway. Founded in 2000, following the merger of the Norwegian Council of Universities and the Norwegian Council of University Colleges, UHR aims to promote the development of Norway as a knowledge-based society of high international standard.

UHR facilitates co-operation and co-ordination among Norwegian higher education institutions. Furthermore, UHR advocates shared positions on central issues concerning higher education and research policy towards the Norwegian government, parliament and the wider society.

NPH - The Norwegian Network for Private Higher Education Institutions [[Nettverk for Private Høyskoler](#)]

The Norwegian Network for Private Higher Education Institutions (NPH) was founded in 2000 to facilitate and strengthen the co-operation and co-ordination among Norway's more than 20 private higher educational institutions.

NPH advocates shared positions on central issues concerning higher education and research policy towards the Norwegian parliament [Storting] and government [Regjering].

4) Representatives of young people

The Norwegian Children and Youth Council (LNU)

The Norwegian Children and Youth Council (LNU) [[Landsrådet for Noregs barne- og ungdomsorganisasjoner \(LNU\)](#)] is an umbrella youth organization, representing a little less than one hundred youth organizations.

LNU is an interest organization for their affiliated youth organizations.

The National Union of Students in Norway [[Norsk studentorganisasjon – NSO](#)]

The National Union of Students in Norway (NSO) is the largest organisation for students in Norway. The organization has 33 member unions from higher education institutions across the country. The member unions represent more than 230 000 students.

NSO's goal is to ensure students' academic, social and economic rights.

School Student Union of Norway [[Elevorganisasjonen](#)]

The School Student Union of Norway is a national, politically independent organization that organizes and represents students in Norwegian schools.

The Union works to provide information on student rights, and to influence the national and local school politics in Norway. The organization currently organizes students in lower- and upper secondary school [[ungdomsskole og videregående skole](#)].

Organization for Norwegian Vocational Students ([Organisasjon for Norske Fagskolestudenter - ONF](#))

The organization for Norwegian Vocational Students (ONF) was established in 2012, and is a politically independent organization that represents students in vocational schools in Norway.

The Union works to provide information on student rights, and to influence the national and local school politics in Norway. The organization offers professional counselling for vocational students.

The Norwegian association of youth with disabilities [[Unge funksjonshemmede](#)]

The Norwegian association of youth with disabilities represents a number of member organizations for youth with different types of disabilities and chronic diseases. In July 2015, the organization had 33 member organizations, with a total of around 25 000 members.

The association is working politically to improve the rights of youth with disabilities, particularly to the right to education, rehabilitation, and to inform youth about their rights.

Cross-sectoral cooperation

The 0-24 Cooperation Project for Vulnerable Children and Youth [[Samarbeid om utsatte barn og unge mellom 0 og 24 år](#)] is the main mechanism of cross-sectorial cooperation between Departments, and Agencies involved in defining top-level policies and measures on youth employment and entrepreneurship, alongside general social inclusion measures.

The overarching goal is to support vulnerable children and youth between the ages of 0 – 24, through

1. Strong societal inclusion and participation.
2. A lasting labour market involvement.

Areas of focus are:

1. Cross-sectoral rules and regulation.
2. Sectoral plans and schemes shall be considered in unison.
3. Considering potential for simplification and streamlining.
4. Cooperation in the education and training arenas for refugees and asylum seekers.
5. Sectorial cooperation for children and youth with specific learning disabilities.
6. Children and youth apprenticeships with minority background and/or physical disabilities.

There is a specific emphasis on increasing the successful completion rate in upper secondary school [videregående skole].

The 0-24 Cooperation Project is appointed by a joint letter of commission [oppdragsbrev] from

1. [The Ministry Education and Research](#).
2. [The Ministry of Labour and Social Affairs](#).
3. [The Ministry of Children and Equality](#).
4. [The Ministry of Health and Care Services](#).

The joint letter of commission is addressed to

1. [The Norwegian Directorate for Education and Training](#).
2. The Directorate for Labour and Welfare [[Arbeids- og velferdsdirektoratet](#)].
3. [The Norwegian Directorate for Children, Youth, and Family Affairs](#).
4. [The Norwegian Directorate for Health](#).

The above mentioned directorates (executive agencies of the various ministries) cooperate and coordinate the work and policies [tiltak] that are directed towards vulnerable children and youth between the ages of 0 – 24.

3.3 Skills Forecasting

Forecasting system(s)

Skills forecasting in Norway (involving estimating the expected future number of jobs available in an economy by their particular skill or qualification requirements) are provided by

1. [Statistics Norway](#)
2. [The Nordic Institute for Studies in Innovation, Research and Education \(NIFU\)](#)

Statistics Norway [[Statistisk sentralbyrå - SSB](#)]

Since 1993, Statistics Norway has produced model-based projections on demand and supply of labour by education. The demand and supply side has been modelled separately, but in a consistent manner. The multi-sectoral macroeconomic model MODAG has been the core model on the demand side, and the dynamic micro simulation model MOSART has been used to project details of the supply of labour. These models are constantly being updated, taking into account new data and research.

For more on the MODAG, and MOSART macroeconomic models, go to [Statistics Norway \(Report 48/2013\)](#) for specifications, indicators etc.

The forecasting analyses from Statistics Norway have been done approximately every three years.

1. [Statistics Norway \(Report 48/2013\)](#)
2. [Statistics Norway \(Report 39/2010\)](#)

The forecasting analyses by Statistics Norway are financed by

1. [The Ministry of Education and Research](#)
2. [The Ministry of Labour and Social Affairs](#)

The same two ministries are in close collaboration with Statistics Norway to generate the most suitable and effective policy recommendations to

1. Maximise labour market participation.
2. Customize the supply of relevant education and training for future labour demands.

The two ministries are also collaborating with Skills Norway's career guidance centre ([the Norwegian Agency for Lifelong Learning](#), and [The National Unit for Lifelong Guidance](#)).

The forecasting analyses by Statistics Norway are financed by [The Ministry of Education and Research](#) and [The Ministry of Labour and Social Affairs](#).

Both ministries and underlying executive agencies use the skills and labour forecasting surveys actively in developing adjustments to existing youth labour policy, or when initiating new youth labour policy.

The Nordic Institute for Studies in Innovation, Research and Education (NIFU)
[Nordisk institutt for studier av innovasjon, forskning og utdanning - NIFU]

The Candidate Survey [Kandidatundersøkelsen] measures work place transition and adaptability for candidates in higher education (universities, colleges, adult training etc). The surveys [Halvtårsundersøkelsene] are distributed bi-annually in November to candidates that were examined in the foregoing spring semester.

Additional reports may be initiated if needed – up until three years after completed examination [Spesialundersøkelser].

NHO's Skills Barometer/Competency Barometer [Kompetansebarometer] is a survey undertaken by The Nordic Institute for Studies in Innovation, Research and Education (NIFU) for The Confederation of Norwegian Enterprise (Næringslivets Hovedorganisasjon - NHO). The survey is distributed to all the members of NHO.

Skills Norway (Previously the Norwegian Agency for Lifelong Learning (VOX)) wrote a report in 2012 [Kompetansefremskrivninger i Norge - utvikling av et system] with suggestions to improve, expand, and better coordinate the current skills forecasting contracts that the Ministry of Education and Research, and the Ministry of Labour and Social Affairs have with Statistics Norway (ssb) and the Nordic Institute for Studies in Innovation, Research and Education (NIFU). Vox suggested that they should become a coordinating unit for skills forecasting in Norway.

Skills development

Responsible top level actors

1. The Norwegian Labour and Welfare Administration, Dept. of Research and Development.
2. The Ministry of Education and Research.
3. [Department of Higher Education.](#)
4. [Department of Research.](#)
5. [Department of Policy Analysis, Lifelong Learning and International Affairs.](#)
6. The Norwegian Directorate for Education and Training, Division for Analysis.

Formal education: Primary, lower and upper secondary school

All annual surveys that are initiated by The Norwegian Directorate for Education and Training are mandatory for all schools and learning enterprises under the Education Act.

The teachers/instructors or team of teachers/instructors will evaluate:

1. Their own teaching.
2. The learning outcomes of the pupils/apprentices.
3. Learning conditions.
4. Learning climate in the school/the learning enterprise.

The regulation does not prescribe any specific evaluation methods to be used, but states that it is the responsibility of the local education authorities (municipality or county) to ensure that each institution carries out the evaluation.

National tools have been developed which schools may use in their assessments including inter alia an organisational analysis and a point-of-view analysis.

See Eurydice, and '[Internal Evaluations of Schools/Institutions,](#)' for details.

Formal education: Higher education

[The Norwegian Agency for Quality Assurance in Education \(NOKUT\)](#) (see Eurydice, and [Administrative and Legislative Framework](#)) runs institutional audits, with the emphasis on the institutions' own quality assurance systems and the information about actual educational quality that these provide.

NOKUT also accredits higher education institutions and study programmes. The internal analyses from NOKUT, alongside the skills forecasting surveys establish the basis on which future study programmes are being evaluated

Formal education: Adult education and training

[NOKUT](#) does external quality assurance of higher education and tertiary vocational education in Norway.

See Eurydice on '[Quality Assurance in Adult Education](#)' for more information.

Initiatives of awareness raising

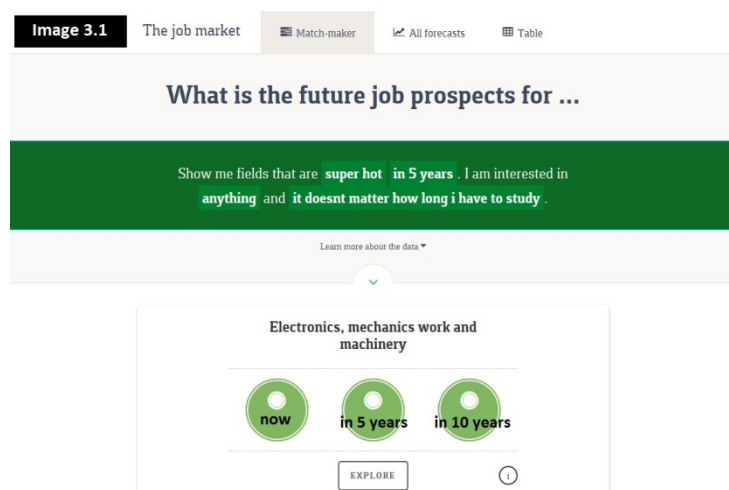
Initiatives of awareness raising is provided through the following websites:

1. [Utdanning.no.](#)
2. [Veilederforum.no.](#)
3. [Arbeidslivet.no.](#)

UTDANNING.NO – An internet site with extensive information on higher education and labour market applicability in Norway. The website lists more than 5000 national programmes in higher education.

There is also an overview of type of education, and likelihood of demand and supply based on the abovementioned skills forecasting surveys (see image 3.1 - screen dump). [Go to utdanning.no overview \[in English\].](#)

Image 3.1 From utdanning.no: What is the future job prospect for...



Utdanning.no has separate and designated resources for parents ([‘For foreldre’ \[in Norwegian\]](#)) and teachers ([‘Faget utdanningsvalg – lærerveiledning’ \[in Norwegian\]](#))

VEILEDERFORUM.NO

Veilederforum.no is a part of the utdanning.no site, but particularly catered to career counsellors.

Offers information, training opportunities, research and statistics, possibilities to network, tools and new approaches to coaching and guidance.

[Utdanning.no](#) and [veilederforum.no](#) are both run by [The Norwegian Centre for ICT in Education](#), under [the Ministry of Education and Research](#).

Arbeidslivet.no

[Arbeidslivet.no](#) is a webpage providing resources and information on working life in Norway.

The website is a joint project run by The Norwegian Confederation of Trade Unions (LO Norway), the Institute for Labour and Social Research (Fafo), and LO Media. Its editorial team consists of members from the three organizations.

The purpose of Arbeidslivet.no is to provide simple, basic background information about current issues in Norwegian working life and society for trade union representatives and members. This is part of an overall commitment by LO Norway and its affiliated national unions to strengthen socio-political engagement and involvement.

3.4 Career Guidance and Counselling

Career guidance and counselling services

Career guidance in Norway is predominantly initiated and financed by

1. The Ministry of Labour and Social Affairs.
2. The Ministry of Education and Research.
3. The Ministry of Justice and Public Security.

The majority of career guidance and counselling services take place in the public sector (private and tuition-based educational institutions included). There are some private for-profit suppliers of these services as well. These will be briefly mentioned.

Most career guidance and counselling services happen at county and municipal level (except the state owned universities and colleges. See figure 3.9.

Norwegian career guidance and counselling services have two main political goals, in referenced to [The EU Council resolution on strengthening policies, systems and practices of guidance throughout life in Europe \(2004\)](#), which Norway has signed and ratified:

1. To strengthen societal competitiveness, and create an efficient and dynamic society.
2. To counter exclusion and marginalization.

Specific goals include:

1. Educational goals
2. Labour market goals
3. Goals of social inclusion

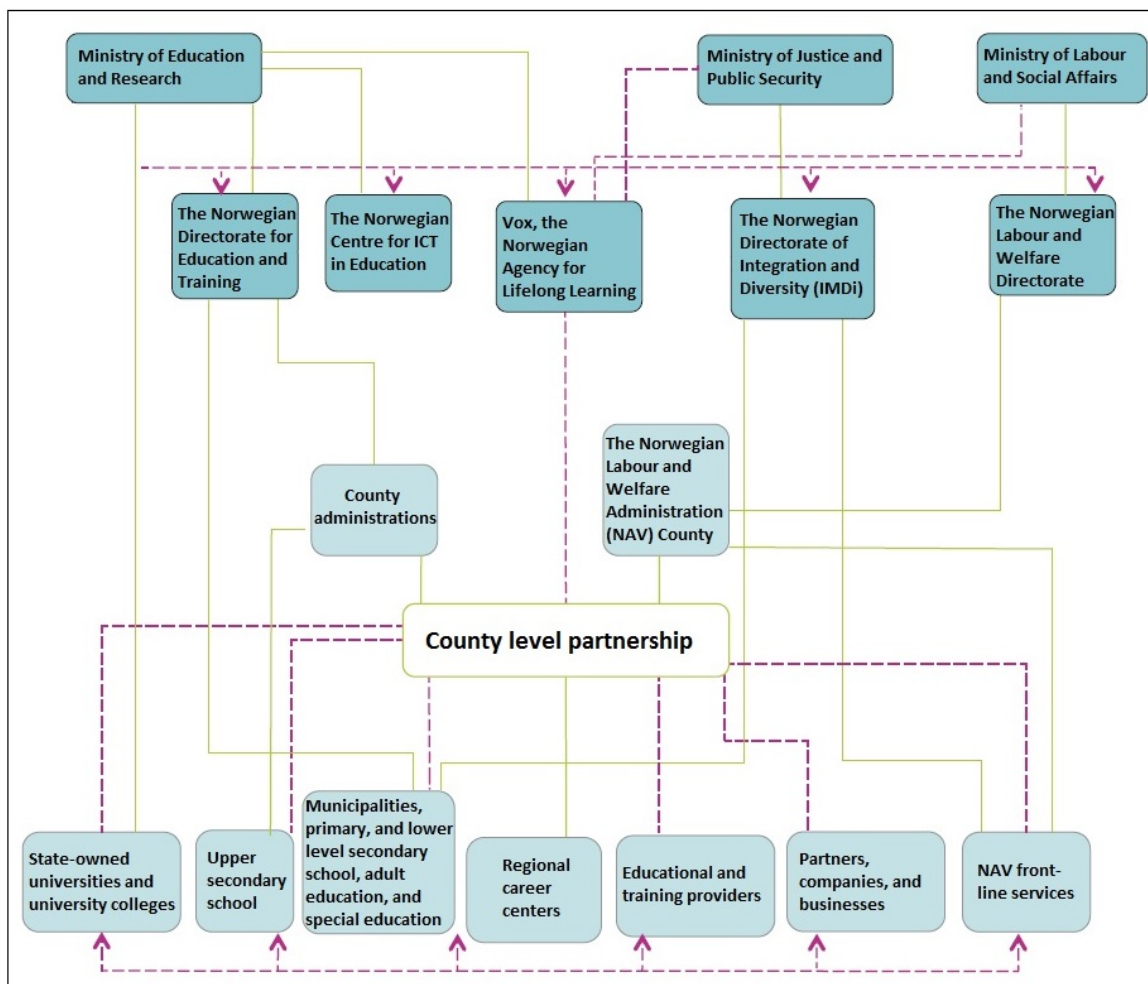
Approaches are clustered into:

1. Preventive initiatives
2. Intervening initiatives
3. Compensating initiatives

Figure 3.9 Main actors involved in the field of career guidance and counselling in Norway ([The Norwegian Ministry of Labour and Social Affairs, 2016](#)).

Figure 3.9

Main actors involved in the field of career guidance and counselling in Norway



Overview of the main actors involved in the field of career guidance and counselling in Norway. The dotted lines indicate cooperation, with no instructional authority to the assigned counselling task.

Main Actors

- (i) [The Norwegian Career County Centres](#)
- (ii) [Online career guidance](#)
- (iii) [Career guidance in lower- and upper secondary school](#)
- (iv) [Career guidance in vocational schools and the Norwegian 'folk high schools'](#)
- (v) [Career guidance in higher education](#)
- (vi) [Career guidance at NAV \(the Norwegian Labour and Welfare Administration\)](#)
- (vii) [Career guidance as integration policy](#)
- (viii) [Career guidance in the Norwegian Army](#)
- (ix) [Career Guidance in the Correctional Facilities](#)
- (x) [Career Guidance in the Private Sector](#)
- (xi) [General comment on the link to the youth guarantee's scheme](#)

(i) The Norwegian Career County Centres

Responsible authority at central level: [the Ministry of Education and Research](#).

Main providers and partnerships: Varies from county to county – usually involves the county administration, one or more municipality, and a county division of the Labour and Welfare Administration (NAV). Partnerships may also involve social partners, private enterprises, universities, etc.

Main users of the services: Universal – above the age of 19.

Specific target groups: Universal.

The guidance and counselling service at county level will usually include at least four different services (that may or may not be included in the regional career centre partnership:

Educational and psychology services [[Pedagogisk-psykologisk tjeneste – PPT](#)].

The service provides counselling and support to teachers and students in upper secondary schools as well as advising schools on issues related to students with special needs. The service also offers advice to schools regarding school development and organization.

Follow-up services [[Oppfølgingstjenesten – OT](#)].

The service supports and gives assistance to youth up to the age of 21 in their search and application for jobs. The OT service also advises the youth in making the right educational choices in the upper secondary school level. The OT service also assists youth to utilize already existing services. The OT service often cooperates with the educational and psychology services (PPT), and NAV.

Career counselling services [Karrieretjeneste].

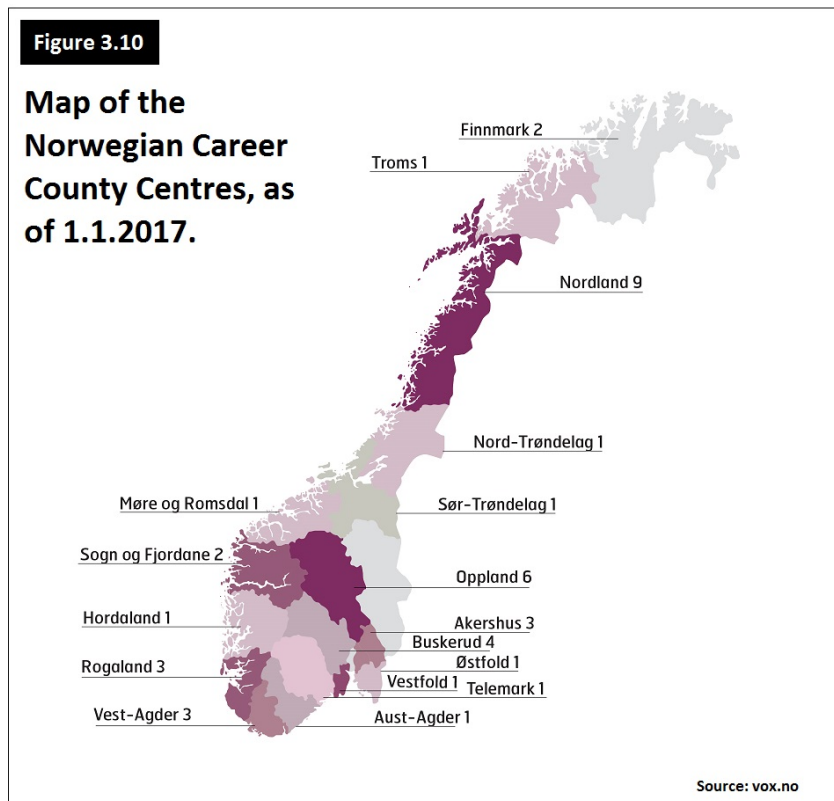
The career services offers counselling to individuals regarding career opportunities and educational choices. The service also provides services to schools and students of lower and upper secondary schools, with regards to transitions within school levels and into working life.

All counties have a designated office for vocational training [[Fagopplæringskontorene](#)], where prospective and current students may ask for guidance.

Adult education [Voksenopplæringen].

The Guidance and counselling services within the adult education gives information and advises adults of their rights and opportunities for education in the upper secondary school system. All adults over 25 who have not completed upper secondary education may be eligible for admission to the adult education program. This right applies to individuals that meet the formal terms of such admission. The service initiates classes for adults from the age of 25 years.

The map shows the distribution of career centres in Norway – 41 in total.



Links to the career county centres [in Norwegian]:

1. Akershus: [Veiledningssentrene i Akershus.](#)
2. Aust-Agder: [Karriere Aust-Agder.](#)
3. Buskerud: [Karrieresentrene i Buskerud.](#)
4. Finnmark: [Karriere Finnmark.](#)
5. Hordaland: [Senter for yrkesrettleiing i Hordaland](#) og [Karriere Sunnhordland](#)
6. Møre og Romsdal: [Karriere Møre og Romsdal](#)
7. Nordland: [Karrieresentrene i Nordland.](#)
8. Nord-Trøndelag: [Karrieresenteret i Nord-Trøndelag](#)
9. Oppland: [Karriere Oppland.](#)
10. Rogaland: [Karrieresenteret i Rogaland.](#)
11. Sogn og Fjordane: [Karriere Sogn og Fjordane](#)
12. Sør-Trøndelag: [Karriere Sør-Trøndelag.](#)
13. Telemark: [Karrieresenteret i Telemark.](#)
14. Troms: [Karriere Troms.](#)
15. Vest-Agder: [Karriere Vest-Agder.](#)
16. Vestfold: [Karrieresenteret i Vestfold.](#)
17. Østfold: [Karrieresenter Østfold.](#)

See also utdanning.no with an overview of the Norwegian Career County Centres [in Norwegian].

(ii) Public providers of online career guidance and counselling

Online career guidance and counselling in Norway is predominantly offered as a “blended approach” model. Substantial information is offered online, but one-to-one services and counselling via the web is rarer.

Four ministries, and various partnership networks of counties and municipalities are predominant providers of online career guidance services (see image 3.2).

For the most part, the services are embedded in a ‘blended approach’ where both online support and physical guidance on site are offered.

Responsible authority at central level:

1. [The Ministry of Education and Research.](#)
2. [The Ministry of Labour and Social Affairs.](#)
3. [The Ministry of Justice and Public Security.](#)
4. [The Ministry of Family and Equality.](#)
5. counties (19) [[Norges fylker](#)].
6. municipalities (428) [[Norges kommuner](#)].

Main providers and partnerships:

1. [The state-owned universities and university colleges.](#)
2. [The Norwegian Centre for ICT in Education.](#)
3. [The Norwegian Universities and Colleges Admission Service \(NUCAS\).](#)
4. [The Norwegian Labour and Welfare Administration \(NAV\).](#)
5. [The Norwegian Directorate of Integration and Diversity \(IMDi\).](#)
6. [The Norwegian Directorate for Children, Youth and Family Affairs \(Bufdir\).](#)
7. [The Career County Centres \(38\) \[in Norwegian\].](#)
8. counties (19) [[Norges fylker](#)].
9. municipalities (428) [[Norges kommuner](#)].

Main users of the services: Universal.

Specific target groups:

1. Young people,
2. NEETs,
3. Unemployed longer than 6 months,
4. Refugees,
5. People with physical or mental disabilities.

Image 3.2 Public providers and responsible authorities of online career guidance and counselling.

Image 3.2 Public providers and responsible authorities of online career guidance and counselling



(iii) Career guidance in lower- and upper secondary school

Responsible authority at central level: [The Ministry of Education and Research](#).

Main providers and partnerships: counties (19) [[Norges fylker](#)] upper secondary school, municipalities (428) [[Norges kommuner](#)] lower secondary school.

Main users of the services: Pupils lower and upper secondary school (8th to 13th year).

Specific target groups: Pupils with recidivistic behaviour.

Compulsory education in Norway is from 1st to 10th grade, but finishing upper secondary school is highly encouraged.

The counselling services provided in both lower and upper secondary school is two-fold:

1. Career guidance
2. Educational and psychology services [[Pedagogisk-psykologisk tjeneste – PPT](#)]

The right to guidance is stated in the Education Act §22-2 and §22-3 where pupils have an individual right to receive two kinds of guidance: social pedagogic guidance and educational and vocational guidance.

The main goals of the counselling services are to

1. Facilitate to well informed study path choices starting upper secondary school: general studies [*studiespesialisering*] or a vocational studies [*yrkesfag*].
2. Secure transition between lower and upper secondary school.
3. To increase the completion rate of upper secondary school.
4. Secure transition between upper secondary school and employment/higher education.

The counselling services in secondary education may cooperate with

1. The Follow-up services [[Oppfølgingstjenesten – OT](#)].
2. The local offices of The Labour and Welfare Administration (NAV).

See Eurydice for more on

1. [Upper Secondary and Post-Secondary Non-Tertiary Education](#).
2. [Single Structure Education \(Integrated Primary and Lower Secondary Education\)](#).

(iv) Career guidance in vocational schools and the Norwegian 'folk high schools'

Responsible authority at central level: [The Ministry of Education and Research](#).

Main providers and partnerships: [the vocational schools](#) and [the Norwegian 'folk high schools'](#).

Main users of the services: Universal.

Specific target groups: Universal.

(v) Career guidance in higher education

Responsible authority at central level: [The Ministry of Education and Research](#).

Main providers and partnerships: State owned universities and colleges (see links below).

Main users of the services: Universal.

Specific target groups: Universal.

Links to all the career guidance centres in Norwegian higher education:

1. [Karrieresenteret ved Studentsamskipnaden i Bergen](#).
2. [Karrieresenteret ved Universitetet i Oslo](#).

3. [Karrieresenteret ved Høgskolen i Oslo og Akershus.](#)
4. [Karrieresenteret ved Universitetet i Tromsø.](#)
5. [Karrieresenteret ved Universitetet i Agder.](#)
6. [Karrieresenteret ved Høgskolen i Sørøst-Norge.](#)
7. [Karrieresenteret ved Høgskolen i Sogn og Fjordane.](#)
8. [Veiledningstjenesten ved Universitetet i Stavanger.](#)
9. [Karrieretjenesten ved NTNU.](#)
10. [Karrieresenteret ved Nord universitet \[Nord University Career Centre\].](#)
11. [Karrieresenteret ved NMBU \(Norges miljø- og biovitenskapelige universitet\).](#)
12. [BI Karriereservice \[English\].](#)
13. [Karrieresenteret ved Markedshøyskolen, Norges Kreative Høyskole \(Høyskolen Kristiania\).](#)
14. [Høgskolen i Telemark](#): in cooperation with [Karrieresenteret i Telemark](#).
15. [Karrieresenteret ved Norges idrettshøgskole.](#)
16. [Karrieresenteret ved Høgskolen i Gjøvik \(NTNU Gjøvik\).](#)

See Eurydice for more on '[Higher Education.](#)'

(vi) Career guidance at NAV (the Norwegian Labour and Welfare Administration)

Responsible authority at central level: The Ministry of Labour and Social Affairs, and the Directorate for Labour and Welfare.

Main providers and partnerships: The Labour and Welfare Administration (county level)

Main users of the services: Universal.

Specific target groups:

1. Early-school-leavers (drop-outs) under 20 years of age.
2. Young people (20-24).
3. Long-term unemployed (over 6 months).
4. Immigrants.
5. People with impaired or limited working capabilities.

The Norwegian Labour and Welfare Administration (NAV) is statutorily responsible for the provision of guidance services, and is also the primary public provider of career counselling outside of the educational sector.

Career Guidance services are offered through local employment centres, which offers services to

1. The unemployed/jobseekers.
2. Persons with disabilities.
3. Immigrants and refugees.

Career guidance at NAV is a part of one of the core pillars of the administration offices' services.

All services include:

1. The administrating of self-certified sick leave.
2. The processing of medical certificates.
3. Processing sickness benefit.

4. The administrating of occupational injuries.
5. Facilitating the impaired and utilizing their ability to work.
6. Processing disability benefit.
7. Offering job seeking support, guidance, training, and facilitation.
8. Processing unemployment benefit.
9. Processing retirement pension.

Most mid-sized and large local NAV offices have dedicated staff or teams working towards youth and young people.

NAV online offers [a dedicated platform for youth \[in Norwegian\]](#), including areas such as

1. Employment.
2. Education.
3. Finances and housing.
4. Physically impaired youth.
5. Resource pages to additional support and services.

See the NAV administration's online overview on [Information about NAV's services and benefits](#).

See also [NAV's other available publications in English](#).

(vii) Career guidance as integration policy

Responsible authority at central level: The Ministry of Justice and Security, and The Norwegian Directorate of Integration and Diversity (IMDi)

Main providers and partnerships:

1. [NAV local offices](#).
2. Counties (19) [[Norges fylker](#)].
3. Municipalities (428) [[Norges kommuner](#)].
4. [Primary, and lower level secondary school](#) [grunnskole].
5. Adult education.
6. Special education (Statped as central authority, schools at municipal levels as predominant implementers).
7. [The Norwegian Career County Centres](#).

Main users of the services: work immigrants and refugees.

Specific target groups: work immigrants and refugees.

The Norwegian Directorate of Integration and Diversity (IMDi) is the responsible authority of integrative efforts and initiatives in career guidance.

IMDi's goal is to contribute to greater equality in living conditions through work, integration and participation.

The executive actors are for the most part found in municipal offices and institutions, like

1. NAV local offices.
2. Primary, and lower level secondary school [grunnskole].
3. Adult education.
4. Special education ([Statped](#) as central authority, primary, lower level secondary education, and adult education as implementers).

Nyinorge.no (New in Norway) is run by The Norwegian Directorate of Integration and Diversity (IMDi).

(viii) Career guidance in the Norwegian Army

Responsible authority at central level: The County Governor of Hordaland [[Fylkesmannen i Hordaland \(FMHO\)](#)].

Main providers and partnerships: The Norwegian Defence Centre for Skills and Education (Fokus) [[Forsvarets kompetanse- og utdanningscenter \(Fokus\)](#)].

Main users of the services: Recruits and armed forces personnel.

Specific target groups: Recruits, and personnel under training.

Fokus provides Armed Forces personnel with career guidance, and offers a wide range of educational services. The 13 centres also play a major role in administrating the accredited courses for conscripts. Fokus is a part of [The Norwegian Defence University College \(NDUC\)](#).

See also the Armed Forces' student guidance pages: [Rådgivning og karriereveiledning \[in Norwegian\]](#)

Contact information to the various [Focus centres \[in Norwegian\]](#).

(ix) Career Guidance in the Correctional Facilities

Responsible authority at central level: [The Directorate of Norwegian Correctional Service](#), by appointment of [the Ministry of Justice and Public Security](#).

Main providers and partnerships: NAV local offices, the regional career centres, career counsellors at upper secondary school [videregående skole], or any local career guidance provider that may be relevant and useful.

Main users of the services: Inmates.

Specific target groups: Universal.

Prisons do not have their own staff delivering medical, educational, employment, clerical or library services. The Norwegian Correctional Facilities provides career counselling by a so called import model.

Crucial services for reintegration are delivered to the prison by local and municipal service providers, for instance through NAV, the regional career centres, or other relevant career counselling services.

The advantages are, as reported by the correctional facilities:

1. A better continuity in the deliverance of services – the offender will already have established contact during his time in prison.
2. Involvement from the community with the prison system – more and better cross-connections and an improvement of the image of prison and prisoners.
3. The services in questions are financed by other bodies as they are part of the rights of any inhabitant of Norway.

Read more About the Norwegian Correctional Service, at the Norwegian Correctional Facilities' webpages.

(x) Career Guidance in the Private Sector

Responsible authority at central level: For profit enterprises.

Main providers and partnerships: See list below.

Main users of the services: Universal (over 60% of users are under the age of 35)

Specific target groups: Universal.

The private sector offers career guidance, either through

1. Private career guidance offices.
2. Through advisors at temp and staff agencies.

The former is usually on a pay by consultation basis, whereas the latter is free as the temp agency/staffing agencies is offering (and getting paid) for labour force by demand on short-term contracts.

The temp and staffing agencies had a significant growth in the early 2000s, but experienced a drop in in the 2010s ([NHO Service – in Norwegian](#)).

The 2015 statistics by NHO Service show that 80 000 were engaged through a temp agency sometime throughout 2015, which is a full time equivalent of approximately 23 500.

1. The average contract lasted for four months.
2. 63% of hired staff was below the age of 35.

The private career guidance offices have a very marginal share of career guidance services in Norway.

Examples of private career guidance offices [in Norwegian]:

1. [Headvisor](#)
2. [Karrierehuset](#)
3. [Karrieresikring – Solstad Gruppen](#)
4. [Ny karriere](#)
5. [Smart Karriere](#)
6. [Fretex \(particularly catered to youth\)*](#)

*Fretex is owned and run by the Norwegian Salvation Army.

Temp and staff agencies [in Norwegian]:

1. [Academic Work](#)
2. [Adecco](#)
3. [Adima](#)
4. [AMBIO Helse](#)
5. [AMBIO Rekruttering](#)
6. [BackUp Personell](#)
7. [Bee2bee](#)
8. [BjörgFjell.no](#)
9. [Capus HR Management](#)
10. [Centric](#)
11. [Eterni](#)
12. [Frontica Advantage AS](#)
13. [Gammel nok](#)
14. [GOcompetence](#)
15. [Hamilton People](#)
16. [HumanHit](#)
17. [Jobzone](#)
18. [Kelly Services](#)
19. [Lenas Helsepersonell](#)
20. [Logent](#)
21. [Losang](#)
22. [Manpower](#)
 - a) [Experis](#)
 - b) [Workshop Bemanning](#)
23. [Medievikar AS](#)
24. [NextJob](#)
25. [Novo Modo](#)
26. [Partner1 Bemanning](#)
27. [Pedagogisk Vikarsentral \(PVS\)](#)
28. [People4you](#)
 - a) [Solid Bemanning AS](#)
29. [Personalhuset](#)
30. [Proffice](#)
31. [Prime People](#)
32. [Rett bemanning](#)
33. [Service Broker AS](#)
34. [Svane bemanning](#)

35. [Techconsult](#)
36. [Technogarden Engineering Resources AS](#)
37. [Temp-team.no](#)
38. [TopTemp bemanning](#)
39. [Venezu Services AS](#)
40. [Verto HR](#)
41. [Visma Personell](#)

See also the International Confederation of Private Employment Services (Ciett) annual economic report on staffing agencies (2016).

(xi) General comment on the link to the youth guarantee's scheme

Norway has no public Youth Guarantee scheme equivalent to [the one described in the European employment strategy](#).

Yet, the Norwegian Labour and Welfare Administration (NAV) is the responsible authority and implementer (at the county level) of a more narrowly defined youth guarantee in Norway.

The Norwegian youth guarantee works as an organizational scheme through NAV's follow-up services of unemployed youth between 20-24, and NEET (Not in Education, Employment, or Training) youth under the age of 20.

The Youth Guarantee in Norway is not legally binding.

The guarantee involves the implementation of an activity plan [[Om aktivitetsplanen – NAV](#)] no later than one month after the youth has come in contact with the labour and welfare services. It is also a goal that no less than 90 percent of youth under follow-up services are to be without an activity plan.

A NAV counsellor or representative will first have to certify a NEET youth as 'someone who needs to receive specific follow-up services' for the youth guarantee to be valid. [A so-called '*vedtak om behov for situasjonsbestemt innsats*'(directly translated: a certified need to receive situational efforts/support)].

This means that the youth guarantee is only valid for youth who are already within the NAV administrative system.

NAV reports that the current youth guarantee functions as an internal work document, thus little information is available online, or to the general public. See NAV's note on the youth guarantee [[in Norwegian – Ny ungdomsgaranti](#)].

For further information on the Youth Guarantee, please contact the Directorate of Labour and Welfare:

1. Ms. Kristin KVANVIG: Kristin.Kvanvig@nav.no
2. Mr. Niels WULFSBERG: Niels.Wulfsberg@nav.no

'**The follow-up service**' [[Den fylkeskommunale oppfølgingstjenesten \(OT\)](#)] operated by the County Education Administration is catered to NEET youth between the ages of 15 and 21.

The OT scheme corresponds to the youth guarantee scheme that is administered by the NAV county offices. The mandate of the two schemes were discussed in [an internal report \[in Norwegian\] in 2010](#) by the Ministry of Education and Research, and the Ministry of Labour and Welfare Services.

[The Office of the Auditor General of Norway \[Riksrevisjonen\]](#) released a report in March 2016 ([Dokument 3:9 \(2015-2016\)](#)), where the main conclusions were:

1. Findings of large variation between county follow-up practices of students who have discontinued their upper secondary school education
2. That very few of the students that do receive follow-up services, are given concrete curricular objectives [[læreplanmål](#)]

3. That the co-operation between different follow-up services is not working optimally

See also [the 'Peer country paper on Youth Guarantees' on Norway](#), from the Directorate of Labour and Welfare of March 2011, to the European Commission Mutual Learning Programme for Public Employment Services.

See also [1.3 National Youth Strategy](#), subcategory 'Poverty, and School Drop-Out Prevention' and the Cooperation strategy plan on assistance services to youth [[Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom](#)]

Funding

1. (i) [The Norwegian Career County Centres](#)
2. (ii) [Online career guidance](#)
3. (iii) [Career guidance in lower- and upper secondary school](#)
4. (iv) [Career guidance in vocational schools and the Norwegian 'folk high schools'](#)
5. (v) [Career guidance in higher education](#)
6. (vi) [Career guidance at NAV \(the Norwegian Labour and Welfare Administration\)](#)
7. (vii) [Career guidance as integration policy](#)
8. (viii) [Career guidance in the Norwegian Army](#)
9. (ix) [Career Guidance in the Correctional Facilities](#)
10. (x) [Career Guidance in the Private Sector](#)

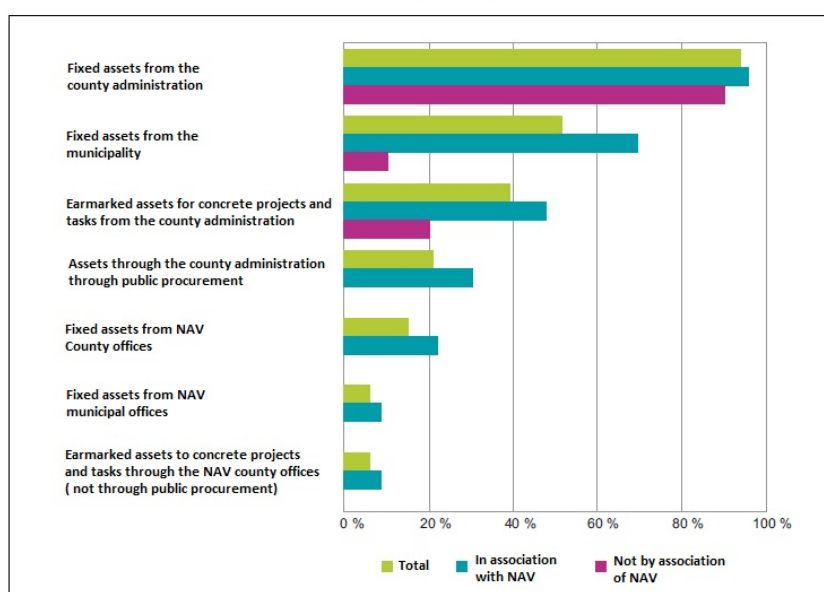
(i) The Norwegian Career County Centres

The regional career centres vary in partnership constellations, on vary therefore also in terms of financing models (see figure 3.11)

1. The regional career centres are financed in varies combinations.
2. By their owners (local and regional + private enterprises and/or foundations).
3. Through governmental transfers.
4. Project transfers.
5. In some cases through public procurement by the local or regional Labour and Welfare administration offices (NAV).

Figure 3.11 Main sources of funding for the Regional Career Centres (2013).

Figure 3.11 Main sources of funding for the Regional Career Centres (2013)



Source: Becken et.al (2015) pp. 44-46

Comments to figure 3.11: 33 of the 41 career centres are represented in the table.

Example of reading the table: the county administrations transfers fixed assets to 31 of 38 (2013) career county centres. Bar 2 and 3 describe the association of NAV with the fixed assets.

The amount of funding as a percentage of Norway's country budget is not available.

(ii) Online career guidance

The main channels of public funding at central level to the online career guidance services follow the owner of the domain [see segment on [online career guidance providers](#)]

It is highly unlikely that the webpages have separate budget posts for career guidance related topics, segments or services.

The amount of funding as a percentage of Norway's country budget is not available.

(iii) Career guidance in lower- and upper secondary school

Career guidance in upper secondary school is financed by the Ministry of Education and Research, through the County Administrations.

Career guidance in lower secondary school is the Ministry of Education and Research, through the municipalities.

The amount of funding as a percentage of Norway's country budget is not available.

(iv) Career guidance in vocational schools and the Norwegian 'folk high schools'

Career guidance in vocational schools and the Norwegian 'folk high schools' are financed by the Ministry of Education and Research, and student tuition.

The amount of funding as a percentage of Norway's country budget is not available.

(v) Career guidance in higher education

Career guidance in higher education is indirectly financed by the Ministry of Education and Research, through non-earmarked funding.

For institutional-specific budgets, please contact the universities and colleges directly (Links to all the career guidance centres in Norwegian higher education):

1. [Karrieresenteret ved Studentsamskipnaden i Bergen](#)
2. [Karrieresenteret ved Universitetet i Oslo](#)
3. [Karrieresenteret ved Høgskolen i Oslo og Akershus](#)
4. [Karrieresenteret ved Universitetet i Tromsø](#)
5. [Karrieresenteret ved Universitetet i Agder](#)
6. [Karrieresenteret ved Høgskolen i Sørøst-Norge](#)
7. [Karrieresenteret ved Høgskulen i Sogn og Fjordane](#)
8. [Veiledningstjenesten ved Universitetet i Stavanger](#)
9. [Karrieretjenesten ved NTNU](#)
10. [Karrieresenteret ved Nord universitet \[Nord University Career Centre\]](#)
11. [Karrieresenteret ved NMBU \(Norges miljø- og biovitenskapelige universitet\)](#)
12. [BI Karriereservice \[English\]](#)
13. [Karrieresenteret ved Markedshøgskolen, Norges Kreative Høgskole \(Høgskolen Kristiania\)](#)

14. [Høgskolen i Telemark](#): in cooperation with [Karrieresenteret i Telemark](#)
15. [Karrieresenteret ved Norges idrettshøgskole](#)
16. [Karrieresenteret ved Høgskulen i Gjøvik \(NTNU Gjøvik\)](#)

The amount of funding as a percentage of Norway's country budget is not available.

(vi) Career guidance at NAV (the Norwegian Labour and Welfare Administration)

Funding is provided by the Ministry of Labour and Social Welfare, through the Directorate Labour and Welfare, to the Labour and Welfare Administration (NAV).

NAV does not have a separate budget for public employment services (PES). The total budget for labour market measures in 2016 was 8 563,1 million Norwegian kroner (923 million EUR), which amounts to about 0,007 percent of the total national budget (1 241 800 million NOK/ 133 738 million EUR).

There is not a specific budget allocated for youth or youth services.

(vii) Career guidance as integration policy

The Norwegian Directorate of Integration and Diversity (IMDi) is the responsible authority of integrative efforts and initiatives in career guidance.

The executive actors are for the most part found in municipal offices and institutions, like

1. NAV local offices.
2. Primary, and lower level secondary school [grunnskole].
3. Adult education.
4. Special education ([Statped](#) as central authority, primary, lower level secondary education, and adult education as implementers).
5. The Norwegian Career County Centres.

It is unknown how large budget allocations the various actors dedicate to career guidance as integration policy.

The amount of funding as a percentage of Norway's country budget is not available.

(viii) Career guidance in the Norwegian Army

The Ministry of Defence funds the Focus centres in the Norwegian Army.

It is unknown how much the budget allocations are dedicated to career guidance at the Focus centres.

The amount of funding as a percentage of Norway's country budget is not available.

(ix) Career Guidance in the Correctional Facilities

It is unknown how much the budget allocations are used to hire external career guidance actors in the correctional facilities.

The amount of funding as a percentage of Norway's country budget is not available.

Read more About the Norwegian Correctional Service, at the Norwegian Correctional Facilities' webpages.

(x) Career Guidance in the Private Sector

It is unknown how much (if any) budget allocations are dedicated to career guidance in the private sector.

The amount of funding as a percentage of Norway's country budget is not available.

Quality assurance

- (i) [The Norwegian Career County Centres](#)
- (ii) [Online career guidance](#)

- (iii) [Career guidance in lower- and upper secondary school](#)
- (iv) [Career guidance in vocational schools and the Norwegian 'folk high schools'](#)
- (v) [Career guidance in higher education](#)
- (vi) [Career guidance at NAV \(the Norwegian Labour and Welfare Administration\)](#)
- (vii) [Career guidance as integration policy](#)
- (viii) [Career guidance in the Norwegian Army](#)
- (ix) [Career Guidance in the Correctional Facilities](#)
- (x) [Career Guidance in the Private Sector](#)

(i) The Norwegian Career County Centres

[Vox \(the Norwegian Agency for Lifelong Learning\)](#) has been the national coordinator of the regional county career centres since 1.1.2011.

Vox is also responsible for the government grant schemes available to the regional career centres [[Tilskudd til fylkesvise partnerskap for karriereveiledning](#)]. The career centres report back to Vox on the disposal of grants, and may be sanctioned should the granted sum not been utilized for the assigned purposes.

Vox has created ethical guidelines to ensure quality and professional conduct at the career county centres [[Etliske retningslinjer for fylkesvise karrieresentre](#)].

The Career County Centres regularly sends out evaluation surveys to its users. The surveys are standardized by Vox. Vox executes annual analyses of this data, which is in turn sent back to the Career County Centres with feedback and suggestions for improvement.

The Career County Centres are evaluated on an ad hoc basis, lastly by

Vox in 2016: [Stor aktivitet ved de offentlige karrieresentrene i 2015](#).

Vox in 2015: [Karriereveiledning: behov, utbytte og betydning. Rapport fra fire undersøkelser](#).

Proba Samfunnsanalyse [[Proba Research](#)] in 2014: [Evaluering av de fylkesvise karrieresentrene – med søkelys på samhandlingen med NAV \(Rapport 2014-9\)](#).

Østlandsforskning [Eastern Norway Research Institute] report 08/2011: [Partnerskap – eller løse forbindelser? Vurderinger av fylkesvise partnerskap for karriereveiledning](#).

1. The evaluation report of 2011 was commissioned by [the Norwegian Directorate for Education and Training](#) and [Vox \(the Norwegian Agency for Lifelong Learning\)](#).

(ii) Online career guidance

Online career guidance services are usually evaluated as a part of a larger set of services, e.g. NAV offices have user services evaluating the blended approach offered, where online guidance service is a part of the services offered.

User evaluation surveys are very commonly used in higher education to make adjustments to among other services, career guidance and counselling.

For more information, contact the webpage providers directly:

Nokut.no: postmottak@nokut.no.

Utdanning.no: redaksjonen@utdanning.no.

Samordnaopptak.no: postmottak@samordnaopptak.no.

Nav.no: the Directorate of Labour and Welfare: Ms. Kristin KVANVIG: Kristin.Kvanvig@nav.no; Mr. Niels WULFSBERG: Niels.Wulfsberg@nav.no.

Nyinorge.no: post@imdi.no.

Ung.no: redaksjonen@ung.no.

1. The Norwegian Directorate for Children Youth and Family Affairs publishes [quarterly statistics on user activity of ung.no: \[in Norwegian\]](#).

Vilbli.no/vigo.no: redaksjonen@vilbli.no.

Unginfo.no: post@ung.info.

The career county centres:

1. Akershus: [Veiledningssentrene i Akershus](#).
2. Aust-Agder: [Karriere Aust-Agder](#).
3. Buskerud: [Karrieresentrene i Buskerud](#).
4. Finnmark: [Karriere Finnmark](#).
5. Hordaland: [Senter for yrkesrettleiing i Hordaland](#) og [Karriere Sunnhordland](#)
6. Møre og Romsdal: [Karriere Møre og Romsdal](#)
7. Nordland: [Karrieresentrene i Nordland](#).
8. Nord-Trøndelag: [Karrieresenteret i Nord-Trøndelag](#)
9. Oppland: [Karriere Oppland](#).
10. Rogaland: [Karrieresenteret i Rogaland](#).
11. Sogn og Fjordane: [Karriere Sogn og Fjordane](#)
12. Sør-Trøndelag: [Karriere Sør-Trøndelag](#).
13. Telemark: [Karrieresenteret i Telemark](#).
14. Troms: [Karriere Troms](#).
15. Vest-Agder: [Karriere Vest-Agder](#).
16. Vestfold: [Karrieresenteret i Vestfold](#).
17. Østfold: [Karrieresenter Østfold](#).

(iii) Career guidance in lower- and upper secondary school

[The Norwegian Directorate for Education and Training](#) is responsible for all national statistics and evaluation of secondary education – including career guidance services.

Annual surveys include:

1. The Pupil Survey [[Elevundersøkelsen](#)].
2. The Teacher Survey [[Lærerundersøkelsen](#)].
3. The Parent Survey [[Foreldreundersøkelsen](#)].
4. The Adult Learning Survey [[Voksenopplæringsundersøkelsen](#)].
5. The Apprentice Survey [[Lærlingundersøkelsen](#)].
6. The Apprentice Work Place Survey [[Lærebedriftundersøkelsen](#)].

See Eurydice, and '[Internal Evaluations of Schools/Institutions](#),' for details.

The user surveys are thematically coordinated so that answers from pupils, teachers and parents under the same topics and questions on the pupils' learning environment are comparable. The same applies to surveys filled out by apprentices and trainers.

The information on the achievement scores and information on the challenges encountered form the basis for selecting the areas which should be made the object for further improvement and development.

The Directorate also initiates the National Quality Assessment System (NKVS) which are national tests, international studies, user surveys, inspections and [Skoleporten](#) (the School Portal).

See Eurydice, and '[Evaluation of the Education System](#),' for details.

The Norwegian Agency for Lifelong Learning (Vox) previously administered user surveys on career guidance to lower/upper secondary schools, college and university students. The last surveys were initiated in 2011 and 2014: [Vox' statistikkbank: Interesse for karriereveiledning/tjenester \[in Norwegian only\]](#).

(iv) Career guidance in vocational schools and the Norwegian 'folk high schools'

Results from user evaluations may be obtained by contacting the vocational schools and [the Norwegian 'folk high schools'](#) directly.

(v) Career guidance in higher education

User evaluation surveys are very commonly used in higher education to make adjustments to among other services, career guidance and counselling.

Results from user evaluations may be obtained by contacting the career centres directly:

1. [Karrieresenteret ved Studentsamskipnaden i Bergen](#)
2. [Karrieresenteret ved Universitetet i Oslo](#)
3. [Karrieresenteret ved Høgskolen i Oslo og Akershus](#)
4. [Karrieresenteret ved Universitetet i Tromsø](#)
5. [Karrieresenteret ved Universitetet i Agder](#)
6. [Karrieresenteret ved Høgskolen i Sørøst-Norge](#)
7. [Karrieresenteret ved Høgskulen i Sogn og Fjordane](#)
8. [Veiledningstjenesten ved Universitetet i Stavanger](#)
9. [Karrieretjenesten ved NTNU](#)
10. [Karrieresenteret ved Nord universitet \[Nord University Career Centre\]](#)
11. [Karrieresenteret ved NMBU \(Norges miljø- og biovitenskapelige universitet\)](#)
12. [BI Karriereservice \[English\]](#)
13. [Karrieresenteret ved Markedshøgskolen, Norges Kreative Høgskole \(Høgskolen Kristiania\)](#)
14. [Høgskolen i Telemark](#): in cooperation with [Karrieresenteret i Telemark](#)
15. [Karrieresenteret ved Norges idrettshøgskole](#)
16. [Karrieresenteret ved Høgskulen i Gjøvik \(NTNU Gjøvik\)](#)

Skills Norway [Kompetanse Norge] previously administered user surveys on career guidance to lower/upper secondary schools, college and university students. The last surveys were initiated in 2011 and 2014: [Vox' statistikkbank: Interesse for karriereveiledning/tjenester \[in Norwegian only\]](#).

(vi) Career guidance at NAV (the Norwegian Labour and Welfare Administration)

NAV has been under extensive scrutiny and evaluation since the merger of public welfare services that formed the Norwegian Labour and Welfare Administration (NAV) in 2006.

The evaluations and reports have been appointed by a conglomerate of actors, including:

1. The Ministry of Labour and Social Affairs
2. The Norwegian Directorate for Labour and Welfare (NAV)
3. Members of Parliament
 - a) Professional research appointed by all of the above mentioned political actors
4. Independent research projects unrelated to political appointment

Albeit many of the challenges following the merger have improved, some areas of improvement are still present.

The Government has suggested a set of improvements stated in the Report to Storting No. 33 (2015-2016) NAV in a New Era – for work and activity [[Meld. St. 33 \(2015-2016\) NAV i en ny tid – for arbeid og aktivitet](#)], which was presented to Parliament on May 20th 2016.

The main points of recommended improvement are:

1. To provide better labour market information to job seekers and employers.
2. Closer interaction with employers.
3. More emphasis on quality and work seeker results, than on placement assistance.
4. Larger autonomy to the local NAV-offices.
5. Free up resources to more actively follow up work seekers.
6. Prioritize youth even more – simplify the youth guarantee.
7. Simplified user monitoring.
8. Clarify the demands to activity and involvement.
9. Less micro-management, and more focus on strong leadership skills.
10. Encourage coherent management.
11. Incentives for larger (and fewer) NAV offices with more specialized and competent staff.

The report is now being processed by the Parliament Committee of Labour and Social Affairs [[Arbeids- og sosialkomiteen](#)]. The report is also out on hearing with a return deadline of October 2nd 2016.

Suggestions will be voted on in Parliament late 2016/early 2017.

The report must be seen in relation to several research reports and evaluations that have led to these areas of necessary and suggested solutions, among these e.g. the latest research report on vulnerable youth and labour market initiatives, published by the Work Research Institute (AFI) in Oslo in 2016:

1. [Sosialt arbeid og oppfølging av utsatt ungdom i NAV – Tiltak, metoder, samarbeid og samordning I og rundt NAV-kontoret. Sluttrapport fra evaluering av utviklingsarbeid I 15 prosjektområder.](#)

And the expert report on NAV of April 2015, which lays the foundation for most of the recommendations to the Report to Storting No. 33 (2015-2016).

1. [Et NAV med muligheter – Bedre brukermøter, større handlingsrom og tettere på arbeidsmarkedet – Gjennomgang av NAV.](#)

(vii) Career guidance as integration policy

Career guidance as a means of integration policy has been evaluated by Skills Norway, and published in 2016: ([Karriereveiledning for nyankomne innvandrere](#))

For more information, please contact Skills Norway directly: [Ms. Marte THOMSEN](#): +47 23 38 13 55.

(viii) Career guidance in the Norwegian Army

It is unknown to what degree the career guidance services have been evaluated by the Norwegian Army.

For more information, please contact the Norwegian Army Competence and education Centre (Focus) at fokus.ledelse@fhs.mil.no.

(ix) Career Guidance in the Correctional Facilities

It is unknown to what degree the career guidance services have been evaluated by the correctional facilities.

For more information, please contact the research department at [The University College of the Norwegian Correctional Services](#): the Ms. Berit JOHNSEN: berit.johnsen@krus.no.

(x) Career Guidance in the Private Sector

It is unknown to what degree the career guidance services have been evaluated by the private sector.

Annual general statistics of temp agencies are produced by [The Confederation of Norwegian Enterprise \(NHO Service\)](#).

See also the informational webpage on [the Norwegian temp agencies \[in Norwegian\]](#) by NHO Service.

3.5 Traineeships and Apprenticeships**Official guidelines on traineeships and apprenticeships**

In Norway the apprenticeships [lærling] are usually a part of the upper secondary educational route. See figure 3.13 on Vocational Education and Training in Norway).

The premises of apprenticeships policy is crafted at national level, and implemented at county level:

1. The authorities at the national level ([The Ministry of Education](#) and [the Norwegian Directorate for Education and Training \(Udir\)](#)) are responsible for the curriculum/subject syllabus, the VET-structure and the acts/statutes.
2. The authorities at county level [fylkeskommunen] are responsible for
 - a) School and VET- implementation
 - b) Dispensing the VET financing provided by the state budget (including apprenticeships)
 - c) Providing apprenticeships and supervision (contractually regulated)

See also figure 3.12 on Stakeholders and Authorities in VET in Norway.

Apprenticeships are regulated through:

1. Act of 17 July 1999 relating to primary and secondary education [[Education Act](#)] Lov om grunnskolen og den vidaregåande opplæringa ([opplæringslova](#)) See [1.2 National Youth Law](#), and "The Education Act."
2. Act of 20 June 1986 on the master craftsman certificate and other business activity [[The Master Craftsman Certificate Act](#)] Lov om mesterbrev i håndverk og annen næring [[mesterbrevloven](#)].

For a general description on VET in Norway, see Eurydice on '[Teaching and Learning in Vocational Upper Secondary Education](#).'

Figure 3.12 Stakeholders and Authorities in Norwegian VET (Udir, 2007).

A traineeship [Aspirant/Trainee] is defined in Norway as a newly graduated professional who is hired in a company/business for further training ([Store Norske Leksikon](#)).

Contracts are short term – between 6 to 36 months (up to three years).

Traineeships are a training opportunity for young professionals, and aspiring future leaders. Thus, the qualification demands are usually high, and the application processes highly competitive.

Traditional professions that have most commonly used apprenticeships programmes are engineers and economists, but as op the early 2000s, legal practices, IT providers, hospitals and Human Resources have also seen an increase in traineeship programs and positions.

A trainee program is usually targeting young professionals, with a college or university degree, with no or little work experience. The program usually lasts at least 12 months, includes rotation within the company and guarantees full time employment in a junior management position decided at the end of the program.

[Trainee.no - the Norwegian trainee guide](#) - is a service that lists all current Norwegian trainee programs.

Traineeships are regulated as regular work, with the same rights and responsibilities.

The social security coverage applying to participants to traineeships and apprenticeships

Norway has a universal health- and welfare provision system.

Apprentices are defined as pupils when in training at school, and as workers when doing work during their apprenticeships. The social security coverage is therefore equally applicable as to 'regular' workers and students.

Traineeships are regulated as regular work, with the same rights to social security coverage.

Traineeships and apprenticeships as a requirement in education programmes

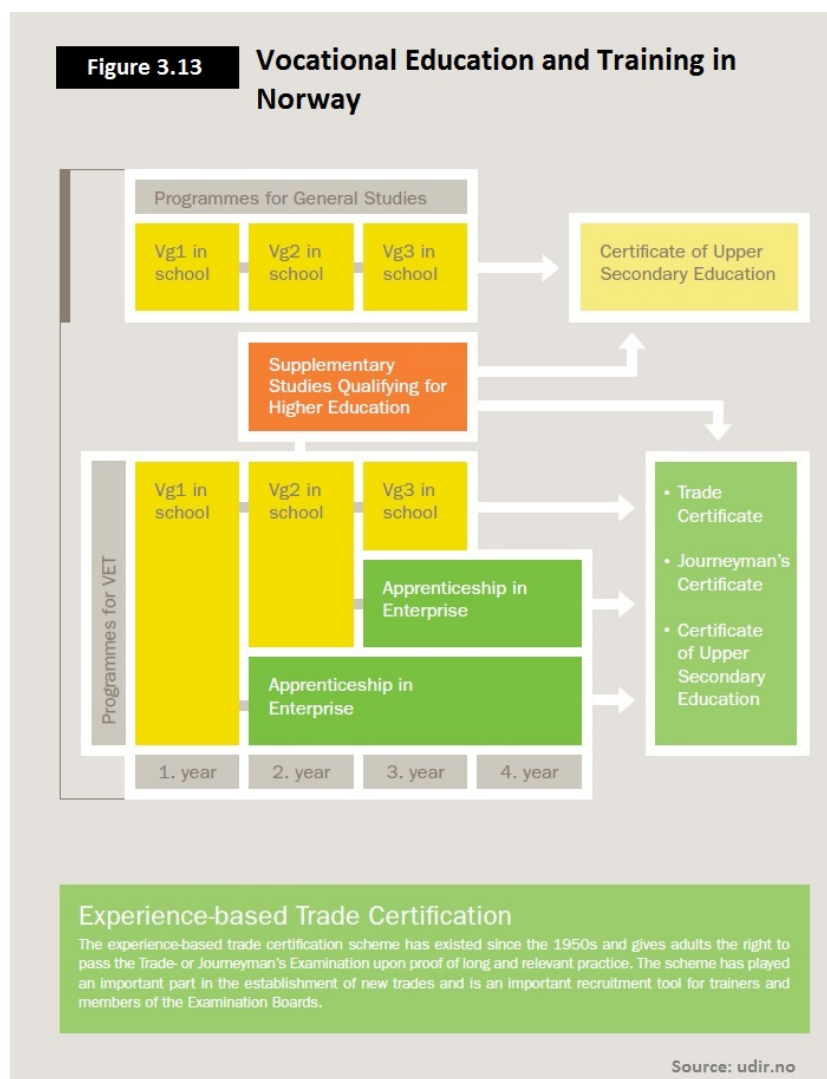
In Norway, **traineeships** are usually not a requirement as a part of an education programme.

The apprenticeship [lærlingepraktis] is a part of the upper secondary educational route in Norway (See figure 3.13).

VET programmes run through the course of 4 years, whereof either two or three years are spent in an enterprise as an apprentice. The programme awards a successful student a 'Certificate of Upper Secondary Education' and a 'Journeyman's Certificate' or a 'Trade Certificate.'

Alternatively, the experience-based certification scheme gives adults the right to pass the Trade or Journeyman's examination upon proof of long and relevant practice. The scheme has played an important part in the establishment of new trades, and is an important recruitment tool for trainers and members of the Examination Board.

Figure 3.13 Vocational Education and Training in Norway (Udir, 2007).



Guidelines on cooperation among social partners in the design, implementation and governance of traineeships and apprenticeships

Norway has no official guidelines on cooperation among social partners in the design, implementation and governance of traineeships and apprenticeships.

a) The following acts/statues regulate apprenticeships:

1. Act of 17 July 1999 relating to primary and secondary education [[Education Act](#)] Lov om grunnskolen og den vidaregåande opplæringa ([opplæringslova](#)) [See [1.2 National Youth Law](#), and “The Education Act”]
2. Act of 20 June 1986 on the master craftsman certificate and other business activity [[The Master Craftsman Certificate Act](#)] Lov om mesterbrev i håndverk og annen næring [[mesterbrevloven](#)],

b) **Traineeships** are regulated as regular work.

Specific target groups whose participation in traineeships and apprenticeships is sought

Apprentices are not specifically targeted or recruited. Applications are based on self-selection, and filed through vigo.no (see [3.4 Online Career Guidance](#)).

Traineeships are highly competitive and catered to students with excellent results. Applications are self-selected, but sometimes may be subject to head-hunting through informal or semi-formal networks.

General comment on the link to the youth guarantee’s scheme

Norway has no public Youth Guarantee scheme equivalent to [the one described in the European employment strategy](#).

Yet, the Norwegian Labour and Welfare Administration (NAV) is the responsible authority and implementer (at the county level) of a more narrowly defined youth guarantee in Norway.

The Norwegian youth guarantee works as an organizational scheme through NAV’s follow-up services of unemployed youth between 20-24, and NEET (Not in Education, Employment, or Training) youth under the age of 20.

The Youth Guarantee in Norway is not legally binding.

The guarantee involves the implementation of an activity plan [[Om aktivitetsplanen – NAV](#)] no later than one month after the youth has come in contact with the labour and welfare services. It is also a goal that no less than 90 percent of youth under follow-up services are to be without an activity plan. An apprenticeship or traineeship can be a part of a young person’s activity plan.

A NAV counsellor or representative will first have to certify a NEET youth as ‘someone who needs to receive specific follow-up services’ for the youth guarantee to be valid. [A so-called ‘*vedtak om behov for situasjonsbestemt innsats*’(directly translated: a certified need to receive situational efforts/support)]. This means that the youth guarantee is only valid for youth who are already within the NAV administrative system.

NAV reports that the current youth guarantee functions as an internal work document, thus little information is available online, or to the general public. See NAV’s note on the youth guarantee [[in Norwegian – Ny ungdomsgaranti](#)].

Promoting traineeships and apprenticeships

The current government (Solberg 2013-2017) states vocational education and training (VET) as a priority.

The overall goal is to increase the attractiveness of VET, and to reduce the high dropout rates.

To succeed in obtaining these two goals, eight measures have been highlighted ([CEDEFOP – ReferNet Norway](#)):

1. Increase the State grant given to training companies for each apprentice
2. Help increase apprenticeship placements in the public sector
3. Allow alternative training schemes
4. Develop provision for students who want to combine a VET programme with a general study programme, called [TAF \(tekniske allmennfag\)](#). These pupils will receive both a trade or journeyman's certificate and direct admission to higher education.
5. Expand the certificate of practice pilot project ([Praksisbrev](#)). Initial duration of training is two years, where students start as apprentices while attending school one day a week. Most participating students continue their training as an apprentice to complete the four-year run.
6. Encourage making common core subjects relevant to VET.
7. Increase possibilities for VET students to alternate between school-based and apprenticeship learning in training companies.
8. Reinforce the VET pathway to higher education.

An ongoing promotional campaign is called '[Lærlingløftet](#)' [Elevating Apprenticeships], which is initiated and administered by the Norwegian Directorate of Education and Training (Udir).

The campaign is meant to facilitate an increase of VET student applications, and to secure more apprenticeship positions in businesses and enterprises. The campaign initiative is in cooperation with the 19 county administrations, offering support to county level initiatives [[Verktøykasse for fylkeskommuner](#)].

Norway is a member of [the European Alliance for Apprenticeships](#), and you can read more on [Norway's pledges](#) to strengthening the supply, quality and/or attractiveness of apprenticeships as well as mobility.

Recognition of learning outcomes

a) Apprentices receive either

1. a Trade Certificate.
2. a Journeyman's Certificate.

...following the end of one to two year's of school, and two to three years of apprenticeship. A successful candidate will also obtain a Certificate of Upper Secondary Education (see image 3.13)

For synergies between national validation arrangements available and European credit systems applicable to the formal education and training system, such as

1. the European Credit Transfer and accumulation System (ECTS) and
2. the European Credit system for Vocational Education and Training (ECVET) (e.g. the possibility for young participants in traineeships and apprenticeships to obtain ECTS or ECVET credits),

b) Traineeships are formalized by each enterprise or business company of profession's standard, e.g. Junior Professional apprentices that are promoted to leadership positions, or specialized positions.

As of October 2017, Norway has no concrete mechanisms and tools available to young people for their trainee learning outcomes to be recognised (e.g. portfolios, record books, Competence Folders).

Funding

Each apprenticeship candidate position is funded by a government grant of 139 066 NOK (14 977 EUR) per year as of 1.1.2016. The Education Act § 4-5 regulates the apprenticeship grant scheme, and is managed by the county administrations [Fylkeskommunene].

And additional grant is provided to the business or enterprise that hosts the apprentice with an annual sum of 56 210 NOK [6 053 EUR] (base grant I) or 50 748 NOK [5 465 EUR] (base grant II). (The Norwegian Directorate for Education, 2016: [Satser lærlinger og lære kandidater for 2016](#)).

A 'Stimulation grant scheme' was introduced in 2014, to encourage businesses and enterprises to host apprentices. The grant scheme is active as a block grant at 20 mill NOK, or approx. 2.15 mill EUR.

The general amount of funding in real numbers and/or as a percentage of the overall budget is not available.

Quality assurance

a) Apprenticeships

The [Norwegian Directorate for Education and Training \(Udir\)](#) implements the quality system for upper secondary VET ([Kvalitet i fagopplæringen](#)). The aim of the system is to contribute to the provision of relevant training for students and apprentices. This includes creating a good learning environment where as many as possible complete the training.

The system aims to enhance the quality of VET by improving the knowledge of VET, making information more accessible to all stakeholders, presenting good examples and clarifying the training and legal responsibilities of each organisational and administrative level.

The system is not mandatory, but it is meant to provide guidance on quality issues to

1. The national authorities,
2. The regional county authorities (the VET providers),
3. The schools, and
4. The training companies.

The Quality management of VET in Norway's upper secondary school uses a quality circle similar to the one in the EQAVET Recommendation, illustrating how systematic work on improving quality can be undertaken.

b) Traineeship

Does not have any particular mechanisms of quality assurance.

3.6 Integration of Young People in the Labour Market

Youth employment measures

Norway does not have a youth-specific labour market policy.

Special target groups are however prioritized in accordance with economic trends and the situation in the labour market. These may be:

1. Youth.
2. Immigrants.
3. People with reduced capacities for work.
4. Long term unemployed.

With the introduction of the Norwegian Labour and Welfare Administration (NAV) reform in 2006, it was desired to shift focus from target groups to individual needs.

Young people are a prioritized group when it comes to labour market initiatives/measures.

The Labour and Welfare Administration (NAV) administers a number of initiative schemes for young people who are not yet ready for work, but who need help to find a job.

The work-oriented means are to contribute to

1. Ease young unemployed people's way of obtaining a job.
2. Supply people with reduced working capacities in need of work-oriented assistance with an offer of assistance, so that they may return to work more rapidly.

The situation in the labour market and the political guidelines determine the structure, extent and combination of the work-oriented initiatives. Generally, the extent of the initiatives is adapted to the economic trends so that the initiatives are stepped up when the unemployment rate increases and stepped down again when the unemployment rate decreases.

Labour market initiatives are not a right but are provided on the basis of individual evaluation of the individual's needs for initiatives in order to get a job.

'The follow-up service' [**Den fylkeskommunale oppfølgingstjenesten (OT)**] operated by the County Education Administration is catered to NEET youth between the ages of 15 and 21.

'The follow-up service' is a service for youth who have

1. Not applied for upper secondary education.
2. Not accepted a placement at a school or in-service training establishment.
3. Interrupted your education/training before it was finished.
4. Do not have a regular job.
5. Lost their entitlement to education and training as the result of a decision to expel them for the remainder of the school year, or to repeal their apprenticeship/ training contract.

The follow-up service is to provide assistance by mediating offers of educational or training options, jobs or other forms of employment. The education or training should, as far as possible, lead to university admissions certification, vocational competence or basic competence.

The follow-up service collaborates with county, municipal and state agencies that are also responsible for young people.

The OT scheme corresponds to the youth guarantee scheme that is administered by the NAV county offices. The mandate of the two schemes were discussed in [an internal report \[in Norwegian\] in 2010](#) by the Ministry of Education and Research, and the Ministry of Labour and Welfare Services.

[The Office of the Auditor General of Norway \[Riksrevisjonen\]](#) released a report in March 2016 ([Dokument 3:9 \(2015-2016\)](#)), where the main conclusions were:

1. Findings of large variation between county follow-up practices of students who have discontinued their upper secondary school education.
2. That very few of the students that do receive follow-up services, are given concrete curricular objectives [læreplanmål].
3. That the co-operation between different follow-up services is not working optimally.

Drop-out students and Immigrants are a prioritized group in the follow-up service.

There are special programmes for immigrants such as the "introduction programme for foreign speakers" and "courses in Norwegian with a view to work". In cooperation with the local authorities, there is for example an introduction scheme for newly-arrived immigrants.

Initiatives for Youth with Reduced Work Capacity

Working capacity is defined as the ability and potential to meet the demands and expectations of working life seen in relation to the individual's health, education, competencies, work experience and life and family situation (NAV, 2010).

Section 14(a) of the NAV Act – the follow-up decision – stipulates who belongs to the target group for initiatives among people with reduced working capacities. About 16 000 of those under 30 years who were registered as having reduced working capacities with the Labour and Welfare Administration (NAV) at the end of 2010 were participating in initiatives (Bråthen & Vetvik, 2011: p.27). That is about 40 percent of all young people with reduced working capacities.

One of the most important means administered by the Labour and Welfare Administration (NAV) to get people back into work is work-oriented initiatives. These initiatives may have different purposes, target groups and structures.

Table 3.14 displays which type of initiatives young people with reduced working capacities participated in in December 2010. The most utilized initiatives were training, predominantly consisting of further education within the ordinary educational system, as well as labour market training (AMO) followed by work practice, follow up, and wage supplements.

Figure 3.14 Youth between 16 and 29 years with reduced working capacities in Norway broken down by initiative, December 2010

Initiative	Number of participants
Training	6 464
Work practice	4 743
Follow up	2 051
Arranged job	1 829
Clarification initiative	542
Wage supplements	531
Other initiative	64
In total	16 224

Source: nav.no

The Qualification Programme

[The Qualification Programme \[Kvalifiseringsprogrammet \(KVP\)\]](#) is administered by the Labour and Welfare Administration (NAV).

The programme is aimed at people with a marginal connection with the labour market in the form of poor work experience and weak working capacities due to poor mental or somatic health, addiction problems or a low degree of education.

In the qualification programme, the participants will be given close and coordinated assistance through an individually adapted programme intended to improve the participants' opportunities in the labour market.

The Qualification Programme provides recipients of social assistance with an opportunity to utilize work-oriented initiatives that were previously to a high degree reserved for unemployed or people in rehabilitation.

The programme may for example consist of

1. Labour market initiatives.

2. Job training, training.
3. Training in motivation and coping.
4. Possibly in combination with
 - a) Time for medical treatment.
 - b) Rehabilitation.
 - c) Personal activities in the form of job seeking.

Users participating in the Qualification Programme are paid a fixed salary (qualification benefits) instead of financial support. The Qualification Programme is intended for youth aged 19+ years.

The Youth Guarantee

Norway has no public Youth Guarantee scheme equivalent to [the one described in the European employment strategy](#). Yet, the Norwegian Labour and Welfare Administration (NAV) is the responsible authority and implementer (at the county level) of a more narrowly defined youth guarantee in Norway.

The purpose of the youth guarantee is to ensure that unemployed youth are provided with an offer of labour market initiatives and to prevent long term unemployment and passivity. In principle, the guarantee applies to everyone under the age of 20 years who has neither a job nor a place in the educational system (NEETs).

As from 2009, an initiative guarantee was introduced concerning youth between 20 and 24 years who have been unemployed for six consecutive months or more. It is also a follow-up guarantee for youth between 20 and 24 years.

The guarantee involves the implementation of an activity plan [[Om aktivitetsplanen – NAV](#)] no later than one month after the youth has come in contact with the labour and welfare services. It is also a goal that no less than 90 percent of youth under follow-up services are to be without an activity plan.

The Youth Guarantee in Norway is not legally binding.

A NAV counsellor or representative will first have to certify a NEET youth as 'someone who needs to receive specific follow-up services' for the youth guarantee to be valid. [A so-called '*vedtak om behov for situasjonsbestemt innsats*'(directly translated: a certified need to receive situational efforts/support)].

This means that the youth guarantee is only valid for youth who are already within the NAV administrative system.

NAV reports that the current youth guarantee functions as an internal work document, thus little information is available online, or to the general public. See NAV's note on the youth guarantee [[in Norwegian – Ny ungdomsgaranti](#)].

Flexicurity measures focusing on young people

Flexible employment schemes: Wage Supplements

Wage supplements is a work-oriented initiative aimed at motivating employers to employ people on general wage and work conditions.

Wage supplements are granted to general private enterprises and public enterprises for a limited part of time in which the participant is employed. The intention is to introduce new employees to employers, increasing the likelihood of continued employment with the same employer following the end of the wage supplement period.

On the basis of the assessment of need and working capacity, the duration of the wage supplement is to be adapted to the participant's individual need.

Effective security provision: Financial Social Assistance [Økonomisk sosialhjelp]

Financial social assistance is meant to assure the subsistence of people who for various reasons are unable to provide for themselves. Many young unemployed contact the social centres because they as beginners to the labour market have not earned rights to daily cash benefits or other social protection benefits.

Financial social assistance is only granted when all other possibilities are exhausted. In practice, it means that the applicant must first have tried to find work or have applied for other financial rights before becoming entitled to social assistance.

Financial support is a benefit based on assessment and is granted after an individual needs test.

In 2009, there were 46 000 youth between 19 and 29 years drawing social assistance one or several time during the year, and of those a little more than 20 per cent were immigrant youth, or children of immigrants. After the financial crisis in 2008, the number of young social assistance recipients increased by more than 5 000 from about 41 000 in 2008. The number has steadily decreased from 2010 to 2015.

Young unemployed people receiving social assistance are highly characterized by difficult circumstances during their childhood and adolescence; poor mental health; a high drop out rate from school; and a high level of addiction problems ([Hammer, 1993](#)).

Reconciliation of private and working life for young people

Norway does not have any youth-specific policy on the reconciliation of private and working life.

Funding of existing schemes/initiatives

The Youth Guarantee

The source of funding at top level: the Labour and Welfare Administration (NAV).

Mechanisms of co-funding between State institutions and social partners: The Ministry of Labour and Social Affairs, the County Administrations, and the municipalities (varies between the local offices).

'The follow-up service' [Den fylkeskommunale oppfølgingstjenesten (OT)]

The source of funding at top level: the Labour and Welfare Administration (NAV).

Mechanisms of co-funding between State institutions and social partners: The Ministry of Labour and Social Affairs and the County Administrations.

Initiatives for Youth with Reduced Work Capacity

The source of funding at top level: the Labour and Welfare Administration (NAV).

Mechanisms of co-funding between State institutions and social partners: The Ministry of Labour and Social Affairs, the County Administrations, and the municipalities (varies between the local offices).

The Qualification Programme [The Qualification Programme](#) [[Kvalifiseringsprogrammet \(KVP\)](#)]

The source of funding at top level: the Labour and Welfare Administration (NAV).

Mechanisms of co-funding between State institutions and social partners: The Ministry of Labour and Social Affairs, the County Administrations, and the municipalities (varies between the local offices).

Flexible employment schemes: Wage Supplements [[Midlertidig lønnstilskudd](#)]

The source of funding at top level: the Labour and Welfare Administration (NAV).

Mechanisms of co-funding between State institutions and social partners: The Ministry of Labour and Social Affairs, the County Administrations, and the municipalities (varies between the local offices).

Effective security provision: Financial Social Assistance [Sosialstønad]

The source of funding at top level: the Labour and Welfare Administration (NAV).

Mechanisms of co-funding between State institutions and social partners: The Ministry of Labour and Social Affairs, the County Administrations, and the municipalities (varies between the local offices).

The amount of funding (in real numbers and/or as a percentage of the overall budget) for 2016 is not available.

No EU funds (e.g. ESF, Development and Cohesion Fund) are used for labour employment integration measures in Norway.

Quality assurance

Information is not publicly available.

3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities

The following segment will describe top-level policy measures supporting young people in working, training or initiating their own business abroad, covering the

1. (i) [Programmes and schemes for cross-border mobility](#).
2. (ii) [Legal framework applying to participants in cross-border mobility](#).

Programmes and schemes for cross-border mobility

1. [EURES](#)
2. [The Service Centre for Foreign Workers \(SUA\)](#)
3. [Workinnorway.no](#)
4. [Eurodesk](#)
5. [Nordjobb.org](#)

EURES [page in English] and EURES [page in Norwegian]

EURES is a cooperation between EU/EEA countries and Switzerland. The cooperation is designed to promote the free movement of workers within the EU/EEA.

In Norway, EURES is an integrated service within the Norwegian Labour and Welfare Administration (NAV). The specialist management of the EURES services is located at the Directorate of Labour and Welfare.

There are EURES advisors or separate EURES offices in every county. NAV also has a national information office [[NAV Servicesenter EURES](#)] The NAV EURES advisers are specially trained in the international mobility of labour and are NAV's experts in issues related to recruiting to and from abroad.

The Service Centre for Foreign Workers (SUA) is a centre where the Labour Inspection Authority (Arbeidstilsynet), the Police (politiet), the Tax Administration (Skatteetaten) and the Norwegian Directorate of Immigration (UDI) work together towards foreigners arriving to Norway for employment purposes, with the aim of providing them appropriate guidance and a shortening of the time used for processing their applications.

Workinnorway.no is a collaboration between

1. [The Work and Labour Administration](#) (NAV)
2. [The Norwegian Tax Administration](#) [Skatteetaten]
3. [The Norwegian Directorate for Immigration](#) [Utenriksdirektoratet (UDI)]

4. [The Norwegian Labour Inspection Authority](#) [Arbeidstilsynet]
5. [The Norwegian Police Service](#) [Politiet]

Workinnorway.no is a resource and information site for those who need advice and information on applying for jobs, working life, and relocation to Norway.

The guide includes links to official websites that provide useful information before arrival, in addition to the time during the initial period at work.

The website also applies to Norwegian employers wanting to recruit foreign workers to Norway and to foreign companies who want to sell their services in Norway.

Eurodesk

[Eurodesk Norway](#) offers a range of services to facilitate access to European information (education, work, scholarships, financing, volunteering etc)– such as free enquiry answering, help and guidance by telephone, e-mail or in person, summaries of European programmes, publications on print and web sites, disseminating mobility information on events, seminars and youth meetings.

Eurodesk is run by [the Norwegian Erasmus+ Youth in Action office](#) at [the Norwegian Directorate of Children, Youth and Family Affairs](#).

Eurodesk cooperates with:

1. [Eurograduate](#)
2. [Iagora](#)
3. [IAESTE](#) (The International Association for the Exchange of Students for Technical Experience)
4. [AIESEC Norway](#) (Association Internationale des Étudiants en Sciences Économiques et Commerciales)
5. [European Youth Portal](#)

Nordjobb.org

[Nordjobb.org](#) [in the Nordic languages only] is a Nordic initiative to increase cross-border work mobility in the Nordic Region, particularly to youth between the ages of 18 and 28.

The nordic exchange programme offers young people summer jobs in the Nordic countries. Nordjobb also provides its applicants with accommodation during their stay, and organizes culture- and leisure activities.

The jobs on offer are mainly traditional summer jobs including farming, hotel or youth hostels, cleaning services, factory and/or warehouse work, as well as jobs in nursing homes and within transport and the haulage industry.

Youth from all EU and Nordic countries can apply.

Nordjobb is run by the Nordic Secretariat in Malmö, Sweden, and is financed by

1. [The Nordic Council](#) [Nordisk Råd]
2. [The Nordic Council of Ministers](#) [Nordisk Ministerråd]
3. The Association of the Nordic Unions [[Foreningene Nordens Forbund](#)]
4. The five national labour force authorities (Sweden, Denmark, Norway, Finland, and Iceland)

Read more about Nordjobb [in Swedish] at the Nordic Council website: [Utvärdering av Nordjobb - Nordens arbetsutbytesprogram för unga](#).

Funding

1. [EURES](#)
2. [The Service Centre for Foreign Workers \(SUA\)](#)
3. [Workinnorway.no](#)

4. [Eurodesk](#)
5. [Nordjobb.org](#)

EURES

Main sources: the European Commission, the Ministry of Labour and Social Affairs, The Norwegian Labour and Welfare Administration (NAV)

Level of funding: Public National Funding, and the European Commission.

Annual budget: Not available.

The Service Centre for Foreign Workers (SUA)

Main sources:

1. [The Norwegian Tax Administration](#) [Skatteetaten]
2. [The Norwegian Directorate for Immigration](#) [Utenriksdirektoratet (UDI)]
3. [The Norwegian Labour Inspection Authority](#) [Arbeidstilsynet]
4. [The Norwegian Police Service](#) [Politiet]

Level of funding: Public National Funding.

Annual budget: Not available.

Workinnorway.no

Main sources:

1. [The Work and Labour Administration](#) (NAV)
2. [The Norwegian Tax Administration](#) [Skatteetaten]
3. [The Norwegian Directorate for Immigration](#) [Utenriksdirektoratet (UDI)]
4. [The Norwegian Labour Inspection Authority](#) [Arbeidstilsynet]
5. [The Norwegian Police Service](#) [Politiet]

Level of funding: Public National Funding.

Annual budget: Not available.

Eurodesk

Main sources: the European Commission, the Ministry of Children and Equality, [the Norwegian Directorate of Children, Youth and Family Affairs](#).

Level of funding: Public National Funding, and the European Commission.

Annual budget: Not available.

Nordjobb.org

Main sources:

1. [The Nordic Council of Ministers](#) [Nordisk Ministerråd]
2. The five national labour force authorities (Sweden, Denmark, Norway, Finland, and Iceland)

Level of funding: Public National and International Funding.

Annual budget: 4,5 million DKK (605 000 EUR) (70% from The Nordic Council of Ministers, and the remaining sum is between 70 000 – 200 000 DKK from each national government).

Legal framework

There is no separate legal framework for cross-border mobility of young workers, trainees/apprentices and professionals/entrepreneurs in Norway.

Migrant workers from the EU or EEA region in general do not have to have a work permit to work in Norway. EU/EEA-workers will have their labour relation and contract regulated by the same laws as Norwegian citizens.

Thus, the regime of social security (e.g. sickness and unemployment insurance), are equal to all workers.

General labour migration from countries of Non-EU/EEC countries are regulated through

1. Act No. 35 of 15 May 2008 on the entry of foreign nationals into the Kingdom of Norway and their stay in the realm [[Immigration Act](#)] Lov om utlendingers adgang til riket og deres opphold her [[Utlendingsloven](#)]

Examples of employee rights by law in Norway are:

1. All employees have a right to a working contract, where both salary and work time is included.
2. A normal full time job has 37,5 hours working hours.
3. Employees in Norway have the minimum right of four weeks' vacation each year.
4. Employees in Norway have the right to paid sick leave should they themselves, or their children be sick.
5. Employees that become parents have the right to [an extensive and paid maternal/paternal leave \(nav.no – in English\)](#).
6. Employees under training have the right to paid leave.

The rights and obligations concerning the entry and stay of young foreigners (e.g. specific work permits and work-visa requirements, work- related residence, specific type of employment contracts) are regulated by

1. The Schengen agreement for EU nationals.
2. On A bilateral agreement for all other nationals.

There are no specific taxation arrangement applying to young people from Norway going abroad.

3.8 Development of Entrepreneurship Competence

Policy Framework

Norway's current national strategy for the development of entrepreneurship competence and of an entrepreneurial mind-set among young people is described in the action plan:

1. [Entrepreneurship in Education and Training – from compulsory school to higher education 2009-2014](#)
 - a) [[Handlingsplan Entreprenørskap i utdanningen – fra grunnskole til høyere utdanning 2009–2014](#)]

The action plan is further built on the previous strategy plan that was launched in 2004:

1. [See the Opportunities and Make them Work! – strategy for entrepreneurship in education and training 2004-2008](#)
 - a) [[Se mulighetene og gjør noe med dem! – strategi for entreprenørskap i utdanningen 2004-2008](#)]

The strategy plan was evaluated in 2008 [in Norwegian]:

1. [KPB-rapport 4-2008 Evaluering av regjeringens strategiplan for entreprenørskap i utdanningen 2004-2008](#) [KPB Report 4 – 2008: Evaluation of the Government's Strategic Plan for Entrepreneurship in Education 2004-2008]

The Norwegian government's action plan of 2009-2014 defines entrepreneurship as:

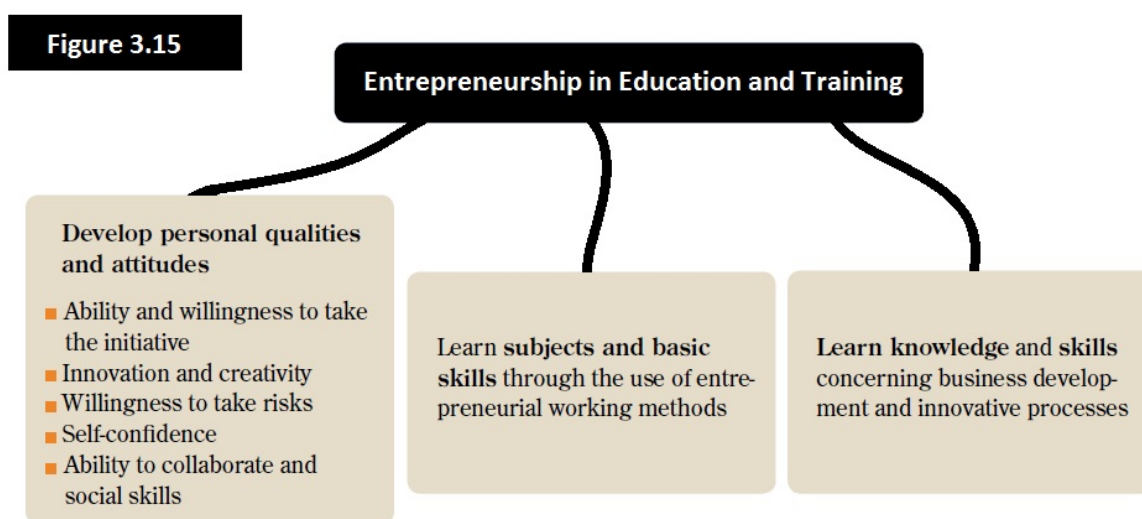
'a dynamic and social process where individuals, alone or in collaboration, identify opportunities for innovation and act upon these by transforming ideas into practical and targeted activities, whether in a social, cultural or economic context.

Entrepreneurship in education and training may be both theoretically and practically oriented. Training in entrepreneurship can be organised as a separate subject or be integrated as a way of working in other subjects'.

Entrepreneurship can be a tool and a working method to stimulate learning in different subjects and in basic skills.

Entrepreneurship in education and training may also further develop personal characteristics and attitudes. The training may focus on imparting knowledge on how to start one's own business and about innovative and ground-breaking processes in existing enterprises (See figure 3.15).

Figure 3.15 Entrepreneurship in Education and Training ([The Norwegian Ministry of Education and Research, 2009](#)).



Source: Action Plan Entrepreneurship in Education and Training 2009-2014

Main goals and measures

The main objective is to strengthen the quality of and the scope of entrepreneurship education and training at all levels and areas of the education system. Internationally Norway shall be a leading force when it comes to entrepreneurship in education and training.

The Government's action plan [Entrepreneurship in Education and Training – from compulsory school to higher education 2009-2014](#) states 14 measures to obtain this objective:

1. Implement the qualifications framework for higher education
2. Establish places for entrepreneurship and innovation in higher education
3. Invite applications for funds for developing programmes of study in entrepreneurship and innovation at universities and university colleges
4. Invite applications for funds for developing new programmes of study in intellectual property rights
5. Invite applications for funds for continuing education in entrepreneurship for teachers

6. Follow up the evaluation of engineering education and revision of the National Curriculum for engineering subjects
1. Make entrepreneurship in the Business PhD scheme more visible
2. Review the report indicators for entrepreneurship and innovation from universities and university colleges
3. Follow up the Knowledge Promotion Reform
4. Establish a website for digital teaching aids for entrepreneurship in primary and secondary education and training
5. Continue to allocate funds to JA-YE Norway
6. Strengthen research on and start evaluations concerning entrepreneurship in education and training
7. Organise conferences and contribute to the establishment of meeting places for entrepreneurship in education and training
8. Strengthening efforts for young entrepreneurs in Innovation Norway

The main target groups are

1. Leaders and owners of educational institutions
2. Teaching staff
3. Pupils and students

Collaborative actors

Private actors:

1. Business and industry
2. Commercial and industrial organisations

Organisations:

1. Pupil and student organisations
2. Social partners
3. [Junior Achievement-Young Enterprise Norway \(JA-YE Norway\)](#)
4. [START UP Norway](#)
5. [the Norwegian Association of Local and Regional Authorities \(KS\)](#)

Public actors:

1. [Innovation Norway](#) [Innovasjon Norge]
2. [the Research Council of Norway](#) [Forskningsrådet]
3. [SIVA](#) [Siva – Selskapet for industrivekst SF]
4. Municipalities
5. County authorities and other regional development actors
6. [the Directorate of Education and Training \(Udir\)](#)
7. [the Ministry of Education and Research](#)
8. [the Ministry of Trade, Industry and Fisheries](#)
9. [the Ministry of Local Government and Modernisation](#)

Formal learning

The incorporation of the entrepreneurship competence into curricula.

a) Upper Secondary Education [Videregående opplæring]

Entrepreneurship in upper secondary school is mentioned in [the National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training](#).

Entrepreneurship for both compulsory education and for upper secondary education and training is embedded in the Core Curriculum, the Quality Framework and in the various subject curricula.

The broad approach to entrepreneurship in education and training that forms the basis for the Action Plan, makes it difficult to chart the extent of entrepreneurship in primary and secondary education and training.

Reports and examples show that there is increasing interest in entrepreneurship in education and training and that entrepreneurship is taught in many different ways. For instance, in the autumn of 2007 a new programme subject called Entrepreneurship and Business Development was established in upper secondary education.

There has been a great increase in the number of pupils and schools taking part in JA-YE Norway's [[Ungt Entreprenørskap](#)] programmes since the organisation was established in 1997.

Pupils' and students' enterprises are the most common programmes, with a total of 22,000 participating pupils in 2008/2009. JA-YE Norway develops courses and prepares programme plans. The programme plan for 2010 – 2014 facilitated the expansion of activities and programmes offered.

b) Vocational Education and Training (VET)

The vocational technical colleges are required to offer vocational education and training, so entrepreneurship competence is relevant both as a discipline in its own right and as a topic integrated in other subjects. One such programme of study is called "Establishment, Innovation and Entrepreneurship."

Tertiary vocational programmes are short programmes of vocational study that build on upper secondary education or equivalent prior learning and work experience. No Higher Education Entrance Qualification is required.

Tertiary vocational programmes vary in length, but they should have a scope corresponding to between six months and two years of study. In autumn 2015, 15 150 students attended vocational schools in Norway.

There are both public and private vocational schools. Among other things, the county authorities offer publicly funded technical and maritime programmes as well as health and social work programmes.

Private providers offer many different programmes in the areas of creative, commercial, service, media, multimedia and ICT studies. Tertiary vocational education is intended as an alternative to higher education that imparts knowledge and skills that are directly applicable in the workplace.

c) Higher Education [Høyere utdanning]

Classes and courses on entrepreneurship in higher education emphasise on developing the students' knowledge base and skills in innovation processes, enterprise establishment, and business development.

All university colleges and universities in Norway send annual reports on their activities to the [Database for Statistics on Higher Education \(DBH\)](#). In 2008, 21 of the state university colleges and universities reported that they offered programmes of study in entrepreneurship, varying from individual courses to complete master's degree programmes (See table 3.16).

Figure 3.16 Examples of different types of courses in entrepreneurship and innovation in higher education (The Norwegian Ministry of Education and Research, 2009).

Figure 3.16 Examples of different types of courses in entrepreneurship and innovation in higher education

INSTITUTION	ACADEMIC TITLE	NO. OF CREDITS
The Norwegian University of Science and Technology (NTNU)	NTNU's School of Entrepreneurship, master's degree	120 credits
University of Tromsø	Master of Science in Business Creation and Entrepreneurship	120 credits
Gjøvik University College	Technological Design and Management, bachelor's degree	180 credits
Ålesund University College	Innovation Management and entrepreneurship, bachelor's degree	180 credits
Hedmark University College	Innovation, Entrepreneurship and Business Development, one-year programme	60 credits
University of Oslo	Norwegian Entrepreneurship programme ¹⁰	30 credits
Bodø University College	Pedagogical Entrepreneurship for Teachers and Pre-school Teachers	30 credits
University of Agder	Entrepreneurship and Innovation in Schools	20 credits
University of Agder	Entrepreneurship for Students of Arts and Crafts	10 credits
University of Stavanger	Entrepreneurship in a Technological Enterprise	10 credits
University of Stavanger	Business Administration and Entrepreneurship	10 credits

Source: Action plan Entrepreneurship in Education and Training 2009-2014

Among these there are courses and degree programmes for teachers, economists, technologists and the tourism trade as well as cross-disciplinary courses. In addition, the universities and university colleges submit reports on the quantity of their patents and commercialisations.

Universities and university colleges collaborate with the regional career offices, NAV, local businesses, and career masses to ensure further practical experiences.

d) Adult Education [Voksenopplæring]

The Competence Reform [Kunnskapsløftet] in the Norwegian education system gives all adults the right to an education that gives individual competence through the upper secondary level. It is encouraged that adult Norwegians obtain an increased knowledge about, and competence and interest in entrepreneurship as a tool for the creation of value, job creation and the development of the local community.

Actors responsible in defining and assessing learning outcomes

NOKUT for higher education: universities, university colleges, and Tertiary VET.

[The Directorate of Education and Training \(Udir\)](#) for upper secondary school, and adult education.

Partnership with the private sector

The Norwegian government stresses the importance of, and facilitates towards, the contact between entrepreneurship education and training, and working and business life.

The organisation JA-YE Norway [Ungt Entreprenørskap] collaborates with parties from business life and with several of the organisations of business life, including

1. NHO (the Confederation of Norwegian Enterprise).

2. HSH (the Federation of Norwegian Commercial and Service Enterprises).

This collaboration has among other things led to several enterprises and public institutions providing their employees with an opportunity to use their working hours to act as mentors for pupils taking an education in entrepreneurship.

Universities and university colleges collaborates actively with business life both regionally and nationally to develop programmes of study and commercialisation activities.

The Government has a number of programmes designed to stimulate local and regional collaboration projects between education and business life, such as

1. [The Norwegian Centres of expertise \(NCE\)](#).
2. [Programme for Regional R&D and Innovation \(VRI\)](#).
3. [User-driven Research Based Innovation \(BIA\)](#).
4. [Norwegian Research School in Innovation \(NORSI\)](#).
5. [ENgage – Centre for Engaged Education through Entrepreneurship](#).
6. PhDs in business.

Non-formal and informal learning

Norway has no specific top-level policy measures and large-scale public initiatives to encourage young people to develop entrepreneurial skills through volunteering per se, but see segment on volunteering [anchor link] on top-level policy measures and large-scale public initiatives to encourage volunteer work in general.

Norway has no top-level policy measures regulating the recognition and validation of entrepreneurial learning in non-formal and informal learning environments (e.g., in accordance with the proposed European Commission recommendation).

Norway has no top-level policy measures setting up specific tools (e.g., learning kit, self-assessment, portfolio for entrepreneurial competence) in non-formal or informal learning settings.

Educators support in entrepreneurship education

Entrepreneurship education is not a compulsory topic in Initial Teacher Education (ITE) in Norway.

Only teachers in general upper secondary education are offered CPD activities (Continuing professional development) related to entrepreneurship education.

No central guidelines are provided for any curriculum area.

Several European countries are developing entrepreneurship education at school through the Lifelong Learning Programme (which has now become the ERASMUS+ programme) aiming to enable people, at any stage of their life, to take part in stimulating learning experiences.

The Norwegian Directorate for Teaching and Training participates in the LLP, and offers teaching materials, good practices, and pedagogical approaches through the website pedent.no.

[Pedent.no](http://pedent.no) (in Norwegian only) [Pedagogisk entreprenørskap] by [The Norwegian Directorate for Education and Training \(Udir\)](#) and [The Norwegian Centre for ICT in Education](#).

The target practitioners are primary school teachers, and lower and upper secondary formal educators and teachers.

Development of specific teaching materials (offered through pedent.no):

Go to '[læringsformer](#)' [learning form/methodology] and '[undervisningsopplegg](#)' [teaching scheme] for further information [in Norwegian only].

The organisation JA-YE Norway [[Ungt Entreprenørskap](#)] also offers teaching materials for

1. Primary school [[Grunnskole 1. – 7. trinn](#)]
2. Lower and upper secondary school [[Grunnskole 8. – 10. trinn](#) og [Videregående opplæring](#)]
3. Higher education [[Høyere utdanning](#)]

There is currently no separate certification on entrepreneurship teaching or training.

There is currently no development of networks for teaching Entrepreneurship outside the [pedent.no](#) initiative.

3.9 Start-up Funding for Young Entrepreneurs

This section describes top-level policy measures, initiatives and good practices developed in Norway in order to create a favourable environment for business creation, more particularly for start-up launched by young entrepreneurs.

Access to information

Information is predominantly offered through

1. The organisation JA-YE Norway [[Ungt Entreprenørskap](#)], and both nationally and their county affiliate offices. YA-YE Norway cooperates with e.g. Enterprise without Borders (EwB).
2. [Innovation Norway](#) [Innovasjon Norge]

Top-level policy measure implemented to ensure that young people know about the following aspects:

Funding opportunities to create a start-up – information and training offered by JA-YE Norway [[Ungt Entreprenørskap](#)] on obtaining start-up capital through:

1. Share holding
2. Crowdfunding

Programmes and service providers devoted to the funding of start-up:

The organisation JA-YE Norway [[Ungt Entreprenørskap](#)] offers programmes in establishing start-up businesses, for youth in:

1. Primary School [[Elevbedrift](#)]
2. Lower and upper secondary school [[Ungdomsbedrift](#)]
3. Higher education [[Studentbedrift](#)]

Specific professional guidance is offered by JA-YE Norway [[Ungt Entreprenørskap](#)].

Access to capital

Norway has no public grant based schemes for young entrepreneurs specific for start-up creation.

[Etablerertilskuddet \(Tilskudd til Gründer\)](#) is a general programme where also young people can apply for financial support to start-ups and entrepreneurial projects.

There is also a private initiative in Norway, [Solofondet](#), available to help youth between 15 and 25 establishing companies, finance ideas and projects etc.

Norway has no access to debt financing, such as specific loan schemes for start-up creation.

3.10 Promotion of Entrepreneurship Culture

Special events and activities

Youth business fairs.

- **Innovation Camps** are held regionally by JA-YE Norway [[Ungt Entreprenørskap](#)], and at three levels of education

1. Lower secondary school [[Innovasjonscamp ungdomsskole](#)]
2. Upper secondary school [[Innovasjonscamp videregående skole](#)]
3. Higher education [[Innovasjonscamp høyere utdanning](#)]

- **EMAX (Innovation Norway Youth business fair)** [[Emax Norge](#)] Innovation Norway has an annual entrepreneurship business fair for youth between 18 and 25. A competition is instigated, and the winners get a special chance to promote their product and business ideas, and to travel to tech related destinations and venues.

- **The KAN-programme** is particularly catered to women entrepreneurs in higher education. The KAN-programme also has an annual business fair/conference, which is co-facilitated by

1. JA-YE Norway [[Ungt Entreprenørskap](#)]
2. [The NHH Norwegian School of Economics \(AFF\)](#)

See also Nordic Innovation on:

1. [Women Entrepreneurship - A Nordic perspective](#)
2. [Women entrepreneurship in the Nordic countries](#)

Public relations campaigns for introducing entrepreneurship to young people

Norway has no current or recently instigated public relations campaigns for introducing entrepreneurship to young people.

Information on entrepreneurship is usually disseminated through the schools and teaching staff, or through JA-YE Norway [[Ungt Entreprenørskap](#)] (sometimes via affiliated youth organizations).

Norway has no current Initiatives to support activities to promote youth entrepreneurship in the field of sustainable development (based on needs of community).

Networks and partnerships

Networks and structures at regional and national levels involved in promoting entrepreneurship culture is offered by JA-YE Norway [[Ungt Entreprenørskap](#)], and its regional and local affiliate groups (by the Norwegian counties [[Fylkeslag](#)])

Initiatives to support partnerships for youth entrepreneurship by bringing together representatives of the public, private, voluntary sectors is offered by JA-YE Norway [[Ungt Entreprenørskap](#)] regional and national events and initiatives.

Norway has no general Entrepreneurship Action Plan that supports specific activities from partners such as national youth organisations and employers with regard to the implementation of a specific entrepreneurship action plan. Norwegian policy initiatives have mostly been on entrepreneurship in education ([Entrepreneurship in Education and Training – from compulsory school to higher education 2009-2014](#)).

3.11 Current Debates and Reforms

Norway has no current youth-specific debate about new policies and/or reform being discussed in the field of general youth employment and entrepreneurship.

The current political emphasis is on lowering the numbers of school drop-out, and on increasing the level of social inclusion.

See [chapter 4 on Social Inclusion](#).

4. Social Inclusion

Introduction

The Norwegian welfare model is signified by relatively strong redistribution of wealth through its taxation system, and through a broad universalistic social welfare system. Norway also offers more or less free education, from kindergartens and preschool, up to higher education.

The population has traditionally been quite homogenous, up until the last couple of decades, where Norway has seen a process of diversification of

1. Ethnicity composition through immigration.
2. More differences in wealth (higher levels of relative poverty).
3. Gender expression/sexuality (higher visibility/acceptance).
4. Higher degree of adaptation and sensitivity to special needs.

The general political agenda has dedicated more focus and priority to special needs and diversification, but also to radicalization, racism, and relative poverty – especially since 2000-2002 and onwards. See [4.3 Strategy for the Social Inclusion of Young People](#).

4.1 General context

Main challenges to social inclusion

Norway has enjoyed both low levels of social inequality/ poverty and unemployment, comparatively to other European countries. The country also has a centralized wage negotiation system, with strong union actors.

The Norwegian welfare model is signified by relatively strong redistribution of wealth through its taxation system, and through a broad universalistic social welfare system. Norway also offers more or less free education*, from kindergartens and preschool, up to higher education.

*Various degrees of excess or deductible payments/tuition.

The population has traditionally been quite homogenous, up until the last couple of decades, where Norway has seen a process of diversification of

1. Ethnicity composition through immigration.
2. More differences in wealth (higher levels of relative poverty).
3. Gender expression/sexuality (higher visibility/acceptance).
4. Higher degree of adaptation and sensitivity to special needs.

Variation of degree of school completion rate, physical and mental health, and general social inclusion indicators, vary along the four above mentioned factors* ([Langeland et.al. 2016](#)).

*Not applicable to the relationship between gender expression/sexuality and degree of school completion rate (has not been documented).

Therefore, the general political agenda has dedicated more focus and priority to special needs and diversification, but also to radicalization, racism, and relative poverty – especially since 2000-2002 and onwards.

Since the first action plan against poverty there has been launched, several national grant schemes and initiatives within different target areas have emerged: See [4.3 Strategy for the Social Inclusion of Young People](#).

1. Child poverty.
2. Child welfare services.
3. Social housing.
4. Homelessness.
5. Youth programmes.
6. Drop-outs of upper secondary school.
7. Inclusion of newly arrived immigrants.

Main concepts

Norway has no singular or unifying definition of social inclusion.

Generally, nationally applicable definitions of social inclusion are provided where a certain group is considered to be at a larger risk of social exclusion comparatively to the majority population.

Groups defined as at risk of social exclusion

In Norway, the following five youth groups are defined as at risk of social exclusion ([M.A. & Hyggen, C. 2013](#)):

1. Youth with low educational attainment.
2. Youth with interrupted education.
3. Young migrants.
4. Young people with disabilities.
5. Youth with poor physical and/or mental health.

[The Norwegian Ministry of Children and Equality](#) additionally defines the following to be at risk of social exclusion:

1. LGBTI-people.
2. Anyone being exposed to ethnic discrimination.

Official Statistics

Definitions will further be provided by actors producing national statistics describing social exclusion e.g. level of participation, (relative) poverty, purchasing power, mobility, education, social capital etc)

Official statistics are delivered by [Statistics Norway](#) and [the Norwegian Labour and Welfare Administration \(NAV\)](#).

International Agreements and Treaties

Finally, definitions of social inclusion will be in line with the international agreements and treaties that Norway has signed – and particularly where these treaties and agreements have been ratified.

As an example, the 1996 Hague Child Protection Convention has been ratified in Norway, and went into effect as of July 1st 2016. As a consequence, amendments had to be made to the Children Act and the Child Welfare Act, to an increase of parental responsibility, and to the care orders for children who are habitually residents in Norway, even if the child is abroad.

More information from the Norwegian Government on [the 1996 Hague Convention \[In English\]](#).

Other major international conventions and human rights/social inclusion treaties that Norway has signed, include:

1. UN Declaration of Human rights of 1948.
2. The European Human Rights Convention of 1950.
3. The UN Convention on Consent to Marriage, Minimum Age for Marriage, and Registration of Marriages of 1962.
4. International Covenant on Civil and Political Rights of 1966.

5. The UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) of 1979.
6. UN Convention on the Rights of the Child of 1989.

4.2 Administration and Governance

Governance

Main governance approach to social inclusion of young people

The governance approach to social inclusion of young people in Norway does not differ from the general approach to instatement and implementation of general youth policy. See [1.4 Youth Policy Decision-Making](#).

Main actors

Top-level authorities responsible for social inclusion of young people and its role

1. [The Ministry of Children and Equality](#).
2. [The Directorate for Children, Youth, and Family Affairs](#).
3. [Integration and Diversity Directorate \(IMDi\)](#).

The Ministry of Children and Equality [Barne- og likestillingsdepartementet]

The Ministry of Children and Equality is responsible for coordinating the Government's policies and legislation concerning equality, discrimination and integration.

The Ministry is divided into five departments [[from \(BLD\) government.no](#)]:

Department of Child Welfare Services

The Department of Child Welfare Services is responsible for all aspects of these services, including child welfare institutions, foster care and other help measures. This entails the development of child welfare legislation, policy design, and the overall administration and coordination of the services.

The department is divided into three sections:

1. Section for Administration and Coordination.
2. Section for Child Welfare.
3. Section for Child Welfare Law.

Areas of responsibility include:

1. Administration and coordination between central and local government.
2. Coordination of services.
3. Child welfare service structures.
4. Foster care.
5. Inspection and supervision.
6. Competence development.
7. Help measures.
8. Child welfare institutions.
9. Legal rights.
10. Migration and minorities.

The department administers the legislation of the Child Welfare Act.

Associated agencies: The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) (areas within the Ministry's sphere of responsibility).

Department of Childhood, Youth and Family Affairs

The Department of Childhood, Youth and Family Affairs is responsible for the design and coordination of overall child and youth policy as well as government family policy.

The department is divided into three sections:

1. Section for Family Policy and Child Benefits
2. Section for Child and Family Law
3. Section for Early Development and Preventive Measures.

Areas of responsibility include:

1. Overall child and youth policy
2. Adoption.
3. Family affairs.
4. Child and family law.
5. Benefit schemes for families with children.
6. Domestic violence.

The department administers the following legislation:

1. Act relating to adoption.
2. Act relating to children and parents (The Children Act).
3. The National Insurance Act, Chapter 14 (on benefits in connection with childbirth and adoption).
4. The Family Allowance Act.
5. Act concerning cash benefit for parents with small children (The Cash Benefit Act).
6. The Marriage Act.
7. Act relating to the authority of Norwegian public officials to solemnize marriage abroad, and of foreign public officials to solemnize marriage in Norway.
8. Act relating to the recognition of foreign divorces and separations.
9. Act relating to registered partnership.
10. Act relating to family counselling.

The department participates in a number of organisations and international activities in the fields of child and youth affairs, family policy and family law, such the Nordic Council of Ministers, the Council of Europe, the European Union, the United Nations and the Hague Conference on Private International Law.

Associated agencies:

1. [The Norwegian Labour and Welfare Administration \(NAV\)](#) (areas within the Ministry's sphere of responsibility)
2. [The Norwegian Directorate for Children, Youth and Family Affairs \(Bufdir\)](#) (areas within the Ministry's sphere of responsibility)
3. The County Governor's Offices (areas within the Ministry's sphere of responsibility)

Department of Consumer Affairs and Equality

The Department of Consumer Affairs and Equality has the overall responsibility for policy relating to consumer affairs, equality and anti-discrimination, and develops and coordinates activities within these areas. The department is also responsible for coordinating the overall policy for persons with disabilities and for universal design.

The department's activities cover a wide array of policy instruments, primarily involving development of legislation and policy, the design of support schemes and the preparation of action plans.

1. Consumer policy.
2. Consumer rights.
3. Consumer information.
4. Consumer research.
5. Equality and anti-discrimination policy.

6. Anti-discrimination law.
7. International activities.
8. Research and analysis.

In addition, the department coordinates Norway's responsibilities in accordance with

1. The UN Convention on the Elimination of All Forms of Discrimination against Women.
2. The UN International Convention on the Elimination of All Forms of Racial Discrimination.
3. The UN Convention on the Rights of Persons with Disabilities.

The department also coordinates the Ministry's international activities as well as associated research and analysis.

The department participates in international activities in the fields of gender policy, anti-discrimination policy and consumer policy in a number of settings, including

1. The United Nations.
2. The European Union/European Economic Area.
3. The Council of Europe.
4. The Nordic Council of Ministers.
5. The Organisation for Economic Co-operation and Development (OECD).

[Department of Planning and Administration](#)

The department is responsible for coordination, quality assurance and follow-up of the Ministry's activities relating to the budget, ministerial financial management and the administration of associated and subordinate agencies.

The Department is also responsible for the Ministry's activities relating to security and preparedness, organisational development, personnel policy and internal systems for archives, administrative processing and ICT. The department is in charge of the joint services and support functions for the Ministry at large.

The Department of Planning and Administration has the responsibility for the overall management dialogue with the Ombudsman for Children, the Consumer Ombudsman and the Equality and Anti-Discrimination Ombud.

The department is divided into three sections:

1. Section for Budgeting and Financial Management.
2. Section for Human Resources and Organisational Development.
3. Section for Archives and ICT.

[Department of Communications](#)

Responsible for informational work, publishing accurate information, and providing updated reports at www.regjeringen.no/bld. Media inquiries and requests for information are dealt with on an ongoing basis.

[The Directorate for Children, Youth, and Family Affairs](#) [Barne-, ungdoms-, og familiedirektoratet]

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) and the Office for Children, Youth and Family Affairs (Bufetat) are responsible for matters relating to state-funded child welfare services, family counselling and adoption. Bufdir is also the responsible directorate for matters regarding social inclusion.

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) is Norway's National agency for Youth, by appointment of [The Ministry of Children and Equality](#) [Barne- og likestillingsdepartementet] [1.4 Youth Policy Decision-making](#) and 'The National Agency for Youth.'

Integration and Diversity Directorate (IMDi) [Integrerings-, og mangfoldsdirektoratet] [[About IMDi](#)]

Among IMDi's areas of responsibility is the achievement of employment-based integration through:

1. Resettlement.
2. The introduction programme.
3. Classes in Norwegian and social studies.
4. Interpreting services.
5. Expert knowledge on integration.
6. Efforts aimed at diversity and dialogue.
7. Equality with respect to public services.

IMDi's important administrative duties include:

1. Administering grant schemes (including integration grants).
2. Research and development, among other things through grants for projects.
3. Documentation, including the National Introduction Register (NIR).
4. Information and guidance through web portals, publications, networks etc.

Target groups and collaborative partners

IMDi works in cooperation with others. The directorate is a network organisation whose most important target groups and collaborative partners are:

1. Municipalities.
2. Sector authorities.
3. Recently arrived immigrants.
4. Established immigrant groups.
5. Business community.
6. General public.
7. People abroad intending to settle in Norway.

The establishment of the Integration and Diversity directorate in 2004 was achieved through a division of the Directorate of Immigration (UDI) under the [The Ministry of Justice and Public Security](#) [Justis- og beredskapsdepartementet]. A large number of employees in the Department of Integration at UDI were transferred to IMDi as well as key administrative personnel.

UDI is responsible for migration and immigration, including the running of reception centres for asylum seekers, while IMDi is responsible for persons who have been granted residence permits in Norway, and for other tasks in the field of integration and diversity.

Other public actors involved in policy making on social inclusion of young people

- a) [The Ministry of Labour and Social Affairs.](#)
- b) [The Norwegian Labour and Welfare Administration \(NAV\).](#)
- c) [The Ministry of Health and Care Services.](#)
- d) [Norwegian Directorate of Health.](#)
- e) [The Norwegian Institute of Public Health.](#)
- f) [The Ministry of Justice and Public Security.](#)
- g) [The Norwegian Directorate of Immigration.](#)
- h) [The Norwegian Correctional Services Directorate.](#)

Ombud.

- i) [Ombudsman for Children and Youth.](#)
- j) [The Equality and Anti-discrimination Ombudsman.](#)
- k) [The Ombudsman for Privacy.](#)

- l) [The Ombudsmen for pupils and apprentices.](#)
- m) [Parliamentary Committees.](#)
- n) [The Ministry of Local Government and Modernisation.](#)
- o) [The Sami Parliament.](#)

a) [The Ministry of Labour and Social Affairs](#) [Arbeids-, og sosialdepartementet] [[About the Ministry of Labour and Social Affairs](#)]

The Ministry of Labour and Social Affairs has overriding responsibility for:

1. Labour market policy.
2. Working environment and safety policy.
3. Pensions policy.
4. Welfare and social policy.

The Ministry of Labour and Social Affairs has six departments:

[Pension Department](#)

The Pension Department has overriding responsibility for pension policies, including work on the pension reform.

[The Department of Administration](#)

The Department is responsible for tasks relating to personnel management and development, organisational development and planning.

[The Department of Finance](#)

The Department is responsible for coordinating, quality assuring and providing guidance in connection with the Ministry's work relating to its budget and finances.

[The Department of Labour Market Affairs](#)

The Department is responsible for tasks relating to the promotion of a well-functioning labour market, and it is responsible for policies and measures taken to help the unemployed and for some of the measures aimed at the occupationally disabled.

[The Department of Welfare Policy](#)

The Department of Welfare Policy is responsible for policies aimed at assuring income through sickness benefit, work assessment allowance, and disability pensions in the national insurance scheme, and through social security assistance.

The department has six underlying units, each focusing on different aspects of welfare policy.

Of relevance to youth policy is:

1. The Unit for Work Adaptation, Training, and Assistance [Seksjon for arbeidsretting, oppfølging og tiltak (SOT)].
2. The Unit for Health Related Benefits [Seksjon for helserelaterte ytelser (SHY)].
3. The Unit for Social Policy [Seksjon for sosialpolitikk (SSP)].

[The Press and Communications Division](#)

The Press and Communications Division deals with press enquiries to the Ministry's political leadership and the Ministry. The Division also helps to locate the correct department or case officer for background material and information. The Press and Communications Division is part of the Secretary General's staff.

[The Working Environment and Safety Department](#)

The Working Environment and Safety Department's areas of responsibility include labour law and safety and the working environment in Norwegian workplaces, both onshore and on the Norwegian continental shelf.

b) The Norwegian Labour and Welfare Administration (NAV) [[About NAV on nav.no](#)]

NAV administers a third of the national budget through schemes such as

1. Unemployment benefit.
2. Work assessment allowance.
3. Sickness benefit.
4. Pensions.
5. Child benefit.
6. Cash-for-care benefit [kontantstøtte].

NAV, or the Norwegian Labour and Welfare Administration, employs around 19,000 people. Around 14,000 are employed by the central government, (the Norwegian Labour and Welfare Service), and around 5,000 are employed by the local authorities.

In addition to the local NAV offices there are more than one hundred special units. The special units perform centralised duties that it would not be appropriate for front line local NAV offices to perform (acquires special competencies or training).

NAV's main goals are:

1. More people active and in work, fewer people on benefits.
2. A well-functioning job market.
3. To provide the right services and benefits at the right time.
4. To provide good services tailored to the users' needs and circumstances.
5. Comprehensive and efficient labour and welfare administration.

NAV works cross-disciplinary and with all relevant sectors and departments to obtain these goals.

c) The Ministry of Health and Care Services [Helse- og omsorgsdepartementet (HOD)] [[About HOD on government.no](#)]

The Ministry of Health and Care Services (HOD) is responsible for providing good, and equal health and care services for the population of Norway. The ministry directs these services by means of a comprehensive legislation, annual budgetary allocations and through various governmental institutions.

The ministry's main responsibilities include:

1. Public health and illness prevention (incl. alcohol/drug prevention, and nutrition).
2. Primary health services at the municipal level.
3. Specialist health services (all hospitals, public health and ambulance services).
4. Public dental health services.
5. Mental health services.
6. Health services to drug addiction.

The Ministry of Health and Care Services has eight departments:

[The Department of Administration](#)

The main responsibility of the Department of Administration is to handle horizontal issues, and to make sure that the Ministry is run in accordance with relevant laws and regulations.

[The Department of Budgetary and Financial Affairs](#)

The Department of Budgetary and Financial Affairs coordinates the Ministry of Health and Care Services' work related to the central government budget and is responsible for analyses and reports in connection with various funding and grant schemes.

[The Department of Hospital Ownership](#)

The Ministry of Health and Care Services has ownership of the four regional health authorities, which provides the channel for exercising government hospital ownership of the specialist health care services. The principal task of the Department of Hospital Ownership is governance of the regional health authorities and the Norwegian Health Network.

[Department of eHealth](#)

The Department of eHealth has the overall responsibility for digitalization of the healthcare sector. The Department of eHealth has a broad area of responsibility, ranging from establishing and providing good digital services to health professionals and the public, to following up the long term strategy "one patient- one record".

[The Department of Public Health](#)

The main tasks of the Department of Public Health are related to health promotion and preventive medicine, health surveillance and health registers, nutrition and food safety and alcohol and drug addiction issues.

[The Department of Health Legislation](#)

The Department of Health Legislation is responsible for the majority of laws and regulations within the domain of the Ministry of Health and Care Services.

[The Department of Municipal Health Care Services](#)

This department is responsible for the development of municipal policy measures for municipal health care services, nursing and care services, social care services and mental health care services within the municipalities.

[The Department of Specialist Health Care Services](#)

The Department is responsible for financing specialist health care services and for the annual allocations over the central government budget to the regional health authorities.

[The Communications Division](#)

The Press and Communications Division deals with press enquiries to the Ministry's political leadership and the Ministry. The Division also helps to locate the correct department or case officer for background material and information.

Executive and independent units under [The Ministry of Health and Care Services](#)

1. [The Norwegian Directorate of Health](#)
2. [The Norwegian Institute of Public Health \(NIPH\)](#)

d) [The Norwegian Directorate of Health \[Helsedirektoratet\]](#)

The Directorate of Health is a specialist body both in the area of public health and living conditions and in the area of health services.

The Directorate of Health's target groups are

1. Citizens (those requiring information about health, rights and health and care services).
2. Those engaged in the provision of health and care services (such as the Ministry of Health and Care Services).
3. The regional health authorities.

4. The County Governors.
5. Local authority administrations.
6. Employees in the health and care services.

The directorate seeks beneficial dialogue and cooperation with other sectors. For example, conditions in the transport and education sectors affecting public health.

Cooperation with other governmental bodies include

1. The Norwegian Institute of Public Health.
2. The Norwegian Food Safety Authority.
3. The Norwegian Medicines Agency.

The directorate has seven departments, of which one is of particular relevance to youths:

The Department of Public Health, and the unit for upbringing and aging [Divisjon folkehelse – Oppvekst og aldring].

The unit's main tasks include:

1. Strengthen inter-sectorial cooperation.
2. Develop and implement strategies that alleviate and prevent social stratification in kindergartens and schools.
1. Facilitate conditions for a nutritious diet, physical activity, better sexual education, prevention of drug and alcohol abuse, promoting good mental health
2. Research in cooperation with the [The Norwegian Directorate for Education and Training](#)
3. Implement the national HIV prevention strategy, and action plan towards good sexual health.
4. Administer the acts regulating abortion and sterilization [[Lov om svangerskapsavbrudd \[abortloven\]](#) and [Lov om sterilisering \[steriliseringsloven\]](#)], and promote updated information on the two topics.
1. Contribute to a continual practice of early intervention, and evidence based knowledge and good practices [Fra bekymring til handling – [tidligintervensjon.no](#)].
1. Administer and participate in the Norwegian Directorate of Health's plan for 'a systematic and evidence-based service to help wean off/quit the use of tobacco and snus.' [[Helsedirektoratets plan for et systematisk og kunnskapsbasert tilbud om røyke- og snusavvenning](#)].

e) The Norwegian Institute of Public Health (NIPH) [Folkehelseinstituttet] [About NIPH]

The NIPH is working to improve public health by strengthening the preventive health efforts in society.

The institute has overall responsibility for

1. The knowledge production and systematic reviews for the health sector.
2. Providing knowledge about the health status in the population.
3. influencing factors and how it can be improved.
4. Providing scientific advice and forensic science services to the police and judiciary.

The NIPH is responsible for national health registries, bio-banks and health studies, such as [the Norwegian Mother and Child Cohort Study \(MoBa\)](#), and performs research, health analyses, systematic reviews and risk assessments.

The NIPH also collaborates with the WHO, EU, EEA, sister institutions, universities, organisations and health authorities in low- and middle-income countries on global health issues.

The NIPH is placed directly under [The Ministry of Health and Care Services](#), alongside [the Norwegian Directorate of Health](#), [the Norwegian Board of Health Supervision](#) and [the Norwegian Medicines Agency](#) [Statens legemiddelverk].

The Institute has four scientific domains;

1. Mental and Physical Health.
2. Infection Control and Environmental Health.
3. Health Data and Digitalisation.
4. Forensic Sciences.

From 1st January 2016 The Norwegian Institute for Alcohol and Drug Research (SIRUS) was incorporated in the Norwegian Institute of Public Health. SIRUS researchers are organized into a new department at FHI called Department of Alcohol, Drug and Tobacco Research.

f) The Ministry of Justice and Public Security [Justis- og beredskapsdepartementet]

The Ministry has approximately 400 employees divided between nine departments, the Minister's office and the Press Office.

The main purpose of the Ministry is to provide for the maintenance and development of the basic guarantees of the rule of law. An overriding objective is to ensure the security of society and of individual citizens.

The main tasks of the Ministry of Justice and Public Security are [[About the Ministry at government.no](#)]:

The Secretariat for the political staff

1. Prepare cases for the Government, the King in Council and the Storting [Parliament].
2. Help to carry out the policies of the Government.

The Management of agencies

Development of and contact with external agencies and the courts.

The Administration

1. Responsibility for administrative tasks that affect individuals, companies, institutions, municipalities and government agencies.
2. Service to the general public.

The Ministry's areas of responsibility can be seen as three separate chains: The criminal system chain, the asylum chain and the civil security and emergency chain. The goals for the three chains in 2015 are:

The criminal system chain

1. Reduce serious crime.
2. Strengthen prevention of crime.
3. A more efficient criminal chain.

The asylum chain

1. Fewer asylum seekers without protection needs.
2. Faster clarification of identity.
3. Faster return.

The civil security and emergency chain

1. Reduce vulnerability in society.
2. Strengthen the cooperation in crisis management.
3. Knowledge-based prevention.
4. Better management and strengthened management culture.

[The Ministry of Justice and Public Security](#) have two executive agencies of particular relevance to youths:

1. [The Norwegian Directorate of Immigration](#)
2. [The Norwegian Correctional Services Directorate](#)

g) The Norwegian Directorate of Immigration [Utlendingsdirektoratet]

The Directorate of Immigration (UDI) is the central agency in the Norwegian immigration administration. The UDI implements and helps to develop the government's immigration and refugee policy.

The UDI is tasked with facilitating lawful and desirable immigration and ensuring that those who meet the requirements are given an opportunity to come to Norway. At the same time, however, UDI also works as a control function and are tasked with preventing abuse of the system.

The directorate processes

1. Applications for protection (asylum).
2. Visitor's visas.
3. Family immigration.
4. Residence permits for work and study purposes.
5. Citizenship.
6. Permanent residence permits and travel documents.
7. Makes decisions on rejection and expulsion.

In addition, UDI is responsible for ensuring that all asylum seekers are offered somewhere to stay while they wait to have their applications processed, and for finding good solutions for those who wish to return to their home countries.

They are per 2016 responsible to uphold the protection, rights, and obligations of 'the Convention of the Rights of the Child' of newly arrived refugee minors.

h) The Directorate of the Norwegian Correctional Services [Kriminalomsorgsdirektoratet]

The Directorate of the Norwegian Correctional Services are responsible for

1. carrying out remands in custody and penal sanctions
 - a) in a way that takes into consideration
 1. the security of all citizens, and
 2. attempts to prevent recidivism by enabling the offenders, through their own initiatives, to change their criminal behaviour.

Norway does not have a separate legislation for young offenders, as this is regulated in a chapter on youth offenders in The General civil penal code of 2005.

The age of criminal responsibility is at 15. The government policy is that no-one under 18 should be imprisoned, but in case the offence is very serious it will be inevitable to impose a prison sentence. Two specific institutions are established to receive these offenders. These institutions are characterized by a very high staff-prisoner ratio and a cross-professional approach.

The Directorate's work on youth delinquency and prevention/sanctioning has been lead by a cross-disciplinary effort., particularly in cooperation with the educational sector, the culture/youth and volunteer/recreational sector, and the welfare/child welfare sector.

The work has further been guided by a series of action plans on the delinquency:

1. Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]
2. (2009-2013) 'Good Forces' – Action Plan for Crime Prevention [[Gode krefter - Kriminalitetsforebyggende handlingsplan](#)]

3. (2005-2008) Action Plan - Together against Juvenile Delinquency [[Handlingsplan - Sammen mot barne- og ungdomskriminalitet](#)]

See also kriminalomsorgen.no on efforts to prevent and combat delinquency [[Sammen mot barne- og ungdomskriminalitet](#)].

Ombud

i) Ombudsman for Children and Youth [Barneombudet] [About the Ombudsman]

The Ombudsman for Children and youth is an advocate for the rights of children and young people. The Norwegian Ombudsman for Children was the world's first Ombudsman for Children (1981).

The main responsibilities of the Ombudsman for Children and Youth:

1. Ensure that the opinions of children and young people are heard and that their rights are upheld.

Ensure that the authorities in Norway comply with the Convention on the Rights of the Child.

The Ombudsman for Children also seeks to influence the authorities in ways that can create a better society for children and young people. This is being done in ways of:

1. Holding lectures and seminars for people who work with/provide services for children.
2. Writing letters to the authorities when it is believed that the rights of children are not being satisfactorily upheld.
3. Giving statements when laws are being written or amended.
4. Giving interviews to the media and being active on social media platforms.
5. Meeting with government ministers and members of Parliament.

The Ombudsman also provides advice and information on the rights of children to people online or via email/telephone.

The Ombudsman reaches out directly to children and young people and consults them on their experiences, and relays recommendations and perspectives from these consultations, to decision-makers.

Every year, the Ombudsman for Children directs especial attention to one or more areas within which we have identified the need to reinforce the rights of children.

The Norwegian Ombudsman for Children and Youth is a member of [The European Network of Ombudspersons for Children \(ENOC\)](#). ENOC was established in Trondheim in 1997, and is now a registered association in France.

By 2016 ENOC has grown to include 41 institutions in 34 countries within the Council of Europe, 23 of which EU countries. Membership is limited to institutions in the 47 member states of the Council of Europe.

j) The Equality and Anti-discrimination Ombudsman [Likestillings- og diskrimineringsombudet]

The main task of the Ombudsman is to promote equality and fight against discrimination based on gender, ethnicity, religion, disability, sexual orientation, gender identity, gender expression and age.

The ombudsman is an alternative to court proceedings in cases of discrimination, and is a low threshold option of appeal that is easily accessible. Those who believe they have

been exposed to discrimination can receive advice and guidance from The Equality and Anti-discrimination Ombudsman [[About the Ombudsman](#)].

The goal of the guidance is for the involved parties to be able to resolve the problem. If this is not successful, the Ombudsman can treat the matter as a complaint case. In complaint proceedings, the Ombudsman will provide an opinion (a conclusion) on whether or not discrimination has occurred.

The ombudsman has the responsibility of ensuring that Norwegian law corresponds with

1. The UN's Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).
2. Convention on Racial Discrimination (CERD).
3. Convention on Rights of Persons with Disabilities (CRPD).

k) The Ombudsman for Privacy (The Norwegian Data Protection Authority) [Personvernombudet (Datatilsynet)]

The Norwegian Data Protection Authority acts as the Ombudsman for Privacy in Norway. The Norwegian Data Protection Authority protects the right to privacy and strives to prevent misuse of personal data.

The Norwegian Data Protection Authority offers several practical online resources of particular relevance to children and youth:

[Personvernbloggen](#) ['Privacy blog'] General blog on issues regarding privacy.

[Dubestemmer.no](#) ['You decide'] Particularly for the age groups of 9-13, and 13-18. Presents facts, stories, exercises and videos about privacy and digital responsibility

[Slettmeget.no](#) ['delete me'] The aim of the service is to help people who experience privacy violations online.

[ID-tyveri.no](#) ['ID theft'] Providing information for prevention, and assistance to those who have been exposed to ID theft and fraud.

l) The Ombudsmen for pupils and apprentices [Ombudene for elever og lærlinger].

Each county has an Ombudsmen for pupils and apprentices.

The ombudsman is responsible to support and inform students of upper secondary school and apprentices of their rights. The ombudsman may assist in cases where a student or apprentice needs guidance or has questions/concerns about their educational situation.

m) Parliamentary Committees

Parliament [Storting] is divided into working committees designated to specific political areas:

1. Education, Research, and Church Affairs [[Kirke-, utdannings- og forskningskomiteen](#)],
2. Foreign and military Affairs [[Utenriks- og forsvarskomiteen](#)],
3. Energy and the Environment [[Energi- og miljøkomiteen](#)],
4. Family and Cultural Affairs [[Familie- og kulturkomiteen](#)],
5. Finance and Economic Affairs [[Finanskomiteen](#)],
6. Trade Industry Affairs [[Næringskomiteen](#)],
7. Health and Care Services [[Helse- og omsorgskomiteen](#)],
8. Justice [[Justiskomiteen](#)],
9. Labour and Social Affairs [[Arbeids- og sosialkomiteen](#)],
10. Local Government and Public Administration [[Kommunal- og forvaltningskomiteen](#)],
11. Scrutiny and Constitutional Affairs [[Kontroll- og konstitusjonskomiteen](#)], and
12. Transport and Communications [[Transport- og kommunikasjonskomiteen](#)].

The Parliamentary Committees does not follow the same sectoral division of the executive Ministries.

The committees produce statements, reports or hearing notes that are debated over in Parliament, and sometimes voted on.

Committees may in unison, or through a specific MP, present Law proposals to Parliament.

Committees are important consulting agents when the Government (the executive branch) sends a proposal, strategy, or action plan out on hearing.

Finally, the committees are important agents of check and balance to the power of the executive body.

n) The Ministry of Local Government and Modernisation [Kommunal- og moderniseringsdepartementet], and [The Department of Sami and Minority Affairs \[Same- og minoritetspolitisk avdeling \(SAMI\)\]](#)

The Ministry of Local Government and Modernisation , and The Department of Sami and Minority Affairs (SAMI) has chief responsibility for formulating and coordinating the state's policies towards the Sami population and the national minorities.

The officially recognized minority groups include:

1. The Sami people [Samer].
2. Finnish/Norwegian descendents (Kvens/Norwegian Finns) [Kvener].
3. Roma [Rom (Sigøynere)].
4. Forest Finns [Skogfinner].
5. Romani people/Tatere [Romanifolket/tatere].

The department is on of the main actors working for the rights, understanding, non-discrimination, and a reciprocal and respectful social inclusion of national minorities.

The Department of Sami and Minority Affairs are also responsible for two underlying agencies:

1. [Gáldu Resource Centre for the Rights of Indigenous Peoples](#) [Gáldu – Kompetansesenteret for urfolks rettigheter].
2. [The International Centre for Reindeer Husbandry](#) [Internasjonalt reindriftssenter].

o) The Sami Parliament [Sámediggi]

The Sámediggi is an elected assembly that represents the Sami in Norway. Thirty-nine members of parliament are elected from seven constituencies every fourth year. The purpose of the Sámediggi is to strengthen the Sami's political position and promote Sami interests in Norway, contributing to equal and equitable treatment of the Sami people and paving the way for Sami efforts to safeguard and develop their language, culture and society.

The Sami Parliament's Youth Policy Committee [[Sametingets ungdomspolitiske utvalg \(SUPU\)](#)] seeks to enhance young Sami's codetermination and influence on Saami parliamentary policies, and help the Sami Parliament to shape its present and future policies related to young people.

One of the main objectives is to plan and host the Sami Parliament's youth conference. The committee consists of 5 members who are appointed for a two-year period. The members are 18-20 years of age, and come from all parts of Norway.

See also: [Act of 12 June 1987 No. 56](#) concerning the Sameting (the Sami parliament) and other Sami legal matters (the Sami Act).

Main non-public actors taking part in the regulation and implementation of social inclusion of young people

1. [NGOs](#)
2. [Youth Organizations](#)

NGOs (Non-governmental organizations)

NGOs have a three-fold role in the regulation and implementation of social inclusion of young people in Norway:

1. They are important actors when lobbying for, or recipients of governmental documents and plans through hearing and rounds of input and feedback.
2. They often apply for funding schemes made available through Ministries, directorates, and executive agencies.
3. They act as 'grassroot experts' as they report back to public actors through evaluations and monitoring activity displaying what areas need more funding, what initiatives are successful or not, etc.

A brief selection of some of the most important NGOs in Norway working with social inclusion (including substantial focus and work with children, youth and young people):

1. Norwegian Red Cross [[Røde Kors](#)].
2. [Islamsk Råd Norge](#) [Islamic Council Norway] Umbrella organization for 42 Muslim organizations in Norway (two of them being [Norges Unge Muslimer \(NUM\)](#) [Young Norwegian Muslims], and [Den Islamske Ungdomsorganisasjonen I Norge \(DIN\)](#) [The Norwegian Islamic Youth Organization]).
3. [Samarbeidsrådet for tros- og livssynssamfunn](#). [The Council for Religious and Life Stance Communities].
4. [Funksjonshemmedes Fellesorganisasjon](#) [[The Norwegian Federation of Organizations of Disabled People \(FFO\)](#)] An umbrella organization with 80 member organizations (2016) of people with disabilities and chronic diseases.
5. Samarbeidsforumet av funksjonshemmedes organisasjoner (SAFO) [[Norwegian Forum of Disabled Peoples' Organizations – SAFO](#)]
6. [Norges Handikapforbund](#) [[The Norwegian Association of Disabled \(NAD\)](#)].
7. FRI – organization for gender and sexuality diversity [[FRI - Foreningen for kjønns- og seksualitetsmangfold](#)].
8. [Skeiv Verden](#) [Queer World].

See also [The Association of NGOs in Norway](#) [[Frivillighet Norge](#)], an umbrella organization for the voluntary sector in Norway.

The Association of NGOs in Norway consists of more than [280 member organizations](#) [[in Norwegian](#)] (2016), including all sectors of society (organizations for children, youth and grown-ups, sports, culture, humanitarian work, religious congregations, music, theatre, etc).

Youth Organizations

Youth organizations have a three-fold role in the regulation and implementation of social inclusion of young people in Norway:

1. They are important actors when lobbying for, or recipients of governmental documents and plans through hearing and rounds of input and feedback.
2. They often apply for funding schemes made available through Ministries, directorates, and executive agencies.

3. They act as 'grassroot experts' as they report back to public actors through evaluations and monitoring activity displaying what areas need more funding, what initiatives are successful or not, etc.

The most important Youth organizations in Norway are:

1. [The Norwegian Children and Youth Council](#) (LNU) and their subsequent 97 affiliated youth member organizations. Go to LNU for [an overview of the 97 organizations \[in Norwegian\]](#).
2. [UNGORG](#) [in Norwegian]- Umbrella organization representing 62 child and youth organizations in Oslo. Go to UNGORG for [an overview of the 62 organizations \[in Norwegian\]](#).
3. [Elevorganisasjonen](#) [[School Student Union of Norway](#)] a national, politically independent organization that organizes and represents students in Norwegian schools.
4. [Norsk Studentorganisasjon](#) [[Norwegian Student Union](#)]
5. [Ungdom og Fritid](#) - a national, non-profit organisation which organizes over 600 youth clubs.
6. [Unge Funksjonshemmede](#) [Organization for Disabled Youth] Umbrella organization for 35 Norwegian youth organizations representing youths with disabilities.
7. [Skeiv ungdom](#) [Queer Youth] LGBTQI organization for youth under the age of 30.

Mechanisms of cross-sectorial cooperation

The 0-24 Cooperation Project for Vulnerable Children and Youth [[Samarbeid om utsatte barn og unge mellom 0 og 24 år](#)] is one mechanism of cross-sectorial cooperation between Departments, and Agencies involved in defining top-level policies and measures on social inclusion measures, alongside youth employment and entrepreneurship.

The overarching goal is to lay the foundation for

1. Strong societal inclusion and participation.
2. A lasting labour market involvement.

Areas of focus are:

1. Cross-sectorial rules and regulation.
2. Sectoral plans and schemes shall be considered in unison.
 - a) Considering potential for simplification and streamlining.
3. Cooperation in the education and training arenas for refugees and asylum seekers.
4. Sectorial cooperation for children and youth with specific learning disabilities.
5. Children and youth apprenticeships with minority background and/or physical disabilities.

The main goal of the cooperative measure is to increasing the completion rate in upper secondary school [[videregående skole](#)].

The 0-24 Cooperation Project is appointed by a joint letter of commission [[oppdragsbrev](#)] from

1. [The Ministry Education and Research](#)
2. [The Ministry of Labour and Social Affairs](#)
3. [The Ministry of Children and Equality](#)
4. [The Ministry of Health and Care Services](#)

The joint letter of commission is addressed to

1. [The Norwegian Directorate for Education and Training](#)
2. The Directorate for Labour and Welfare [[Arbeids- og velferdsdirektoratet](#)]
3. [The Norwegian Directorate for Children, Youth, and Family Affairs](#)
4. [The Norwegian Directorate for Health](#)

The above mentioned directorates (executive agencies of the various ministries) cooperate and coordinate the work and measures [tiltak] that are directed towards vulnerable children and youth between the ages of 0 – 24.

The 0-24 Cooperation Project is active as of 2015 – 2020. The Norwegian Directorate is leading the steering group, and has amended a mid-evaluation of the project as of 2016 [[assignment in Norwegian](#)].

The 0-24 Cooperation Project is affiliated with [the government's strategy against child poverty 2015-2017](#). See [4.3 Strategy for the Social Inclusion of Young People](#).

[4.3 Strategy for the Social Inclusion of Young People](#)

Existence of a National Strategy on social inclusion

Norway has no separate youth policy (see [1.3 National Youth Strategy](#)) but several separate national strategies all catering towards social inclusion and children/youth:

1. [Poverty](#)
2. [Health and psychosocial environment](#)
3. [Crime Prevention](#)
4. ['Minority youth': Refugees and youth with migrant background](#)
5. ['Minority Youth': Sami](#)
6. ['Minority youth': LGBTI](#)
7. ['Minority youth': Physical and Learning disability](#)

Poverty

Children Living in Poverty - the government's strategy 2015-2017.

[[Barn som lever i fattigdom. Regjeringens strategi mot barnefattigdom 2015 - 2017.](#)]

Type of document: Strategy plan ['strategiplan'].

Time of introduction and timeframe: May 2015 (2015-2017).

Cooperation strategy plan on assistance services to youth.

[[Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom.](#)]

Type of document: Guide ['eksempelsamling'].

Time of introduction and timeframe: March 2014 – in effect.

Health and psychosocial environment

Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment.

[[NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø.](#)]

Type of document: Official report to the Ministry of Education and Research.

Time of introduction and timeframe: March 2015 – in effect.

Action plan in prevention of suicide and self harm 2014-2017.

[[Handlingsplan for forebygging av selvmord og selvskading 2014-2017.](#)]

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: April 2014 (2014-2017).

National strategy plan on immigrant health 2013-2017.

[Likeverdige helse- og omsorgstjenester - god helse for alle. [Nasjonal strategi om innvandreres helse 2013-2017.](#)]

Type of document: Strategy plan ['strategiplan'].

Time of introduction and timeframe: Aug 2013 (2013-2017).

Crime and Violence/Sexual Abuse Prevention

A life without violence – action plan against domestic violence 2014-2017.

[[Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014–2017](#)]

Type of document: Action Plan ['handlingsplan'].

Time of introduction and timeframe: 2014 [2014-2017].

Childhood comes but once. [National strategy to combat violence and sexual abuse against children and youth](#) (2014–2017).

[Barndommen kommer ikke i reprise- [Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom](#) (2014–2017)]

Type of document: Strategy plan ['strategiplan'].

Time of introduction and timeframe: Oct 2013 (2014-2017).

Action plan to combat violence and sexual abuse of children and youth (2014-2017).

[En god barndom varer livet ut. [Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom.](#) (2014–2017)]

Type of document: Action plan ['tiltaksplan'].

Time of introduction and timeframe: Dec 2014 (2014-2017).

Action Plan for Crime Prevention (2013-2016).

[[Handlingsplan for forebygging av kriminalitet \(2013-2016\).](#)]

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: Sep 2013 (2013-2016).

Action plan in the prevention of radicalization and violent extremism (2014).

[[Handlingsplanen for å forebygge radikaliserings og voldelig ekstremisme](#) (2014)]

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: June 2014 – in effect.

'Minority youth': Refugees and youth with migrant background

Action plan against forced marriage, female genital mutilation and severe restrictions on young people`s freedom (2013-2016).

[Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet (2013-2016).]

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: Jan 2013 – in effect.

Report to Storting No. 30 (2015 - 2016) From reception centre to the labour market – an effective integration policy.

[[Meld. St. 30 \(2015–2016\) Fra mottak til arbeidsliv – en effektiv integreringspolitikk.](#)]

Type of document: White paper ['Stortingsmelding'].

Time of introduction and timeframe: 2015 – in effect.

National Report No. 7 (2010) Mastering plurality – Multi-lingual children, youth and adults in the educational system.

[[NOU 2010: 7 Mangfold og mestring – Flerspråklige barn, unge og voksne i opplæringsystemet.](#)]

Type of document: Official report ['Norges offentlige utredninger'].

Time of introduction and timeframe: June 2010 – in effect.

[Action plan to promote equality and prevent ethnic discrimination.](#)

[[Handlingsplan for å fremme likestilling og hindre etnisk diskriminering.](#)]

Type of document: Action Plan ['handlingsplan'].

Time of introduction and timeframe: (2009-2012).

'Minority Youth': Sami

Sami childhood and adolescence – services and facilities (2003).

[[Samisk oppvekst – Om tilbudet til samiske barn og ungdom](#) (2003)]

Type of document: Coordination/informational document ['hefte'].

Time of introduction and timeframe: 2003 – in effect.

Action Plan for the Sami Language (2009)

[[Handlingsplan for samiske språk](#) (2009)]

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: 2009 – in effect.

Sami Children and youth's right to participate (2009)

[[Retten til medvirkning for samiske barn og unge](#) (2009)]

Type of document: Report ['Rapport'] International cooperation between the offices of the Swedish, Norwegian and Finnish Ombudsman for Children and Youth

Time of introduction and timeframe: 2009 – in effect.

'Minority youth': LGBTI

LGBTI: Safety, diversity, openness. The Government's action plan against discrimination based on sexual orientation, gender identity, or gender expression 2017-2020.

[[Trygghet, mangfold, åpenhet.](#) Regjeringens handlingsplan mot diskriminering på grunn av seksuell orientering, kjønnsidentitet og kjønnsuttrykk 2017-2020].

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: (June 2016) 2017 – 2020.

'Minority youth': Physical and Learning disability

Universal design 2025. The Government's action plan for universal design and increased access 2009-2013.

[[Norge universelt utformet 2025.](#) Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013]

Type of document: Action plan ['handlingsplan'].

Time of introduction and timeframe: 2009 – in effect.

Report No. 18 to Storting (2010-2011). Learning and community/fellowship.

[[Meld. St. 18 \(2010-2011\). Læring og fellesskap](#)]

Type of document: White paper ['stortingsmelding'].

Time of introduction and timeframe: 2010 – in effect.

Official Report No. 19 (2009): The right to learn.

[[NOU 2009: 18. Rett til læring](#)]

Type of document: Official report ['Norges offentlige utredninger'].

Time of introduction and timeframe: 2009 – in effect.

Scope and contents

1. [Poverty](#)
2. [Health and psychosocial environment](#)
3. [Crime and Violence/Sexual Abuse Prevention](#)
4. ['Minority youth': Refugees and 2nd generation immigrants](#)
5. ['Minority Youth': Sami](#)
6. ['Minority youth': LGBTQ](#)
7. ['Minority youth': Physical and Learning disability](#)

Poverty

Children in Poverty - the government's strategy 2015-2017. [Barn som lever i fattigdom. Regjeringens strategi mot barnefattigdom 2015 - 2017]

Brief summary: Describes 64 concrete measures to address and prevent poverty related problems. Particular emphasis is made on preventive measures, support to families and households, knowledge increase and information flow, and to improved measures of social inclusion. The designated ministry with the main responsibility of coordination and implementation is stated.

Key political objectives: poverty alleviating and preventive measures through training, facilitation and education.

Specific target groups: families, youths, and children who are marginalized, and at risk of falling behind (economically and socially)

Cooperation strategy plan on assistance services to youth. [Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom]

Brief summary: Informational and coordinating plan to increase the percentage of finishing lower and upper secondary school. Measures include a multitude of initiatives and actors, with focus on

1. The facilitation of individual needs to youth who have dropped out of school
2. Increased focus on the transition between lower and upper secondary school
3. Establish a national data bank to document the ratio of fulfilled graduation

The initiative has produced many sub-categorized initiatives, like the 'pilot guide' [losordningen] where a designated pilot e.g. may make home visits to make sure students come to school. The pilot also works as a coordinating and informational intermediate for families and students with particular difficulties or challenges. The initiative was [evaluated in 2014 by NOVA](#) – Norwegian Social Research, with a positive conclusion (affirmative on individual level – not on a systemic level).

Key political objectives: Prevention of lower and upper secondary school drop outs, follow up and coordination services, encouraging cross-departmental cooperation and information flow,

Specific target groups: students who are in danger of, or have already dropped out of lower or upper secondary school, families, support network, departmental offices and agencies working with children and youths.

Health and psychosocial environment

Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment. [NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø]

Brief summary: This prevention plan is about the prevention of bullying, harassment, discrimination, neglect, and isolation. The document describes which arenas to focus on

1. School.
2. Playground/where children and young people spend their free time.
3. At home.
4. The internet and social media.

The report suggests six measures of action:

1. Changes to the Education Act (Student's School Environment)
2. Increased enforcement of the Education Act
3. Goal related efforts towards violations, bullying, harassment, and discrimination
4. Strengthening of the school ownership (strengthening the duties and responsibilities of the school leadership versus the student's right to be protected and safe)
5. 'A team around' the student/pupil
6. More research in areas where the knowledge foundation is lacking

The document describes the actors involved: children, young people, parents/guardians, school and health staff, any grown up that relates to, or works with young people and children.

Key political objectives: prevention bullying, harassment, discrimination, neglect, and isolation. Better knowledge, training and research. Better adult exemplification. Changes to the Education Act.

Specific target groups: Universalistic – particular focus on children at risk, and the adults around them.

[The Directorate](#) for Education and Training (Udir) has developed user resources in the continuation of this prevention plan, that can be found here: [Mobbing og andre krenkelser \[only in Norwegian\]](#).

Action plan in prevention of suicide and self harm 2014-2017. [Title in Norwegian: [Handlingsplan for forebygging av selvmord og selvskading 2014-2017](#)]

Brief summary: The main goal is to prevent, and bring down the numbers of suicide and self harm. The action plan drafts 29 suggested actions clustered under 5 guiding goals:

1. Secure good psychic health and sense of mastery.
2. Early recognition and intervention of young people at risk.
3. Close monitoring of bereaved, dependents, and other affected.
4. Make evidence based knowledge and good practices available to adults working with young people.
5. More and better knowledge – more research.

Key political objectives: Children and young people at risk, prevention and education, bereaved/dependents/affected, health and school personnel training and awareness.

Specific target groups: Children and young people at risk, bereaved/dependents/affected, health and school personnel, parents/guardians, anyone working with children or young people.

National strategy plan on immigrant health 2013-2017. [Likeverdige helse- og omsorgstjenester - god helse for alle. [Nasjonal strategi om innvandreres helse 2013-2017](#)].

Brief summary: Immigration has lead to a more complex make-up of the population in Norway, which has lead to challenges in offering equal access to, and benefit of public

health provision. This is due to differences in language competencies, cultural differences, and other differences relating to ethnicity, religion, and customs.

The government presents through this strategy plan suggestions to increase focus and knowledge around challenges related to cross-cultural encounters between health personnel and immigrants. The strategy continues and strengthens already existing initiatives and projects, along with suggestions to new efforts, among others, the need for more evidence based research.

Key political objectives: increase focus and knowledge around challenges related to cross-cultural encounters between health personnel and immigrants, more research.

Specific target groups: Health care workers, immigrants.

Crime and Violence/Sexual Abuse Prevention

Childhood comes but once. [National strategy to combat violence and sexual abuse against children and youth \(2014–2017\)](#) [Barndommen kommer ikke i reprise- [Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom \(2014–2017\)](#)].

Brief summary: The scope of this report extends to: physical violence, sexual abuse, child abuse material online, psychological violence, neglect, bullying, and to the prevalence of digital harassment and bullying. The report lends to evidence based research on the prevalence of, and to the consequences (trauma) to exposure of abuse and violence.

The report points to areas of potential improvement – particularly to prevention in school, health clinics and services, and parents/guardians. Methods of detection are made reference to and descriptions of. The report maps out the current assistance and treatment services available.

Recommendations are made to strengthen and coordinate cooperation between agencies and offices working with potential victims of abuse, particularly to the topic of information flow. Emphasis is also made on the need for more and better research.

Key political objectives: Physical violence, sexual abuse, child abuse material online, psychological violence, neglect, bullying, digital harassment.

Specific target groups: Children at risk, teachers, health personnel, parents, police, courts.

Action plan to combat violence and sexual abuse of children and youth (2014-2017) [En god barndom varer livet ut. [Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom. \(2014–2017\)](#)]

Brief summary: The action plan with 43 areas of action, with the responsible ministry affiliated.

Key political objectives: Physical violence, sexual abuse, child abuse material online, psychological violence, neglect, bullying, digital harassment.

This is the concrete action plan affiliated with the report 'A life without violence – action plan against domestic violence 2014-2017', and '[National strategy to combat violence and sexual abuse against children and youth](#)' (2014–2017).

Specific target groups: Children at risk, teachers, health personnel, parents, police, courts.

Both the [National strategy to combat violence and sexual abuse against children and youth](#), and the 'Action plan to combat violence and sexual abuse of children and youth (2014-2017)' has to be read in close reference with the general action plan against domestic violence:

A life without violence – action plan against domestic violence 2014-2017

[[Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014–2017](#)]

The general action plan describes the support network, and actors involved in the process of capturing, topping, treating and preventing acts of domestic violence and abuse. The last chapter describes areas of cooperation between the different actors and levels of government. The report presents 45 propositions to improvement and efforts of further facilitation and prevention. The 45 propositions are aligned to the responsible ministries.

The recommendations are:

Increase budgetary posts to existing actors (including regional crisis centres)

1. Better knowledge on domestic violence by police, health, and school personnel (incl. dentists).
 2. Introduction of routine questions to patients, by health and school personnel.
 3. More reliable statistics – more resources to research.
1. 'Omfangsundersøkelse' or 'prevalence surveys' of domestic violence every five years.
 2. Particular focus on children with disabilities.
 3. An online resource shall be established to support victims, and school/health personnel.
1. An evaluation of the current municipal services shall be executed, and possibly strengthened.
 2. The continuation of the program 'Alternativ til vold (ATV) [Alternative to violence], and expansion of the anger management program 'Brøset sinnemestringsmodell'
 3. Evaluation of the police routine work made in cases of domestic violence
 4. 10 recommendations to strengthen knowledge flow, and case efficiency.

Key political objectives: Prevention domestic violence and abuse, knowledge improvement, information flow, cooperation.

Specific target groups: Children at risk, teachers, health personnel, parents, police, courts.

Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]

Brief summary: The scope of this report extends to: factors of risk, protection, and prevention, childhood and adolescence, prevention and the role of the police, drug and alcohol use, the Internet and social media. The plan has particular emphasis on efforts of prevention, information flow and cooperation between agencies, and the knowledge base among teachers, and care takers that work with children and youths at risk. The last chapter of the report addresses the particular needs and rights of juvenile delinquents.

Key political objectives: Crime prevention, the rights and needs of juvenile delinquents.

Specific target groups: Police, court system, child welfare services, teachers, health personnel, parents, children at risk.

Action plan in the prevention of radicalization and violent extremism (2014). [[Handlingsplanen for å forebygge radikalisering og voldelig ekstremisme \(2014\)](#)]

Brief summary: The government seeks to prevent radicalization and violent extremism. Terror is described as the ultimate consequence of radicalization, and must be stopped. The prevention work is highly stressed. The action plan sketches 30 suggestions to combat and prevent radicalization, of which these are clustered under five main goals:

1. Better knowledge through research, dialog, and information/teaching resources
2. Better cooperation and coordination, giving **the Norwegian Police Security Services** a central role

3. Prevent the recruitment to extremist groups, with particular focus on integration/re-integration work
4. Prevent radicalization and recruitment through the internet
5. Increased international cooperation

Key political objectives: prevention of radicalization and violent extremism.

Specific target groups: youths at risk of being recruited by extremist groups.

'Minority youth': Refugees and youth with migrant background

Action plan against forced marriage, female genital mutilation and severe restrictions on young people`s freedom (2013-2016)[[Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet \(2013-2016\)](#)]

Brief summary: The action plan continues from previous work and efforts on efforts in preventing and stopping arranged marriages and genital mutilation, which is illegal by Norwegian law. The main focus was made on:

1. Awareness efforts in governmental offices, and the general public
2. Increase knowledge and cooperation in the public health and educational sector
3. Making support and counselling services available
4. More funding for research
5. 3 measures on the involvement and cooperation of child- and youth organizations

22 measures are suggested in the future work against arranged marriage and genital mutilation, of which some have become a regular budgetary and focus post in some of the ministries.

Female genital circumcision and forced marriage are both illegal by Norwegian law (The general civil penal code, section 222, and 284/285. [[Straffeloven om §253 Tvangsekteskap](#), og [§284 Kjønnslemlestelse/§285 Grov kjønnslemlestelse](#)])

Key political objectives: awareness campaigns, coordination and dialog, preventive efforts, research.

Specific target groups: Government and public sector employees, parents, and children of risk, school and health personnel, volunteer and religious organizations.

Report to Storting No. 30 (2015 - 2016) From reception centre to the labour market – an effective integration policy. [[Meld. St. 30 \(2015–2016\) Fra mottak til arbeidsliv – en effektiv integreringspolitikk.](#)]

Brief summary: The main integrative measures are directed towards parents and adults, as children and young people more easily integrate than middle-aged and elderly immigrants. Adults with small children are encouraged to (with benefits being aimed in the direction to) have their children participate in kindergarten with other Norwegian speaking children. Adults are through kindergarten participation also being exposed to measures of further integration.

Concrete measures are presented through:

1. Language classes for immigrants
 - a) Special adaptation classes for illiterates
2. Language classes for foreign workers
3. Completion courses for teaching and health personnel
4. Measures of labour market integration:
 - a) Follow-up measures.

- b) Job-finding measures.
 - c) Promote work experience.
 - d) Promote training.
 - e) Increase use of temporary jobs and work permanently adapted to the individual needs.
5. Increase immigrant participation in kindergartens.
 6. Strengthen the policy efforts towards identifying as a Norwegian citizen [statsborgerpolitikk].
 7. Combating and preventing discrimination and racism.

Key political objectives: integrative measures in the labour market, language skills.

Specific target groups: all immigrants, immigrants of non-western origin, immigrant workers.

National Report No. 7 (2010) Mastering plurality – Multi-lingual children, youth and adults in the educational system. [NOU 2010: 7 Mangfold og mestring – Flerspråklige barn, unge og voksne i opplæringssystemet]

Brief summary: the National Report describes the challenges, suggested solutions to alleviate the challenges faced by bi- or multilingual children, youths, and adults in the Norwegian school system.

Key measures and recommendations are:

1. Early intervention.
 - a) Increase kindergarten participation.
 - b) Monitoring, and individual adaptation on all school levels.
 - c) National standards of quality to immigrant introduction classes.

Extension of second-language training.

- a) Continue special Norwegian training once the student has joined ordinary classes (5-7 years until Norwegian can be utilized as an equal language of instruction).
 - b) Increase teacher competencies in assisting second language training.
 - c) Individual adaptation of language tests.
 - d) Increase utility of the informal/voluntary activities as an arena of language acquisition.
1. Stress the value of bi-or multilingual abilities.
 - a) Adaption of the national curriculum.
 - b) Development of digital teaching tools.
 - c) Offer non-western foreign languages as a choice of 2nd foreign. language in lower and upper secondary school.
 - d) Uphold the right to be thought a person's native language.

1. Challenges of implementation.

- a) Increased cooperation.
 1. Between municipalities.
 2. (and knowledge sharing) between kindergartens and schools.
 3. Between county and municipality (lower to upper secondary school).
- 2. Increased use of knowledge sharing technology.

Key political objectives: bi/multi-lingual children and youth, efforts towards mastering bi/multi-lingual learning difficulties, increase teacher capabilities.

Specific target groups: Children and youth who are bi- or multi-lingual, teacher, school staff

Action plan to promote equality and prevent ethnic discrimination [Handlingsplan for å fremme likestilling og hindre etnisk diskriminering]

Brief summary: The purpose of the action plan is to promote equality and prevent discrimination. The government describes a set of strategic measures to achieve this goal.

First, by integrating the work to promote equality and prevent discrimination in day-to-day ongoing activities in the enterprises (mainstreaming). Having this effort included in daily life will help into considering to a greater extent the various grounds to which discrimination are interconnected.

The Ministry stresses the importance of having effective legal protection against discrimination and providing information on relevant rights, legislation and rules for various target groups.

Further measures to prevent ethnic discrimination and promote equality are:

1. Increasing knowledge and documenting the nature, scope and causes of discrimination.
2. Raising competence and providing awareness-raising activities.
3. Active recruitment to promote diversity in working life, boards, representation in organisations and education.
4. Make easily available assistance and support to those who do experience discrimination.

To school, the ministry focuses particularly on:

1. An inclusive learning environment free from racism, discrimination, bullying, and violence.
2. An educational system/staff composition that mirrors the general diversity in the population.
3. Equal right and access to learning and participation.

Key political objectives: Promote equality and prevent discrimination.

Specific target groups: Universalistic.

'Minority Youth': Sami

Sami childhood and adolescence – services and facilities (2003) [Title in Norwegian: Samisk oppvekst – Om tilbudet til samiske barn og ungdom (2003)]

Brief summary: An informational document presenting the services and actors that facilitate particularly to Sami Children and Youth.

The document describes

1. The geographical and demographic scope of Sami people.
 2. Laws and regulation that particularly addresses the rights and needs of Sami people.
 3. Health services catered to Sami people.
 4. Sami kindergarten services.
1. Sami education in primary, and lower/upper secondary school.
 2. After-school services for Sami children and youths.
 3. The youth council at the Sami Parliament.
 4. International cooperation (The Sami is an international diaspora) in addition to working with other indigenous organizations worldwide.

Key political objectives: Informational document on the rights and services catered to Sami children and youths.

Specific target groups: Anyone working with Sami Children and Youth, particularly on the municipal level .

Action Plan for the Sami Language (2009) [Handlingsplan for samiske språk (2009)]

Brief summary: The overarching goal is to strengthen and secure the survival of the Sami languages:

1. Nordsamisk.
2. Lulesamisk.
3. Sørsamisk.

Universal rights are declared:

1. To learn the Sami language.
2. That Sami language rights are to be strengthened, made more public and known.
3. The three Sami languages are to have equal opportunity to develop and grow.
4. Public and governmental institutions are to be made aware of their usage of, or encouragement to use, the Sami language.
5. General knowledge of the Sami languages are to be secured for the future.

This action plan suggest 66 measures to strengthen the position of Sami language, of which some the major points relate to

1. The service that needs to be provided, to be able to be taught in Sami (books and lecturing).
2. The equal quality of both teachers and text books in Sami vs. Norwegian.
3. Equal access to Norwegian and Sami speaking kindergartens and after-school facilities.
4. Equal right to parental participation in a Sami speaking container.
5. Increased funding to interpreting services and book translations.
6. Increase the translation of legislation, official, and governmental documents into Sami.
7. Create Sami speaking meeting places for young people (summer camps etc).
8. More research, with transferability to other indigenous languages and other countries' effort in assisting the survival of the native language.

Key political objectives: strengthen the position of the Sami language.

Specific target groups: All Sami people, and the governmental, county, and municipal actors that cater to Sami needs and rights.

Sami Children and youth's right to participate (2009). [Retten til medvirkning for samiske barn og unge (2009)]

Brief summary: This report points to the main challenges of securing

1. Equal access to the educational arena.
2. Equal ability to self determination.
3. Self-realization.

The measures are meant to support the Sami Children on the points mentioned above, particularly being aware of the majority premise context of 'Ethnic Norwegian' children and youths.

Some of the main measures presented in the report are to:

1. Create teaching aids and material in the Sami language that reflect the young one's own perception of themselves.
2. Have equal access to Sami teaching material and aids in general, comparatively to their 'Ethnic Norwegian' counterparts.
3. Facilitate and encourage the use of Sami language, and the expression of Sami identity.

Key political objectives: Focus on the particular challenges of being Sami, and efforts to ensure equal access to educational outcomes, and self-determination.

Specific target groups: Sami children and youth, school staff and teachers, governmental employees.

'Minority youth': LGBTI

Safety, diversity, openness. The Government's action plan against discrimination based on sexual orientation, gender identity, and gender expression 2017-2020. [[Trygghet, mangfold, åpenhet](#). Regjeringens handlingsplan mot diskriminering på grunn av seksuell orientering, kjønnsidentitet og kjønnsuttrykk 2017-2020].

Brief summary: The action plan builds further on the efforts sketched in the 2009-2012 action plan. The current action plan consists of several concrete legal actions, including a clear focus to increase police efforts to handle hate crimes both regarding investigation and prosecution. There is a focused effort in the action plan to target the immigrant population, as there is a high degree of harassment, discrimination and violence directed toward LGBTI-immigrants both within and outside their closest family.

Key targets in the action plan are

1. Strengthen and further develop the field of LGBT research.
 1. Particular focus on intersex, trans, and LGBTI of dual minority identity.
 1. Continuation of existing governmentalfunding schemes.
 1. Awareness training of LGBT-related topics in the child protection services.
 2. Awareness training on diversity and prevention of 'group-based prejudice' in kindergartens and primary schools.
 3. Strengthening in the efforts towards hate speech and negative sanctions towards sexual orientation, gender identity and gender expression.
 4. Strengthening of teacher material on prejudice and bullying.
 5. Produce and publish awareness raising material on work space discrimination/good practices.
1. Increase police efforts to handle hate crimes both regarding investigation and prosecution.
 2. To further promote and inform employers on existing anti-discrimination laws and protective measures.
 3. Further develop the existing initiative and measures in the health and hiv-/sti-prevention.
 4. LGBT awareness training in the Norwegian Army on sexual orientation, gender identity and gender expression.
 5. Seven specific measures on the needs of LGBTI-people with migrant and/or refugee background.

Focus of children and youths are made particularly on bullying, suicide prevention, and mental health.

Key political objectives: zero tolerance towards discrimination, research and public information measures, creating safe areas of support, preventive measures towards suicide and harmful behaviour.

Specific target groups: Universal LGBTI population and the people who offer them services. Particular focus on youths, and early intervention/facilitation.

'Minority youth': Physical and Learning disability

Universal design 2025. The Government's action plan for universal design and increased access 2009-2013. [[Norge universelt utformet 2025](#), Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013].

Brief summary: It is the Government's goal to have all public spaces in Norway be universally accessible to everyone by year 2025. This action plan is designated to the people who physically impaired in some way, and may have difficulty in accessing or utilizing day-to-day services or activities that fully physically intact individuals may not have difficulties with.

Four areas where changes have to be made are mentioned:

1. Physical structures/buildings – access and user friendliness.
2. Outer public areas – planning processes and standards.
3. Transportation – access and user friendliness.
4. Technology and education – access and user friendliness.

Children and youths are particularly mentioned to secure equal access and right to participate. 7 specific measures and initiatives are described.

Key political objectives: equal access and right to participate by 2025.

Specific target groups: anyone offering services or involved in construction or planning of public spaces.

Report No. 18 to Storting (2010-2011). Learning and fellowship/community [Meld. St. 18 (2010-2011). Læring og fellesskap]

Brief summary: This report is a continuation of Report No. 19 (2009): The right to learn [[anchor link](#)], with a focus on the particular needs of students with learning and physical/mental disabilities.

The report suggests three areas of improvement and priority:

1. Early detection – continued monitoring/assistance.
2. Goal oriented teacher training.
3. Co-operation and coordination to strengthen the rate of student learning outcome.

[The Ministry of Education and Research](#) recognized the need to have effective tools in detecting special needs and learning challenges. Particular attention should be to ways of individual adaptation, yet to have individual adaptation happen in common class spaces as a general rule.

Special focus is directed towards

1. Teacher and school staff training/competencies.
2. School routine and methodology to facilitate early detection.
3. Better and more research on special needs education.

Key political objectives: individual adaptation in a space of common learning, increase the general and specific knowledge on the various learning disabilities and challenges.

Specific target groups: teachers, parents, and school staff In general working with students with specific learning disabilities and challenges. Students with learning disabilities and challenges.

Report to Storting No. 19 (2009): The right to learn. [NOU 2009: 18. Rett til læring].

Brief summary: Official report handed to the Ministry of Education and Research, with a in-depth analysis on the needs and methods of universal facilitation of equal education for everyone – those with learning and physical and mental disabilities included.

The report builds on five foundational principals:

1. Equal access and potential outcome of education/training.
2. Individually adapted education/training.
3. Inclusive education/training.
4. Universal adaptation/access.
5. Co-decision/influence and participation.

The report is a foundational document to universal access to, and universal right to education and training. All minority groups are mentioned.

Key political objectives: universal principles of equal access to and right to education/training.

Specific target groups: Universalistic – children, youths, and adults. Particularly to sub-groups who experience exclusion.

Responsible authority

1. [Poverty](#)
2. [Health and psychosocial environment](#)
3. [Crime and Violence/Sexual Abuse Prevention](#)
4. ['Minority youth': Refugees and 2nd generation immigrants](#)
5. ['Minority Youth': Sami](#)
6. ['Minority youth': LGBTI](#)
7. ['Minority youth': Physical and Learning disability](#)

Poverty

Children in Poverty - the government's strategy 2015-2017. [Barn som lever i fattigdom. Regjeringens strategi mot barnefattigdom 2015 - 2017]

The ministry in charge of implementing the goals in this strategy plan is The Ministry of Children and Equality.

Other ministries of importance are:

[The Ministry of Health and Care Services](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Education and Research](#)

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Culture](#)

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

Norway utilizes evidence-based monitoring, assessment, or evaluation of the implementation of its strategies. The specific conduct of monitoring/assessments/evaluations and their results are not publicly available, and the reader is thus encouraged to contact the above mentioned responsible top-authority implementer to obtain the specifics.

Cooperation strategy plan on assistance services to youth. [Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom].

The ministries in charge of implementing the goals in this strategy plan are

[The Ministry of Education and Research](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Children and Equality](#)

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

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Health and psychosocial environment

Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment. [NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø]

The ministries in charge of implementing the recommendations of this action plan are

[The Ministry of Education and Research](#)

[The Ministry of Children and Equality](#)

[The Ministry of Health and Care Services](#)

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Action plan in prevention of suicide and self harm 2014-2017. [Handlingsplan for forebygging av selvmord og selvskadning 2014-2017].

The ministry in charge of implementing the recommendations of this action plan is [the Norwegian Directorate of Health](#), by appointment of [The Ministry of Health and Care Services](#)

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

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National strategy plan on immigrant health 2013-2017. [Likeverdige helse- og omsorgstjenester - god helse for alle. Nasjonal strategi om innvandreres helse 2013-2017].

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Health and Care Services](#) and [The Ministry of Children and Equality](#).

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

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to contacted the above mentioned responsible top-authority implementer to obtain the specifics.

Crime and Violence/Sexual Abuse Prevention

Childhood comes but once. [National strategy to combat violence and sexual abuse.](#)

[against children and youth \(2014–2017\)](#) [Barndommen kommer ikke i reprise-Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom (2014–2017)].

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Children and Equality](#).

Other ministries of importance are:

[The Ministry of Health and Care Services](#)

[The Ministry of Education and Research](#)

[The Ministry of Justice and Public Security](#)

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Action plan to combat violence and sexual abuse of children and youth (2014-2017). [En god barndom varer livet ut. [Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom. \(2014–2017\)](#)].

The ministry in charge of implementing the goals of this strategy plan is [The Ministry of Children and Equality](#).

Other ministries of importance are:

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Education and Research](#)

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Action Plan for Crime Prevention (2013-2016). [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)].

The ministry in charge of implementing the goals in this action plan is [The Ministry of Justice and Public Security](#).

Other ministries of importance are:

[The Ministry of Education and Research](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

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Action plan in the prevention of radicalization and violent extremism (2014). [Handlingsplanen for å forebygge radikalisering og voldelig ekstremisme (2014)].

The ministry in charge of implementing the goals of this action plan is The Ministry of Justice and Public Security, who also coordinates the assistance of:

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Culture](#)

[The Ministry of Foreign Affairs](#)

[The Ministry of Defence](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Education and Research](#)

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'Minority youth': Refugees and youth with migrant background

Action plan against forced marriage, female genital mutilation and severe restrictions on young people`s freedom (2013-2016).[Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet (2013-2016)].

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Children and Equality](#), who also coordinates the assistance of:

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Education and Research](#)

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Report to Storting No. 30 (2015 - 2016) From reception centre to the labour market – an effective integration policy. [Meld. St. 30 (2015–2016) Fra mottak til arbeidsliv – en effektiv integreringspolitikk.].

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Children and Equality](#), who also coordinates the assistance of:

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Education and Research](#)

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National Report No. 7 (2010) Mastering plurality – Multi-lingual children, youth and adults in the educational system. [NOU 2010: 7 Mangfold og mestring – Flerspråklige barn, unge og voksne i opplæringssystemet].

The ministry in charge of implementing the recommendations of this action plan is [The Ministry of Education and Research](#) and [The Ministry of Children and Equality](#).

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

Norway utilizes evidence-based monitoring, assessment, or evaluation of the implementation of its strategies. The specific conduct of monitoring/assessments/evaluations and their results are not publicly available, and the reader is thus encouraged to contact the above mentioned responsible top-authority implementer to obtain the specifics.

Action plan to promote equality and prevent ethnic discrimination. [Handlingsplan for å fremme likestilling og hindre etnisk diskriminering].

[The Ministry of Children and Equality](#) has coordinated the work with the Action plan to promote equality and prevent ethnic discrimination 2009–2012.

The following ministries are responsible for measures in the plan:

[The Ministry of Finance](#)

[The Ministry of Children and Equality](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Culture](#)

[The Ministry of Education and Research](#)

[The Ministry of Local Government and Modernisation](#)

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

Norway utilizes evidence-based monitoring, assessment, or evaluation of the implementation of its strategies. The specific conduct of monitoring/assessments/

evaluations and their results are not publicly available, and the reader is thus encouraged to contact the above mentioned responsible top-authority implementer to obtain the specifics.

'Minority Youth': Sami

Sami childhood and adolescence – services and facilities (2003). [[Samisk oppvekst – Om tilbudet til samiske barn og ungdom \(2003\)](#)].

This document was made in cooperation by the [The Ministry of Children, Equality and Social Inclusion](#), and the Sami Parliament (Sámediggi).

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

Norway utilizes evidence-based monitoring, assessment, or evaluation of the implementation of its strategies. The specific conduct of monitoring/assessments/evaluations and their results are not publicly available, and the reader is thus encouraged to contact the above mentioned responsible top-authority implementer to obtain the specifics.

Action Plan for the Sami Language (2009). [[Handlingsplan for samiske språk \(2009\)](#)].

The ministries in charge of implementing the recommendations of this action plan are [The Ministry of Education and Research](#) and [The Ministry of Children, Equality and Social Inclusion](#).

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

Norway utilizes evidence-based monitoring, assessment, or evaluation of the implementation of its strategies. The specific conduct of monitoring/assessments/evaluations and their results are not publicly available, and the reader is thus encouraged to contact the above mentioned responsible top-authority implementer to obtain the specifics.

Sami Children and youth's right to participate (2009). [[Retten til medvirkning for samiske barn og unge \(2009\)](#)].

The Ombudsman for Youth and Children is in charge of implementing the recommendations of this report.

Ministries affected are:

[The Ministry of Children, Equality and Social Inclusion](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Culture](#)

[The Ministry of Education and Research](#)

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

Norway utilizes evidence-based monitoring, assessment, or evaluation of the implementation of its strategies. The specific conduct of monitoring/assessments/evaluations and their results are not publicly available, and the reader is thus encouraged to contact the above mentioned responsible top-authority implementer to obtain the specifics.

'Minority youth': LGBTI

Safety, diversity, openness. The Government's action plan against discrimination based on sexual orientation, gender identity, and gender expression 2017-2020. [Handlingsplan LHBTI: Trygghet, mangfold, åpenhet. Regjeringens handlingsplan mot diskriminering på grunn av seksuell orientering, kjønnsidentitet og kjønnsuttrykk 2017–2020].

The ministry in charge of implementing the recommendations of this action plan is The Ministry of Children, Equality and Social Inclusion. Other ministries affected, and in cooperation, are:

[The Ministry of Children, Equality and Social Inclusion](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Health and Care Services](#)

[The Ministry of Justice and Public Security](#)

[The Ministry of Culture](#)

[The Ministry of Education and Research](#)

[The Ministry of Local Government and Modernisation](#)

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

Norway utilizes evidence-based monitoring, assessment, or evaluation of the implementation of its strategies. The specific conduct of monitoring/assessments/evaluations and their results are not publicly available, and the reader is thus encouraged to contact the above mentioned responsible top-authority implementer to obtain the specifics.

'Minority youth': Physical and Learning disability

Universal design 2025. The Government's action plan for universal design and increased access 2009-2013. [Norge universelt utformet 2025. Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013].

The ministry in charge of implementing the recommendations of this action plan are [The Ministry of Children, Equality and Social Inclusion](#),

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Transport and Communications](#)

[The Ministry of Climate and Environment](#)

The measures suggested will affect all areas of politics, and all ministries.

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

Norway utilizes evidence-based monitoring, assessment, or evaluation of the implementation of its strategies. The specific conduct of monitoring/assessments/evaluations and their results are not publicly available, and the reader is thus encouraged to contact the above mentioned responsible top-authority implementer to obtain the specifics.

Report No. 18 to Storting (2010-2011). Learning and fellowship/community. [Meld. St. 18 (2010–2011). Læring og fellesskap].

The ministry in charge of implementing the recommendations of this report is [The Ministry of Education and Research](#). Other ministries affected, and in cooperation, are:

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Finance](#)

[The Ministry of Transport and Communications](#)

[The Ministry of Children, Equality and Social Inclusion](#)

[The Ministry of Justice and Public Security](#)

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

Norway utilizes evidence-based monitoring, assessment, or evaluation of the implementation of its strategies. The specific conduct of monitoring/assessments/evaluations and their results are not publicly available, and the reader is thus encouraged to contact the above mentioned responsible top-authority implementer to obtain the specifics.

Report to Storting No. 19 (2009): The right to learn. [NOU 2009: 18. Rett til læring].

The ministry in charge of implementing the recommendations of this report is [The Ministry of Education and Research](#). Other ministries affected, and in cooperation, are:

[The Ministry of Local Government and Modernisation](#)

[The Ministry of Finance](#)

[The Ministry of Transport and Communications](#)

[The Ministry of Children, Equality and Social Inclusion](#)

[The Ministry of Justice and Public Security](#)

Norway has no overarching national strategy on social inclusion, of which this policy is integrated.

Norway utilizes evidence-based monitoring, assessment, or evaluation of the implementation of its strategies. The specific conduct of monitoring/assessments/evaluations and their results are not publicly available, and the reader is thus encouraged to contact the above mentioned responsible top-authority implementer to obtain the specifics.

Revisions/Updates

1. [Poverty](#)
2. [Health and psychosocial environment](#)
3. [Crime and Violence/Sexual Abuse Prevention](#)
4. [‘Minority youth’: Refugees and youth with migrant background](#)
5. [‘Minority Youth’: Sami](#)
6. [‘Minority youth’: LGBTI](#)
7. [‘Minority youth’: Physical and Learning disability](#)

Poverty

Children Living in Poverty - the government’s strategy 2015-2017. [Barn som lever i fattigdom. Regjeringens strategi mot barnefattigdom 2015 - 2017].

This report builds on several documents and reports, one of which is The Children’s Rights Convention (incorporated by Norwegian Law in 2003). The Government increased their definition of poverty by looking at ways relative poverty decreases participation and co-decision power.

The Government’s strategy plan against child poverty builds on the recommendations given by [the Office of the Auditor General of Norway: Riksrevisjonens undersøkning av barnefattigdom. Dokument 3:11 \(2013-2014\)](#).

Cooperation/strategy plan on assistance services to youth. [Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom].

The completion rate of upper secondary school have been consistent at 70 percent (completion over a period of five years), whereas for the completion rate of standardized time, the number has been 57 percent (ssb.no [in Norwegian], and utdanningsforbundet.no [in Norwegian]) The latter number is relatively high comparative to other OECD countries, and the government wanted to find measures to increase the level of completed graduation, both within the 5 year parameter, and within the rate of program standardized time.

This strategy plan is a product of those combined efforts. The strategy plans also builds on goals from [The Knowledge Promotion Reform \(KPR\)](#) ([Kunnskapsløftet](#)).

See also [General comment on the process of revisions](#).

Health and psychosocial environment**Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment. [NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø].**

An independent group of experts produced a report looking at suggested ways to best prevent and most skilfully respond to

1. Physical and psychological violations
2. Bullying
3. Harassment
4. Discrimination

And through these measures accommodate to a safe psycho-social school environment.

The committee's work on incorporating the right of children's safe psycho-social environment originates from another committee's report ([NOU 1995:18: Ny lovgivning om opplæring](#)) The official report No. 18 of 1995 discussed different ways the regulation of children's work environment could be incorporated into Norwegian Law.

This report utilizes the Children's Rights Convention (incorporated by Norwegian Law in 2003).

The committee also invited students, parents, schools and school owners, organizations, and other actors in or connected to the school sector, to participate in a conference discussion topics related to this report. The conference was held in Oslo, Norway on April 30th 2015.

See also [General comment on the process of revisions](#).

Action plan in prevention of suicide and self harm 2014-2017. [Title in Norwegian: [Handlingsplan for forebygging av selvmord og selvskading 2014-2017](#)].

[The Norwegian Directorate of Health](#) was appointed by [The Ministry of Health and Care Services](#) to reduce the numbers of suicide and cases of self harm. The action plan builds on a two-decade long initiative (starting in 1991 – all documents in Norwegian):

- [NOU: 1991:10: Flere gode leveår for alle](#) [Official Report No. 10(1991) Good Living conditions for all]
- [St.meld. nr. 37 1992-1993: Utdfordringer i helsefremmende og forebyggende arbeid](#) [Report to Storting No. 39 1992-1993. Challenges in Health Supportive and Preventive Work]
- [Innst. St.meld. nr. 118 \(1993-1994\)](#) [Report to Storting No. 118 1993-1994]

- [NOU -1998 NR. 18: Det er bruk for alle. Styrking av folkehelsearbeidet i kommunene](#) [Official Report No. 18 1998. 'No-one is dispensable' Strengthening of Municipal Health Work]
- [Prp. 90 L \(2010-2011\): Folkehelselovens forarbeider](#) [Prop. 90 L (2010-2011): Public Health Front Line Workers]
- [Innst. 423 L \(2010-2011\): Innstilling til Stortinget fra helse og omsorgskomiteen om lov om folkehelsearbeid.](#) [Report to Storting 423 L (2010-2011): On the Law on Public Health Work]

The revisions towards the current action plan (2014-2017) have been to increase the awareness and knowledge of

1. Risk factors and symptoms
2. People at risk (particularly teenagers, elderly men, LGBT, survivors of abuse/violence)

and the need to

1. Coordinate services and efforts (particularly first line services)
2. Have sufficient information flow
3. Support bereaved parties post-suicide

See also [General comment on the process of revisions.](#)

National strategy plan on immigrant health 2013-2017. [Likeverdige helse- og omsorgstjenester - god helse for alle. Nasjonal strategi om innvandreres helse 2013-2017].

The revision made to the official strategy towards immigrant health came mostly from [Meld. St. 6 \(2012-2013\) En helhetlig integreringspolitikk](#) [Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy]

The revisions towards the current strategy plan (2013-2017) have been to

1. Strengthen community and school health services aimed towards immigrants
2. Strengthen the training/awareness of immigrant related health issues, for health personnel
3. Increase the research budget for [the Norwegian Institute of Public Health](#) on immigrant health research
4. Strengthen the research and training done at [the Norwegian Centre for Minority Health Research \(NAKMI\)](#) [[Nasjonal kompetanseenhet for minoritetshelse \(NAKMI\)](#)]
5. Efforts in addressing language and cultural barriers

See also [General comment on the process of revisions.](#)

Crime and Violence/Sexual Abuse Prevention

Childhood comes but once. National strategy to combat violence and sexual abuse against children and youth (2014–2017). [Barndommen kommer ikke i reprise- Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom (2014–2017)].

The national strategy plan builds on [St.Meld. St. 15 \(2012–2013\)](#), a white paper on preventing and combating violence in close relationships. The white paper was the Government's first report to the Storting on domestic violence. The report led to a subsequent action plan against violence and domestic violence:

A life without violence – action plan against domestic violence 2014-2017

[Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014–2017]

The report and the action plan that followed had a predominant focus on adults, which is why the national strategy plan on children and youth came about.

See also [General comment on the process of revisions](#).

Action plan to combat violence and sexual abuse of children and youth (2014-2017). [En god barndom varer livet ut. **Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom. (2014–2017)**].

The action plan builds on several previous plans that have been published:

1. Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]
2. (2009-2013) 'Good Forces' – Action Plan for Crime Prevention [[Gode krefter - Kriminalitetsforebyggende handlingsplan](#)]
3. (2005-2008) Action Plan - Together against Juvenile Delinquency [[Handlingsplan - Sammen mot barne- og ungdomskriminalitet](#)]

The first major public case of child molestation (the Bjugn affair in 1992) has led to an increased awareness of child molestation, sexual abuse, and online sexual aggressive and abuse behaviour, in Norway.

The development from the early 2000s, through the above mentioned action and strategy plans, have been

1. An expansion of budgetary allocations, and an expansion of measures to facilitate early detection and prevention of violence and sexual abuse of youths and children.
2. More resources have been allocated to research on this field.
3. New international agreements have facilitated international cooperation between the police forces.

See also [General comment on the process of revisions](#).

Action plan in the prevention of radicalization and violent extremism (2014). [[Handlingsplanen for å forebygge radikaliserings og voldelig ekstremisme \(2014\)](#)].

The revisions came following the terrorist attacks in Oslo and at Utøya on July 22nd 2011, and an increase in the prevalence of radicalization of singular members of 2nd generation immigrants. Revisions and updates to Norwegian initiatives to combat radicalization and violent extremism has to be seen in context of the larger international tendency of (Norwegian Police Security Service: [[Trusselvurdering: 2016](#)])

1. A more complex ethnic composition in European countries
2. Polarization of the extreme right and the extreme left
3. Polarization between conservative Christian/secular groups, and extreme Muslim groups (al-Qaida, ISIS/ Daesh, Pagida, Neo-Nazi)

The ministry of Justice and Police cooperates through this action plan, with

1. The Ministries of Sweden, Denmark, and Finland, who have published equivalent action plans
2. [The Radicalisation Awareness Network \(RAN\)](#), established by the European Commission in 2011

See also [General comment on the process of revisions](#).

'Minority youth': Refugees and youth with migrant background

Action plan against forced marriage, female genital mutilation and severe restrictions on young people`s freedom (2013-2016).[[Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet \(2013-2016\)](#)].

The action plan builds on the continuation and expansion of three previous action plans:

1. Action plan against arranged marriage and genital mutilation (2012) [[Handlingsplaner mot tvangsekteskap og kjønnslemlestelse \(2012\)](#)]
1. Action plan against arranged marriage (2008-2011) [[Handlingsplan mot tvangsekteskap \(2008-2011\)](#)]
2. Action plan against genital mutilation (2012) [[Handlingsplan mot kjønnslemlestelse \(2008-2011\)](#)]

The focus on prevention of arranged marriages and female genital mutilation came from several cases of where young girls were detected by the child welfare services having spent their vacation in their parent's country of origin, where ritual genital circumcision had taken place.

Some child abduction cases were also connected with the practice of arranged marriage. ([NOU 2004: 18 - Helhet og plan i sosial- og helsetjenestene](#)[Official Report No. 18 of 2004: A comprehensive plan for Public Health and Social Services])

The revisions made to the action plan has to be seen in context of the following international conventions:

1. UN Declaration of Human rights of 1948
2. The European Human Rights Convention of 1950
3. The UN Convention on Consent to Marriage, Minimum Age for Marriage, and Registration of Marriages of 1962
4. International Covenant on Civil and Political Rights of 1966
5. The UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) of 1979
6. UN Convention on the Rights of the Child of 1989

[The Ministry of Children and Equality](#) published 'the Convention and Laws on Forced Marriage' in 2011 [[Konvensjoner og lover om tvangsekteskap](#)] describing the various laws and convention regulating/protecting against forced marriage.

See also [General comment on the process of revisions](#).

Report to Storting No. 30 (2015 - 2016) From reception centre to the labour market – an effective integration policy. [[Meld. St. 30 \(2015–2016\) Fra mottak til arbeidsliv – en effektiv integreringspolitikk.](#)]

This white paper is based on two reports:

1. Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy [[Meld. St. 6 \(2012-2013\) En helhetlig integreringspolitikk](#)]
2. The National report No.14 (2011) Better integration – Goals, strategies, and actions. [[NOU 2011: 14. Bedre integrering – Mål, strategier, tiltak](#)]

The revisions to this white paper describes an expansion of already established initiatives.

Of the main topics are the incorporation of more active measures to include immigrants in particular to arenas that are hard to access:

1. Labour market.
2. School and kindergartens (foreign speaking immigrant parents).
3. Exclusion due to children and youth exposed to racism and discrimination.
4. Preventing exclusion through the strengthening of the Norwegian language qualification services.

The white paper is a broad initiative that should be read with reference to

1. Official Norwegian Report 2015:2. To belong – Efforts towards a safe psycho-social school environment.
2. The National strategy plan on immigrant health 2013-2017.
3. [Action plan to promote equality and prevent ethnic discrimination](#).

See also [General comment on the process of revisions](#).

National Report No. 7 (2010) Mastering plurality – Multi-lingual children, youth and adults in the educational system. [NOU 2010: 7 Mangfold og mestring – Flerspråklige barn, unge og voksne i opplæringssystemet].

Revisions to the initiative made towards bi- and multi-lingual children youths and adults are mostly on

1. Early intervention and detection in with learning challenges
2. To extend and strengthen the teaching of the student's second language
3. To focus on bi/multi lingual capabilities as a resource
4. Train teachers to better teach bi/multi lingual students
5. Better implementation of the educational services provided

The national report is based on, and makes reference to

1. Official Report No. 3 (2008). A new college and graduate school structure [[NOU 2008: 3 Sett under ett – Ny struktur i høyere utdanning](#)]
1. Official Report No. 19 (2009): The right to learn. [[NOU 2009: 18. Rett til læring](#)]
2. [The OECD review on Migrant Education in Norway \(2009\)](#)
3. Report to Storting No. 11 (2008-2009) The Teacher – the role and the teacher training [[St.meld. nr. 11 \(2008-2009\) Læreren Rollen og utdanningen](#)]
4. [The Knowledge Promotion Reform \(2006\)](#) [[Kunnskapsløftet \(2006\)](#)]

See also [General comment on the process of revisions](#).

Action plan to promote equality and prevent ethnic discrimination (2009-2012). [Handlingsplan for å fremme likestilling og hindre etnisk diskriminering (2009-2012)].

The action plan expands the scope of the discrimination paradigm to include all forms of discrimination, not one of discrimination of gender alone – including

1. Age.
2. Sexual orientation.
3. Functional ability.
4. Skin colour.
5. Ethnicity.
6. Religion.

One of the overarching goals in the strategy plan is to remove all form of discrimination. A particular focus is stressed on equal outcomes, not equal opportunity – since each person comes with a different set of prerequisites.

The above mentioned desired outcome calls for individual adaptation and facilitation, which is an approach that is increasingly being used in other strategy plans – particularly in an educational setting.

The action plan came as a continuation of the implementation of [the Anti-discrimination Act of 2005](#) [[Lov om forbud mot diskriminering på grunn av etnisitet, religion mv. \[Diskrimineringsloven\]](#)]

The action plan to promote equality and prevent discrimination should be read with reference to

1. Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy
2. The government's strategy against child poverty 2015-2017.
3. The Future of the Children - National Strategy for Health and Environment for Children and Youths 2007-2016.
4. Official Norwegian Report 2015:2. To belong – Efforts towards a safe psycho-social school environment
5. Action plan in prevention of suicide and self harm 2014-2017.

6. National strategy plan on immigrant health 2013-2017.

See also [General comment on the process of revisions](#).

'Minority Youth': Sami

Sami childhood and adolescence – services and facilities (2003) [Title in Norwegian: **Samisk oppvekst – Om tilbudet til samiske barn og ungdom (2003)**].

[The Ministry of Children and Equality](#) published this information and coordination document to describe the various services and facilities that are provided with particular emphasis of the rights and needs of Sami children and youth. The publication has only been made once.

Action Plan for the Sami Language (2009). [**Handlingsplan for samiske språk (2009)**].

The Action plan builds on the white paper: Report to Storting No. 28 (2007-2008): Sami policy [[St.meld. nr. 28 \(2007-2008\) Samepolitikken](#)]. The white paper discusses the areas of priority for Sami policy, where the preservation and facilitation of active use of the Sami language is highly encouraged.

The action plan also builds on, and refers to:

1. Report to Storting No. 35 (2007-2008) [[St.meld nr. 35\(2007-2008\) Mål og mening](#)] on the need for a comprehensive language policy.
2. Report to Storting No.23 (2007-2008) [[St.meld. nr. 23 \(2007-2008\) Språk bygger broer](#)] on the relational aspect of mastering a language.
3. Report to Storting No. [[St.meld. nr. 31 \(2007-2008\) Kvalitet i skolen](#)] on measures of quality in education.
4. Report to Storting No. 11 (2008-2009) [[St.meld. nr. 11 \(2008-2009\) Læreren Rollen og utdanningen](#)] on the role and training of the teacher.

See also [General comment on the process of revisions](#).

Sami Children and youth's right to participate (2009). [**Retten til medvirkning for samiske barn og unge (2009)**].

The report was written through a joint effort of the offices of the Swedish, Norwegian and Finnish Ombudsman for Children and Youth. The report has been published once.

The report should be seen in context of the following international conventions:

1. UN Declaration of Human rights of 1948.
2. The European Human Rights Convention of 1950.
3. International Covenant on Civil and Political Rights of 1966.
4. UN Convention on the Rights of the Child of 1989.

See also [General comment on the process of revisions](#).

'Minority youth': LGBTI

Action Plan: Improving quality of life among lesbians, gays, bisexuals and trans persons 2009 – 2012.

[Handlingsplan: Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner 2009 – 2012].

The report's suggested areas of focus and initiatives, builds on, and makes reference to, Report 25 to the Storting (2000-2001), which is a white paper on the living conditions and quality of life of lesbians and gays in Norway [[St.meld. nr. 25 \(2000-2001\) Levekår og livskvalitet for lesbiske og homofile i Norge](#)].

The white paper brought up some topics of concern, including

1. Overrepresentation of

- a) Bullying, discrimination, harassment.
 - b) Poor mental health.
 - c) Suicide and self harm.
 - d) Risk behaviour.
 - e) Substance abuse (alcohol and narcotics).
 - f) HIV/Aids (with men who have sex with men).
2. Lack of knowledge and representative research.
 3. Lack of equal protection and rights by law.

The white paper, in turn, makes reference to a public health survey done by the Institute for Norwegian Social Research (NOVA) in 1998-1999 [NOVA Rapport 1/99: '[Levekår og livskvalitet blant lesbiske kvinner og homofile menn](#)']

The Directorate for Children, Youth, and Family Affairs published an evaluation report on the action plan in 2013 (only in Norwegian) [[Sluttevaluering av Regjeringens handlingsplan](#). Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner 2009-2012 (2013)].

The report focuses on three areas where more focus should be made:

1. There is still a lack of sufficient/representative data – more and better research has to be produced.
2. There is a need to strengthen the LGBTQ knowledge of governmental and public front-line services – particularly to health and welfare related sectors.
3. Strengthen the general work to combat homophobia, transphobia, and create awareness around heteronormativity and majority privilege.

See also [General comment on the process of revisions](#).

'Minority youth': Physical and Learning disability

Universal design 2025. The Government's action plan for universal design and increased access 2009-2013. [[Norge universelt utformet 2025. Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013](#)].

The action plan builds on, and makes reference to:

1. [The UN Convention on the Rights of Persons with Disabilities \(2006\)](#).
 2. [Council of Europe Resolution "Towards full citizenship of persons with disabilities through inclusive new technologies" \(2001\)](#).
 3. [Council of Europe Resolution "on the introduction of the principles of universal design into the curricula of all occupations working on the built environment" \(2001\)](#).
1. [Council of Europe Disability Action Plan 2006-2015](#)
 2. The Nordic Council of Ministers' Action plan for universal design [[Nordisk Ministerråds Handlingsplan for universell utforming](#)].
 3. Act relating to a prohibition against discrimination on the basis of disability [[Anti-discrimination and Accessibility Act](#)] [Lov om forbud mot diskriminering på grunn av nedsatt funksjonsevne (diskriminerings- og tilgjengelighetsloven)].
1. The Norwegian Directorate of Health's international literature review on universal design and accessibility policy (2009) [[Universell utforming og tilgjengelighet - politikk og lovgivning i inn- og utland \(2009\)](#)].

Norway has ratified all of the above mentioned conventions, and the [Anti-discrimination and Accessibility Act](#) is a binding Act.

The strategy plan was evaluated by the Directorate of Children, Youth, and Family Affairs in 2013, [[Sluttrapport 2013](#)].

See also [General comment on the process of revisions](#).

Teaching and research in special education – the way forward. Report from an expert group on special education (2014). [Utdanning og forskning i spesialpedagogikk - veien videre. Rapport fra ekspertgruppen for spesialpedagogikk (2014)]

The report is a one-time publication, but makes reference to earlier publications particularly addressing individually adapted teaching, the right to equal educational outcomes (different needs).

The Report builds on, and makes references to:

1. Report No. 18 to Storting (2010-2011). Learning and community/fellowship [[Meld. St. 18 \(2010-2011\). Læring og fellesskap](#)].
2. Official Report No. 19 (2009): The right to learn. [[NOU 2009: 18. Rett til læring](#)].
3. The Education Act, § 1-3 on Individual adaptation, and §5 special education.
4. [The Knowledge Promotion Reform \(2006\)](#) [[Kunnskapsløftet \(2006\)](#)].

[The Ministry of Education and Research](#) sent the report to consultation. All incoming comments and are available on [the Ministry's webpage](#) [in Norwegian].

See also [General comment on the process of revisions](#).

Report No. 18 to Storting (2010-2011). Learning and community/fellowship. [Meld. St. 18 (2010-2011). Læring og fellesskap].

The white paper builds on, and makes references to:

1. Official Report No. 19 (2009): The right to learn. [[NOU 2009: 18. Rett til læring](#)]
2. The Education Act
3. [The Knowledge Promotion Reform \(2006\)](#) [[Kunnskapsløftet \(2006\)](#)]
4. Report to Storting No. 44 (2008-2009) [[St.meld. nr. 44 \(2008-2009\) Utdanningslinja](#)] on the education course in Norway.
5. Report to Storting No. [[St.meld. nr. 31 \(2007-2008\) Kvalitet i skolen](#)] on measures of quality in education.
6. Report to Storting No. 16 (2006-2007) [[St. meld. nr. 16 \(2006-2007\)](#) ... og ingen sto igjen – Tidlig innsats for livslang læring] [['Early Intervention for Lifelong Learning' \[English summary\]](#)].

The former white paper (No. 16 (2006-2007)) was additionally foundational for the current initiative '[Vi Sprenger Grenser](#)' ['Breaching Borders'] facilitating educational services to children and youths with disabilities. The project was evaluated by two independent researchers at NTNU Social Research in Trondheim [[Vi Sprenger Grenser evalueringsrapport \(2015\)](#)].

See also [General comment on the process of revisions](#).

Official Report No. 19 (2009): The right to learn. [NOU 2009: 18. Rett til læring].

The official report No. 19 expands and increases the depth of 'equal right to educational outcomes' regardless of ethnicity, gender, socio-demographic background, sexual orientation, or physical ability.

The report builds on, and makes references to:

1. The Education Act.
2. [The Knowledge Promotion Reform \(2006\)](#) [[Kunnskapsløftet \(2006\)](#)].
3. Report to Storting No. 44 (2008-2009) [[St.meld. nr. 44 \(2008-2009\) Utdanningslinja](#)] on the education course in Norway.
4. Report to Storting No. [[St.meld. nr. 31 \(2007-2008\) Kvalitet i skolen](#)] on measures of quality in education.

1. Report to Storting No. 16 (2006-2007) [[St. meld. nr. 16 \(2006–2007\)](#)] ... og ingen sto igjen – Tidlig innsats for livslang læring] '[Early Intervention for Lifelong Learning](#)' [[English summary](#)].
 2. Act relating to a prohibition against discrimination on the basis of disability [[Anti-discrimination and Accessibility Act](#)] [Lov om forbud mot diskriminering på grunn av nedsatt funksjonsevne (diskriminerings- og tilgjengelighetsloven)].
1. [UN Convention on the Rights of the Child of 1989](#).

See also [General comment on the process of revisions](#).

General comment on the process of revisions

Reports and plans are generally produced by external researchers or committees, and encompass reports, analyses and documentation presented to the ministry. Reports and plans produced by experts should without exception refer to some form of research or evidence based research on the topic they are deliberating.

Official Norwegian Reports (NOUs) are produced by committees and working groups constituted by the Ministry. They often form the basis of a bill or white paper. NOUs are sometimes, but not always based on previous reports and plans. Most NOUs have a comprehensive literature review, of which a substantial amount of references are made to research done in the field.

Draft resolutions, bills and white papers (St.meld/Report to Storting) are documents that the Government presents to the Storting. White papers are almost always based on previous reports, plans, or official reports (NOUs), which again utilizes research literature actively.

Most, if not all reports/plans, official reports (NOUs) are subject to an extensive round of feedback/hearing/consultation:

1. Especially to other ministries and directorates involved.
2. Research units specializing in a particular field.
3. Interest organizations and NGOs.
4. The three Ombudsmen in charge of children and youth policy:
 - a) The Children's Ombudsman [[Barneombudet](#)].
 - b) Gender Equality and Anti-Discrimination Ombud [[Likestillings- og diskrimineringsombudet](#)].
 - c) The Norwegian Consumer Ombudsman [[Forbrukerombudet](#)].
 - d) The Norwegian Ombud for Pupils, and Apprentices [[Elev- og lærlingombud \(elevombud\)](#)].

1. Affected counties and municipalities.

The Norwegian Council for children-, and youth organizations ([Landsrådet for Noregs barne- og ungdomsorganisasjoner](#)) is an umbrella-organization that will almost always be consulted in the matter affecting children and youth. Children and youth organizations working on specific fields of interest (e.g. disability youth, ethnic minorities, LGBTQ) will be consulted where areas of particular interest of their agenda is concerned.

See also

1. [1.4 Youth Policy Decision-Making](#).
2. [5.4 Young People's Participation in Policy-Making](#).

4.4 Inclusive Programmes for Young People

Programmes for vulnerable young people

Programmes sub-headed under main providers and authorities:

- a) [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#)
- b) [The Directorate of Integration and Diversity \(IMDi\)](#)
- c) [The Norwegian Directorate of Immigration \(UDI\)](#)
- d) [The Norwegian Directorate for Health](#)
- e) [The Norwegian Children and Youth Council \(LNU\)](#)

a) The Norwegian Directorate of Children Youth and Family Affairs (Bufdir) (by appointment of [the Ministry of Children and Equality](#))

The overview is not exhaustive. For a complete list and description, please visit [Bufdir's scheme application page \[in Norwegian\]](#).

- (i) [Youth \(general\)](#)
- (ii) [LGBT](#)
- (iii) [Disability and universal design](#)

(i) Youth (general)

Støtte til oppfølgings- og løsfunksjoner for ungdom. [Support to follow-up services for youth].

Time of its introduction and time frame: 2014 – in effect.

Official reference:

1. Cooperation strategy plan on assistance services to youth. [[Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom](#)]
- a) [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#).

Other actors involved and their role: Municipal offices and departments may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): The grant scheme is to facilitated and help the municipality to improve and increase the completion rate of lower and upper secondary school. Municipalities most often hire social workers or counsellors that shall coordinate and offer outreach services to youth who are at risk of school estrangement.

Characteristics of the specific target groups: pupils in lower and upper secondary school that are at risk of dropping out of school, or already out of school. Age 13 to 23.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Bufdir through Ms. Emina SIMIC at emina.simic@bufdir.no.

Barne- og ungdomstiltak i større bysamfunn – åpne møteplasser [Child and Youth measures in larger urban areas – low threshold meeting places].

Time of its introduction and time frame: 2013 – in effect.

Official references:

1. Children Living in Poverty - the government's strategy 2015-2017. [Barn som lever i fattigdom. [Regjeringens strategi 2015 - 2017](#)].
2. [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#).

Other actors involved and their role: Public actors, municipal offices and departments, and organizations (in the larger urban areas in Norway) may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): Improved living conditions and upbringing for vulnerable and children/youth at risk through low threshold services and activities (non-discriminatory and welcoming meeting places). The grant scheme is to prevent and/or alleviate the effects of marginalization.

Characteristics of the specific target groups: Vulnerable/marginalized children and youth between the ages of 10 and 20.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Bufdir through Ms. Emina SIMIC at emina.simic@bufdir.no, or Mr. Nicolai STEINEGER at nicolai.steineger@bufdir.no.

Nasjonal tilskuddsordning mot barnefattigdom [National grant scheme against child poverty].

Time of its introduction and time frame: 2013 – in effect.

Official reference:

1. Children Living in Poverty - the government's strategy against child poverty 2015-2017. [Barn som lever i fattigdom. [Regjeringens strategi 2015 - 2017](#)]
2. [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#).

Other actors involved and their role: Public actors, private actors, and organizations may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): The purpose of the scheme grant is to prevent and/or alleviate the effects of poverty and marginalization of children and youth. Most of the projects are activity-based, and facilitates participation where income-based factors would have previously made participation and inclusion impossible or more difficult.

Characteristics of the specific target groups: Children and youth affected by poverty related struggles. Some of the activities may include the entire family.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Bufdir through Ms. Emina SIMIC at emina.simic@bufdir.no, or Mr. Nicolai STEINEGER at nicolai.steineger@bufdir.no.

Utvikling av modeller for identifikasjon og oppfølging av barn av psykisk syke og barn av foreldre som misbruker rusmidler (Modellkommune)

[Development of a model that identifies and supports children with parents that have psychological or drug related challenges].

Time of its introduction and time frame: 2015 – in effect.

Official references:

1. Childhood comes but once. [National strategy to combat violence and sexual abuse against children and youth \(2014–2017\)](#) [Barndommen kommer ikke i reprise-[Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom \(2014–2017\)](#)]
2. Children Living in Poverty - the government's strategy against child poverty 2015-2017. [Barn som lever i fattigdom. [Regjeringens strategi 2015 - 2017](#)]
3. [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#)

Other actors involved and their role: Municipal offices and departments may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): To develop and implement a municipal and evidence/knowledge based model that systematically identifies and assists children and youth with parents that struggle with psychological or drug related problems.

Characteristics of the specific target groups: See above – municipal offices may apply.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Bufdir through Mr. Knut Aase at knut.aase@bufdir.no.

Trygge lokalsamfunn og gode oppvekstmiljø [Safe communities and good formative environments].

Time of its introduction and time frame: 01.01.2015 - 31.12.2015.

Official references:

1. Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]
2. [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#).

Other actors involved and their role: Municipal offices and departments may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): To assist municipalities in creating safe communities and good formative environments, to prevent/alleviate the effects of marginalization and poverty.

Characteristics of the specific target groups: Children and youth at risk/vulnerability.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Bufdir through Ms. Karlone PAULSEN at karoline.paulen@bufdir.no.

Tiltak mot vold og seksuelle overgrep i nære relasjoner (aktivitets- og driftstilskudd) [Measures towards domestic violence and sexual abuse].

Time of its introduction and time frame: 2005 – in effect.

Official references:

1. Childhood comes but once. [National strategy to combat violence and sexual abuse against children and youth](#) (2014–2017) [Barndommen kommer ikke i reprise- [Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom](#) (2014–2017)]
2. Action plan to combat violence and sexual abuse of children and youth (2014-2017) [En god barndom varer livet ut. [Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom.](#) (2014–2017)]
3. A life without violence – action plan against domestic violence 2014-2017. [[Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014–2017](#)]
4. [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#).

Other actors involved and their role: National organizations, volunteer and humanitarian organizations (including foundations and institutions) may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): the funding is to support actors and organizations who work against domestic violence and sexual abuse. The funds permits more active participation in bringing (among others) youth voices forward in debates and facilitate participation. This in term is to change attitudes, and bring heightened awareness and more knowledge in the prevention work against domestic violence and sexual abuse. Several phone support lines are funded through this grants scheme.

Characteristics of the specific target groups: people who have been exposed to, or are at risk of being exposed to domestic violence and/or sexual abuse.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Bufdir through Ms. Astri KLEV at astri.klev@bufdir.no.

Tiltak for voldsutsatte barn (aktivitets- og driftstilskudd) [Measures to support children exposed to domestic violence towards].

Time of its introduction and time frame: 2015 – in effect.

Official reference:

1. A life without violence – action plan against domestic violence 2014-2017. [[Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014–2017](#)]
2. [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#).

Other actors involved and their role: Volunteer and humanitarian organizations (including foundations and institutions) may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): Measures to support children who are, or have been exposed to domestic violence or sexual abuse. The increase from 2015 to 2016 is due to the establishment of the Centre for Children exposed to domestic violence [[Senter for voldsutsatte barn – Stine Sofie Stiftelsen](#)] of which more than half of the grant scheme is allocated.

Characteristics of the specific target groups: See above.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Bufdir through Ms. Astri KLEV at astri.klev@bufdir.no.

Sentre mot incest og seksuelle overgrep og ressursentre mot voldtekt [Centres against incest/sexual abuse and resource centre against rape].

Time of its introduction and time frame: unknown – but still in effect.

Official references:

1. Childhood comes but once. [National strategy to combat violence and sexual abuse against children and youth](#) (2014–2017). [Barndommen kommer ikke i reprise- [Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom](#) (2014–2017)].
2. Action plan to combat violence and sexual abuse of children and youth (2014-2017) [En god barndom varer livet ut. [Tiltaksplan for å bekjempe vold og seksuelle overgrep mot barn og ungdom](#). (2014–2017)].
3. [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: The Norwegian Directorate of Children Youth and Family Affairs (Bufdir).

Other actors involved and their role: Selected and preapproved* host municipalities may apply for this funding scheme, and execute the below mentioned activities and services.

*Approved by the official guidelines for governmental grant support to centres against incest/sexual abuse and resource centre against rape [In Norwegian: [Retningslinjer for statlig tilskudd til sentre mot incest og seksuelle overgrep og ressursentre mot voldtekt.](#)]

Main fields of activity of these programmes (e.g. type of projects): To support and guarantee the operation of the resource centres in the country that work with children and youth that are/have been exposed to domestic violence, sexual abuse, and/or rape – and their dependents.

Characteristics of the specific target groups: children and youth that are/have been exposed to domestic violence, sexual abuse, and/or rape – and their dependents.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Bufdir through Mr. Knut Aase at knut.aase@bufdir.no.

(ii) LGBT

LHBT - Bedre levekår og livskvalitet blant lesbiske, homofile, bifile og transpersoner [Improved living conditions and life quality for LGBT people].

Time of its introduction and time frame: 2009 – in effect.

Official references:

1. Improving quality of life among lesbians, gays, bisexuals and trans persons 2009 – 2012 ([Action plan](#)) [[Handlingsplan](#): Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner 2009 – 2012]
2. Safety, diversity, openness. The Government's action plan against discrimination based on sexual orientation, gender identity, or gender expression 2017-2020.

[[Trygghet, mangfold, åpenhet](#). Regjeringens handlingsplan mot diskriminering på grunn av seksuell orientering, kjønnsidentitet og kjønnsuttrykk 2017–2020].

3. [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#).

Other actors involved and their role: Volunteer organizations, or anyone working with LGBT people, may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): Measures towards the improving quality of life among lesbians, gays, bisexuals, trans persons and intersex persons. The measures are also to facilitate increased diversity, and activity in the groups working with LGBT people.

Characteristics of the specific target groups: LGBT people.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Bufdir through Mr. Carl GJERDRUM at carl.gjerdrum@bufdir.no.

(iii) Disability and universal design

Sommerleir for barn med nedsatt funksjonsevne med særskilt store hjelpebehov [Summer camp for children and youth with disabilities and with significant need of assistance].

Time of its introduction and time frame: 2009 – in effect.

Official references:

1. Official report No 22 of 2001 From user to citizen – a strategy to remove the barriers for disabled persons. [[NOU 2001: 22 Fra bruker til borger – En strategi for nedbygging av funksjonshemmende barrierer](#)]
2. [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: The Norwegian Directorate of Children Youth and Family Affairs (Bufdir)

Other actors involved and their role: Preapproved organizations that works with disabled people may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): Support organizations that work with disabled children and youth with special needs – holiday activities and summer camps.

Characteristics of the specific target groups: Disabled children and youth with special needs.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Ms. Heidie Torbjørnsdotter WESTERBLOM at heidie.westerblom@bufdir.no.

Universell utforming - kunnskapsutvikling, kompetanseheving og informasjon [Universal design – knowledge production – better competences and information].

Time of its introduction and time frame: 2009 – in effect.

Official reference:

1. The Government's action plan for universal design and increased access 2009-2013. [[Norge universelt utformet 2025](#). Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013]
2. Official report No 22 of 2001 From user to citizen – a strategy to remove the barriers for disabled persons. [[NOU 2001: 22 Fra bruker til borger – En strategi for nedbygging av funksjonshemmedes barrierer](#)]
3. [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#).

Other actors involved and their role: Any Norwegian actor (private/public/volunteer) may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): Generally facilitate the realization of complete universal design by year 2025.

Characteristics of the specific target groups: Any actor that seeks to contribute to the knowledge production, better competences and information relating to universal design.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact Bufdir and the 'Delta Centre' through Mr. Haakon Aspelund at haakon.aspelund@bufdir.no.

b) The Directorate of Integration and Diversity (IMDi) (by appointment of [The Ministry of Justice and Public Security](#))

Tilskudd til integreringsprosjekter i asylmottak i regi av frivillige organisasjoner. [Grant scheme to integration projects in asylum reception centres].

Time of its introduction and time frame: 2016.

Official reference:

1. [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Directorate of Integration and Diversity \(IMDi\)](#).

Other actors involved and their role: Volunteer organizations may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): Activities in refugee reception centres or in their adjacent local communities that promote integrative activities, e.g. language training, education in local customs, mentoring and guidance on job seeking measures, housing, and finally sports and recreational activities.

Characteristics of the specific target groups: refugees in asylum reception centres, primarily but not exclusively over 18 years old. Cooperation with the Norwegian Directorate of Immigration (UDI), and the measures towards and grant scheme facilitating activity measures for children and youth in asylum reception centres [anchor link].

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact IMDi through Mr. Arezo BANAFSHEH at aba@imdi.no.

Tilskudd til arbeid mot tvangsekteskap [Measures against arranged marriages].

Time of its introduction and time frame: Unknown, but still in effect.

Official references:

1. [Action plan against forced marriage, female genital mutilation and severe restrictions on young people`s freedom \(2013-2016\) \[Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet \(2013-2016\)\]](#)
2. [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: [The Directorate of Integration and Diversity \(IMDi\)](#).

Other actors involved and their role: Volunteer organizations may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): The grant scheme is to facilitate volunteer organizational efforts towards preventing forced marriage, female genital mutilation and severe restrictions on young people`s freedom.

Characteristics of the specific target groups: Children and youth who are at risk to: forced marriage, female genital mutilation and severe restrictions to freedom.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact IMDi through Mr. Arezo BANAFSHEH at aba@imdi.no.

[Tilskudd til lokal forebygging av radikaliserings og voldelig ekstremisme](#) [Local preventive measures towards radicalization and violent extremism].

Time of its introduction and time frame: Unknown, but still in effect.

Official references:

1. Action plan in the prevention of radicalization and violent extremism (2014). [\[Handlingsplanen for å forebygge radikaliserings og voldelig ekstremisme\(2014\)\]](#).
2. [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Directorate of Integration and Diversity \(IMDi\)](#)

Other actors involved and their role: Municipalities and municipal offices in cooperation with volunteer organizations may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): The grant scheme is to facilitate municipal/volunteer organizational efforts towards preventing violent extremism and radicalization through: dialogue meetings, conferences, educational practices and activities, or other preventive efforts and activities. Educational and training towards staff working with youth at risk.

Characteristics of the specific target groups: Children and youth who are at risk to become radicalized, and the staff/teachers working with these children and youth at risk.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact IMDi through Mr. Hamzah Ahmed NORDAHL-RAJPOOT at hnr@imdi.no.

c) The Norwegian Directorate of Immigration (UDI) (by appointment of [The Ministry of Justice and Public Security](#)).

[Tilskuddsordning til aktivitetstilbud for barn i asylmottak](#). [Grant scheme to activity measures for children and youth in asylum reception centres].

Time of its introduction and time frame: 2012, and still in effect.

References to the relevant official document (full title in the original language and in English).

1. [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate of Immigration \(UDI\)](#).

Other actors involved and their role: Volunteer organizations, not-for profit actors, municipal offices and departments may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): Activities for children and youth under the age of 18, in refugee reception centres or in their adjacent local communities that promote learning, integration and preventive health and mental health.

Characteristics of the specific target groups: refugees in asylum reception centres, under the age of 18 years old.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact the Norwegian Directorate of Immigration (UDI) through Mr. Geir Lasse NESE at glne@udi.no.

d) The Norwegian Directorate for Health (by appointment of [the Ministry of Health and Care Services](#)).

The list is not exhaustive. Visit the Norwegian Directorate for Health for [a complete overview of the schemes and programmes they offer \[In Norwegian\]](#).

Psykisk helse i skolen. [Mental Health in school].

Time of its introduction and time frame: 2004 – in effect.

Official reference:

1. Official Norwegian Report 2015:2. To belong – Efforts towards a safe psycho-social school environment. [[NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø](#)].
2. Action plan in prevention of suicide and self harm 2014-2017. [Title in Norwegian: [Handlingsplan for forebygging av selvmord og selvskading](#) 2014-2017].
3. [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate for Health](#).

Other actors involved and their role: Foundations and organizations may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): Informational and preventive activity, and counselling, to assist students and pupils at risk in their learning and working environment, with their mental health, and general well being in school.

Characteristics of the specific target groups: pupils and students at risk for or generally struggling with mental health issues in lower and upper secondary school, and school staff.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact the Norwegian Directorate for Health through Mr

Sturne NES at sturle.nes@helsedir.no, or Ms. Janne OFTEDAL at janne.oftedal@helsedir.no.

Nasjonale tiltak for forebygging av selvmord og selvskading [National effort in suicide and self harm prevention].

Time of its introduction and time frame: 2009 – in effect.

Official reference:

1. Official Norwegian Report 2015:2. To belong – Efforts towards a safe psycho-social school environment. [[NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø](#)].
2. Action plan in prevention of suicide and self harm 2014-2017. [Title in Norwegian: [Handlingsplan for forebygging av selvmord og selvskading 2014-2017](#)].
3. [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate for Health](#).

Other actors involved and their role: Public actors, foundations, organizations, and any state, county or municipal establishment, may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): informational, and awareness campaigns. Counselling and outreach services to prevent suicide and self-harm behaviour.

Characteristics of the specific target groups: anyone at risk for suicide or self harm behaviour. A particular focus on youth, and marginalized youth.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact the Norwegian Directorate for Health through Ms. Camilla HJELLE at camilla.hjelle@helsedir.no, Ms. Jannicke Berg LEKNES at jannicke.berg.leknes@helsedir.no, or Mr. Tomi SPEHAR at tomi.spehar@helsedir.no.

Seksuell helse - Oppfølging av Forebygging av uplanlagt svangerskap og abort – strategier for bedre seksuell helse. [Better sexual health and prevention of non-planned pregnancies and abortions].

Time of its introduction and time frame: 1986 (1982) – in effect.

Official reference:

1. [Forebygging av uønsket svangerskap og abort 2010-2015 – strategier for bedre seksuell helse](#) [Action plan: preventing unplanned. pregnancies and abortion – strategies for better sexual health].
2. [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate for Health](#).

Other actors involved and their role: Public actors, foundations, organizations, and any state, county or municipal establishment, may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): informational, and awareness campaigns. Counselling and outreach services to prevent unplanned pregnancies and abortions, and facilitate for better sexual health practices.

Characteristics of the specific target groups: children, youth and their parents, young adults up to the age of 25. Particular focus on ethnic minority groups and youth/young adults with physical or mental disabilities.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact the Norwegian Directorate for Health through Mr. Lennart Lee LOCK at lennart.lee.lock@helsedir.no, or Mr. Arild Johan MYRBERG at arild.johan.myrberg@helsedir.no.

Tilskudd til arbeid innen feltet hiv og seksuelt overførbare infeksjoner [Preventive efforts towards sexually transmitted infections and HIV].

Time of its introduction and time frame: 1985 – in effect.

Official reference:

1. [Aksept og mestring Nasjonal hivstrategi \(2009-2014\)](#) [National HIV strategy – acceptance and proficiency (2009-2014)]
2. LGBTI: Safety, diversity, openness. The Government's action plan against discrimination based on sexual orientation, gender identity, or gender expression 2017-2020. [[Handlingsplan LHBTI: Trygghet, mangfold, åpenhet](#). Regjeringens handlingsplan mot diskriminering på grunn av seksuell orientering, kjønnsidentitet og kjønnsuttrykk 2017–2020.
3. National strategy plan on immigrant health 2013-2017. [[Likeverdige helse- og omsorgstjenester - god helse for alle. Nasjonal strategi om innvandreres helse 2013-2017](#)].
4. [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Directorate for Health](#).

Other actors involved and their role: Public actors, foundations, organizations, and any state, county or municipal establishment, may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): informational, and awareness campaigns. Counselling and outreach services to facilitate for better sexual health practices and prevent new HIV infections.

Characteristics of the specific target groups: HIV positive people, immigrants at risk, men who have sex with men, sex workers, drug users. A particular focus on youth and young people as they are more sexually active, and have higher risk behaviour.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact the Norwegian Directorate for Health through Mr. Karl Kristian R. KIRCHHOFF at karl.kristian.radahl.kirchhoff@helsedir.no, or Mr. Arild Johan MYRBERG at ajm@helsedir.no.

e) The Norwegian Children and Youth Council (LNU) (by appointment of [the Ministry of Children and Equality](#))

Mangfold og inkludering. [Diversity and Inclusion].

Time of its introduction and time frame: unknown – in effect.

Official reference:

1. Official Norwegian Report 2015:2. To belong – Efforts towards a safe psycho-social school environment. [[NOU 2015: 2. Å h re til – Virkemidler for et trygt psykososialt skolemilj ](#)].
2. Action plan in the prevention of radicalization and violent extremism (2014). [[Handlingsplanen for   forebygge radikaliserings og voldelig ekstremisme\(2014\)](#)].
3. Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy [[Meld. St. 6 \(2012-2013\) En helhetlig integreringspolitikk](#)]
4. [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Children and Youth Council \(LNU\)](#).

Other actors involved and their role: Children, youth and youth organizations (incl. youth clubs and youth houses) may apply for this funding scheme, and execute the below mentioned activities and services.

Main fields of activity of these programmes (e.g. type of projects): Measures towards combating marginalization, discrimination and radicalization, and efforts towards strengthening inclusion, acceptance and diversity.

Characteristics of the specific target groups: Youth, and youth at risk of marginalization, discrimination and radicalization.

Level and trends of participation in these programmes according to official statistics + targets: Information is not publicly available. Inquiries on statistics and information on participatory trends may be obtained by contacting the responsible authority of this programme. The reader may contact LNU through Ms. Cecilie PREBENSEN at cecilie@lnu.no.

Funding

Funding of programmes sub-headed under main providers and authorities:

- a) [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#)
- b) [The Directorate of Integration and Diversity \(IMDi\)](#)
- c) [The Norwegian Directorate of Immigration \(UDI\)](#)
- d) [The Norwegian Directorate for Health](#)
- e) [The Norwegian Children and Youth Council \(LNU\)](#)

a) The Norwegian Directorate of Children Youth and Family Affairs (Bufdir) (by appointment of [the Ministry of Children and Equality](#))

(i) Youth (general)

[St tte til oppf lgings- og losfunksjoner for ungdom](#)_[Support to follow-up services for youth].

Funding 2016: 31 mill NOK (3.446 mill EUR).

Funding 2015: 22.25 mill NOK (2.453 mill EUR).

EU funds: none.

[Barne- og ungdomstiltak i st rre bysamfunn –  pne m teplasser](#) [Child and Youth measures in larger urban areas – low threshold meeting places].

Funding 2016: 29 mill NOK (3.223 mill EUR).

Funding 2015: 33.175 mill NOK (3.658 mill EUR).

EU funds: none.

Nasjonal tilskuddsordning mot barnefattigdom [National grant scheme against child poverty].

Funding 2016: 163.9 mill NOK (18.218 mill EUR).

Funding 2015: 146.943 mill NOK (16.24 mill EUR).

EU funds: none.

Utvikling av modeller for identifikasjon og oppfølging av barn av psykisk syke og barn av foreldre som misbruker rusmidler (Modellkommune)

[Development of a model that identifies and supports children with parents that have psychological or drug related challenges].

Funding 2016: 23,5 mill NOK (2 592 766 EUR).

Funding 2015: Information is not publicly available. Please contact the below listed contact person for the grants scheme.

EU funds: none.

Trygge lokalsamfunn og gode oppvekstmiljø [Safe communities and good formative environments].

Funding 2015: 5 mill NOK (550 777 EUR) 1 year programme.

EU funds: none.

Tiltak mot vold og seksuelle overgrep i nære relasjoner (aktivitets- og driftstilskudd) [Measures towards domestic violence and sexual abuse].

Funding 2016: 12.094 mill NOK (1.33 mill EUR).

Funding 2015: 9.416 mill NOK (1.04 mill EUR).

EU funds: none.

Tiltak for voldsutsatte barn (aktivitets- og driftstilskudd) [Measures to support children exposed to domestic violence towards].

Funding 2016: 20.884 mill NOK (2.312 mill EUR).

Funding 2015: 9.7 mill NOK (1.07 mill EUR).

EU funds: none.

Sentre mot incest og seksuelle overgrep og ressursentre mot voldtekt [Centres against incest/sexual abuse and resource centre against rape].

Funding 2016: 84.3 mill NOK (9.33 mill EUR).

Funding 2015: Information is not publicly available. Please contact the below listed contact person for the grants scheme.

EU funds: none.

(ii) LGBT

LHBT - Bedre levekår og livskvalitet blant lesbiske, homofile, bifile og transpersoner [Improved living conditions and life quality for LGBT people].

Funding 2016: 10.967 mill NOK (1.21 mill EUR).

Funding 2015: 10.8 mill NOK (1.19 mill EUR).

EU funds: none.

(iii) Disability and universal design

Sommerleir for barn med nedsatt funksjonsevne med særskilt store hjelpebehov [Summer camp for children and youth with disabilities and with significant need of assistance].

Funding 2016: 9.8 mill NOK (1.085 mill EUR).

Funding 2015: 10.5 mill NOK (1.16 mill EUR).

EU funds: none.

Universell utforming - kunnskapsutvikling, kompetanseheving og informasjon [Universal design – knowledge production – better competences and information].

Funding 2016: 17 mill NOK (1.88 mill EUR).

Funding 2015: 10.233 mill NOK (1.13 mill EUR).

EU funds: none.

b) The Directorate of Integration and Diversity (IMDi) (by appointment of [The Ministry of Justice and Public Security](#))

Tilskudd til integreringsprosjekter i asylmottak i regi av frivillige organisasjoner. [Grant scheme to integration projects in asylum reception centres].

Funding 2016: 29.5 mill NOK (3.27 mill EUR) (newly initiated grant scheme).

EU funds: none.

Tilskudd til arbeid mot tvangsekteskap [Measures against arranged marriages].

Funding 2016: 9.53 mill NOK (1.05 mill EUR).

Funding 2015: Information is not publicly available. Please contact the below listed contact person for the grants scheme.

EU funds: none.

Tilskudd til lokal forebygging av radikalisering og voldelig ekstremisme [Local preventive measures towards radicalization and violent extremism].

Funding 2016: 3 mill NOK (332 638 EUR).

Funding 2015: Information is not publicly available. Please contact the below listed contact person for the grants scheme.

EU funds: none.

c) The Norwegian Directorate of Immigration (UDI) (by appointment of [The Ministry of Justice and Public Security](#)).

Tilskuddsordning til aktivitetstilbud for barn i asylmottak. [Grant scheme to activity measures for children and youth in asylum reception centres].

Funding 2016: approx. 60 mill NOK (6.635 mill EUR)

Funding 2015: approx. 20 mill NOK (221 057 EUR)

The reason for a three-fold budget increase between 2015 and 2016 is the increase arrival of underage refugees; predominantly from Syria, Afghanistan and Iraq.

EU funds: none.

d) The Norwegian Directorate for Health (by appointment of [the Ministry of Health and Care Services](#)).

The list is not exhaustive. Visit the Norwegian Directorate for Health for [a complete overview of the schemes and programmes they offer \[In Norwegian\]](#).

Psykisk helse i skolen. [Mental Health in school].

Funding 2016: 18.7 mill NOK (1.85 mill EUR).

Funding 2015: 18.7 mill NOK (1.85 mill EUR).

EU funds: none.

Nasjonale tiltak for forebygging av selvmord og selvskading [National effort in suicide and self harm prevention].

Funding 2016: 23 mill NOK (2.54 mill EUR).

Funding 2015: 23 mill NOK (2.54 mill EUR).

EU funds: none

Seksuell helse - Oppfølging av Forebygging av uplanlagt svangerskap og abort – strategier for bedre seksuell helse. [Better sexual health and prevention of non-planned pregnancies and abortions].

Funding 2016: 33.1 mill NOK (3.66 mill EUR).

Funding 2015: 32.2 mill NOK (3.56 mill EUR).

EU funds: none.

Tilskudd til arbeid innen feltet hiv og seksuelt overførbare infeksjoner [Preventive efforts towards sexually transmitted infections and HIV].

Funding 2016: 22.4 mill NOK (2.47 mill EUR).

Funding 2015: 21.7 mill NOK (2.4 mill EUR).

EU funds: none

e) The Norwegian Children and Youth Council (LNU) (by appointment of [the Ministry of Children and Equality](#))

Mangfold og inkludering. [Diversity and Inclusion].

Funding 2016: approx. 2 mill NOK (220 967 EUR).

Funding 2015: approx. 2 mill NOK (220 967 EUR).

EU funds: none.

Quality assurance

Quality assurance and control of implemented goals and outcomes happen under the responsibility of each funding scheme, again under their responsible ministry or executive agency of their respective ministry.

Each funding scheme and initiative has their own set of rules [regelverk] stating the expectation and standards of any given volunteer activity. These rules will be most often in reference to an official report or document [NOU, St. meld, Rapport] that addresses the field that the scheme or initiative is meant to alleviate or cater to.

The Ministry of Culture provides an overview of the various funding schemes (2015) [[Tilskuddsordninger for barne- og ungdomsorganisasjoner](#)], and The Ministry of Children, Equality and Inclusion an overview of the various Ministries' annual budgets for child and youth organization transfers (2015) [[Frivillig engasjement, kultur og idrett](#)].

When funding schemes open for application, entry qualifications may be given to

1. Membership in the volunteer registry.
2. Certain organizational structures and formalized arrangements (leader, secretary, treasurer, board).
3. Budgets and accounting/reporting (documenting expenses).
4. Documenting that the applied for funding facilitated the expected activity.

5. Rules regarding the right to complain, should an application be turned down.
6. Deadlines for applications, and reporting.
7. The scenario of audit/control, and procedures/rights connected with that.

A sample of a set of funding scheme rules from the child and youth initiatives in larger towns and cities can be found through this link – in Norwegian: [[Regelverk for støtte til barne- og ungdomstiltak i større bysamfunn](#)].

The Ministry of Culture published a guide for child and youth organizations in 2014 to simplify the process of funding applications: [Veileder - Forenkling av statlige tilskuddsordninger for barne- og ungdomsorganisasjoner](#).

The Ministry of Culture of the funding and QA of the Volunteer Centrals: [Retningslinjer for frivilligsentraler/nærmiljøsentraler](#).

Main outcomes of quality assurance process

If the actor of a granted application to a grant scheme fails to report in a sufficient matter to the expected outcomes of a measure/initiative, the actor may in part or whole be asked to transfer back the initial granted funds.

Top authorities (ministries, directorates or a like) will periodically evaluate the data that is accumulated through the various grant scheme reports, and make decisions as to

1. Increase or decrease available funds.
2. Change or add the grant scheme rules and regulations.
3. Add additional efforts and measures.
4. Order additional research or evaluation where needed.
5. Discontinue grant scheme that are unsuccessful.

4.5 Initiatives promoting social inclusion and raising awareness

Intercultural awareness

Norwegian youth policy is primarily centred on the educational route and the volunteer sector, therefor most intercultural awareness programmes are found as educational or volunteer exchange programmes.

Read more about intercultural awareness initiatives and programmes at

1. [2.6 Cross-Border Mobility Programmes](#).
2. [2.7 Raising Awareness about Youth Volunteering Opportunities](#).
3. [Eurydice on Mobility and Internationalisation](#).

The Norwegian Red Cross [Norges Røde Kors] – Intercultural awareness

The Norwegian Red Cross is a part of , and abides to the fundamental principles of the International Red Cross and Red Crescent Movement and acts as the guardian of the Geneva Conventions. The organization works to

1. Protect human life and health.
2. To ensure respect for all human beings.
3. To prevent and alleviate human suffering.

The Norwegian Red Cross has local branches throughout Norway, while the Movement has a global reach through its network of volunteers.

Røde Kors Ungdom [Youth Red Cross] also has local branches throughout Norway and work predominantly with activities relating to refugee youths, volunteer exchanges abroad, and role play circles relating to war and migration.

Type of initiatives:

1. [Aktivitet på asylmottak](#) [activity in the asylum reception centres]
2. [Flyktningkompis](#) ['refugee buddy programme']
3. [Internasjonal utveksling](#) [international exchange programme]
4. [Kampanjearbeid](#) [informational/campaign work: particularly to social inclusion, peer pressure, body image, young refugees, and mental health]
5. [Møteplasser for ungdom](#) [low threshold meeting places for youth – often for minority or youth coming from low-income families]
6. [Rollespill på flukt](#) [Migration role play]
7. [Seksualopplysning](#) [sex education]
8. [Sentrale samlinger](#) [national assemblies where members of the local branches meet]

Main target groups addressed: youth between the ages of 13 and 30. Particular focus on refugee youth, youth of ethnic minorities, youth from low-income families, and youth at risk.

Young people's rights

The Convention on the Rights of the Child was incorporated into Norwegian law through the Human Rights Act, which entered into force on 1 October 2003. The Convention on the Rights of the Child thus applies as Norwegian law and has precedence if any conflict should arise between the Convention and other statutory law. See also [1.2 National Youth Law](#).

Much of the subsequent awareness campaigns on young people's rights following 2003 have been about the Convention on the Rights of the Child for this purpose, youth under the age of 18).

Main actors and initiatives are:

- a) [The Ombudsman for Children](#)
- b) [Sjumilssteget \['The Giant Leap'\]](#)
- c) [Ung.no \[Young.no\]](#)
- d) [PRESS](#)
- e) [The Norwegian Red Cross](#)
- f) [UNICEF Norge](#)

a) **The Ombudsman for Children [Barneombudet – dine rettigheter].**

The Norwegian Ombudsman for Children is an advocate for children and young people. The Ombudsman for Children is appointed by the Norwegian King and occupies the post for six years. Ms. Anne LINDBOE became Ombudsman for Children in 2012 and will hold office until 2018. She is a paediatrician.

The Norwegian Ombudsman for Children

1. Ensures that the opinions of children and young people are heard and that their rights are upheld.
2. Ensures that the authorities in Norway comply with the Convention on the Rights of the Child - incorporated into national legislation in 2003.
3. Is an independent political and administrative body.

Type of initiatives:

1. Holding lectures and seminars for people who work with, and provide services for children and young people under the age of 18
2. Writing letters to the authorities when it is believed or reported that the rights of children are not being satisfactorily upheld
3. Giving statements when laws are being written or amended
4. Giving interviews to the media and being active on social media platforms

5. Meeting with government ministers and members of Parliament [Storting]
6. Provide advice and information on the rights of children to people who contact the Ombudsman staff online or via email/telephone.

One of the most important duties the Ombudsman perform is talking to the children and young people themselves about their experiences and relaying recommendations and perspectives to decision-makers. The Norwegian Ombudsman for Children has a designated children and youth panel that they consult on an ongoing basis. The same panel is involved [when a new Ombudsman is being hired \[article in Norwegian\]](#).

The Norwegian Ombudsperson for Children is an important addressee when statues and action plans regarding the right of the child is on hearing.

Every year, the Norwegian Ombudsman for Children brings attention to one or more area to special attention relating to the rights of children. This are described in detain [in Norwegian] at the Ombudman's website: [2014](#), [2015](#), and [2016](#).

Main target groups addressed: Children and youth under the age of 18 primarily, parents, and staff working with children and youth under the age of 18 secondarily.

b) Sjumilssteget ['The Giant Leap']

The Troms county general office initiated the project 'Sjumilssteget' [the Giant Leap] in 2009. The project the Giant Leap is designed to help transfer the Convention on the Rights of the Child into good municipal practice.

The project is anchored at the office of the Country Governor of Troms and is aiming at providing an assessment tool to the local municipalities' authorities for the protection of children's rights in order for them to thrive. The goal is also to raise the awareness of the incorporation of the Convention of the Rights of the Child into Norwegian Law, and its staus of legal precedence to guarantee the right of the child and youth under the age of 18.

The project is anchored at the state administrative level through the regional county governor's offices in the following seven counties:

1. [Troms \(Sjumilssteget – for barn og unges beste\)](#)
2. [Finnmark \(Sjumilssteget i Finnmark\)](#)
3. [Møre og Romsdal \(Betre oppvekst for barn og unge i Møre og Romsdal\)](#)
4. [Nordland \(Vårres unga – vårres framtid\)](#)
5. [Rogaland \(Sjumilssteget for god oppvekst i Rogaland\)](#)
6. [Østfold \(Sjumilssteget i Østfold fylke\)](#)
7. [Sogn og Fjordane \(Sjumilssteget – til beste for barn og unge\)](#)

The Troms County Governor's Office ordered an external evaluation of 'The Giant Leap' in 2012, and [a summary of this report is available in English](#).

The program has a unique structure of regional adaptation, where the various initiatives may have different names and approaches/organizational structures and topical emphasis. The commonality is never the less on bringing the Rights of the Child forward to be implemented in good municipal practices.

Type of initiatives: informational campaigning, and information on good examples on how to implement practical adaptations and general awareness to secure children's and youths' rights according the Convention of the Rights of the Child.

Main target groups addressed: Children and youth under the age of 18, staff and children at kindergartens, primary schools, lower and upper secondary school, staff working in school health and counselling services, any other arena where children and supporting staff work.

c) Ung.no [Young.no]

[Ung.no \[in Norwegian\]](#) is the most extensive and most visited informational webpage in Norway for young people. The webpage is hosted and operated by the Norwegian Directorate for Children, Youth and Family Affairs, on behalf of the Ministry of Children and Equality

The webpage has subsections that particularly address the rights of the child, where children and youth can post their questions and concerns. Each question will be answered by Directorate staff, or referred to a more appropriate recipient should the question or concern need additional attention, or the child/young person have additional questions.

Main target groups addressed: The target group is youth between the age of 13 and 20 years.

d) PRESS [PRESS: Youth Right's Organization]

[Press](#) is a non-profit and non-governmental organisation for youth between the ages of 13 and 25. Through political action Press draws attention to the rights of the child, explaining where and how these may be violated. The organization wishes to raise awareness of the role of youth in society and at the same time put pressure on governmental bodies and other decision makers to reduce their violations of the rights of the child.

PRESS is one of the regular addressee's when statues and action plans regarding the right of the child is on hearing.

Main target groups: Members are youth between the ages of 13 and 25. Target groups for the membership activity and campaigning/lobbyism, are mostly politicians and youth policy decision makers and implementers, but in essence anyone working with youth.

e) The Norwegian Red Cross [Norges Røde Kors] – Young people's rights

The Norwegian Red Cross is, alongside UNICEF Norway [anchor link], a key actor in educational and awareness programmes connected to the Convention of the rights of the Child, both directly towards children and youth under the age of 18, and to children and youth under the age of 18 in Norway, about their peers in other countries.

Røde Kors Ungdom [The Norwegian Red Cross for Youth] is particularly directed towards youth between the ages of 13 and 30. The Norwegian Red Cross for Youth has local branches throughout Norway and work predominantly with activities relating to refugee youths, volunteer exchanges abroad, and role play circles relating to war and migration. Main emphasis is on social inclusion, but the activities and campaigning done in the organization has a substantial emphasis on the right of the child (person under the age of 18).

Type of initiatives:

1. [Aktivitet på asylmottak](#) [activity in the asylum reception centres]
2. [Internasjonal utveksling](#) [international exchange programme]
3. [Kampanjearbeid](#) [informational/campaign work: particularly to social inclusion, peer pressure, body image, young refugees, and mental health]

1. [Rollespill på flukt](#) [Migration role play]

Main target groups addressed: youth between the ages of 13 and 30. Particular focus on refugee youth, youth of ethnic minorities, youth from low-income families, and youth at risk, and the rights of the above mentioned.

The Norwegian Red Cross is one of the regular addressee's when statues and action plans regarding the right of the child is on hearing.

See also

1. [The Norwegian Red Cross Youth branch website – in Norwegian.](#)
2. [Information in English on the Norwegian Red Cross website on its history and general principles.](#)

f) UNICEF Norge [UNICEF Norway]

Type of initiatives: UNICEF Norway is, alongside [The Norwegian Red Cross](#) a key actor in educational and awareness programmes and campaigns connected to the Convention of the rights of the Child, both directly towards children and youth under the age of 18 in Norway, and about their peers in other countries.

UNICEF focuses mostly on children, and provides a webpage that is particularly adapted to children: [UNICEF Junior \[in Norwegian\]](#).

The Project 'the One' [[Den Ene](#)] where resourceful adults are invited to reach out to young people who

UNICEF offers an educational site for primary and lower secondary school pupils called the UN Convention of the Rights of the Child – life and practice [[Barnekonvensjonen – live og lære](#)].

UNICEF Norway also does lectures and workshops throughout Norwegian primary and lower secondary schools, particularly focusing on the rights of the child.

UNICEF Norway is one of the regular addressee's when statutes and action plans regarding the right of the child is on hearing.

Main target groups addressed: children and youth under the age of 18 in Norway.

See also UNICEF Norway on [the Convention of the Rights of the Child \[in Norwegian\]](#).

[Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism](#)

Preventive efforts towards youth are described in:

Action plan in the prevention of radicalization and violent extremism (2014). [Handlingsplanen for å forebygge radikaliserings og voldelig ekstremisme (2014)]

The action plan and the described efforts and initiatives were instigated in 2014, and are still in effect.

Brief summary: The government seeks to prevent radicalization and violent extremism. Terror is described as the ultimate consequence of radicalization, and must be stopped. The prevention work is highly stressed. The action plan offers 30 suggestions to combat and prevent radicalization, of which these are clustered under five main goals:

1. Better knowledge through research, dialog, and information/teaching resources
2. Better cooperation and coordination, giving [the Norwegian Police Security Services](#) a central role
3. Prevent the recruitment to extremist groups, with particular focus on integration/re-integration work
4. Prevent radicalization and recruitment through the internet
5. Increased international cooperation

Key political objectives: prevention of radicalization and violent extremism, particularly through knowledge, research, surveillance, and coordination/cooperation efforts. Some social inclusion efforts to prevent radicalization is also described.

See also: [4.4 Inclusive Programmes for Young People](#), and the grant scheme 'Local preventive measures towards radicalization and violent extremism.'

Specific target groups: youths at risk of being recruited by extremist groups.

4.6 Access to Quality Services

General comment: Norway has universal social and health care provision for all its citizens. Norway is politically divided along sectors, not user groups. This means that youths are predominantly addressed through the general housing policies, or the general health services etc.

The educational and volunteer sectors are usually the arenas where you will find youth specific services and personnel dedicated to secure social inclusion. Typical examples are:

1. School nurses in lower and upper secondary school.
2. School advisors or counsellors in lower and upper secondary school (including therapy/counselling services).
3. University health and counselling services in higher education (classified as adult services – but only registered students are eligible).

The above mentioned services are usually free.

Youth specific services can sometimes be offered through dedicated municipal personnel or offices:

1. Health/sexual health/nurses offices at youth houses (municipal services).
2. Municipal services that work towards the social inclusion of low-income youth, refugee youths etc. (how these services are organized vary greatly from municipality to municipality).

Social Services provided by NAV (the Norwegian Labour and Welfare Administration) are not divided by user groups (e.g. there is no specific youth policy). NAV has nonetheless a particular emphasis on young people, and some NAV first line services may have designated 'youth teams.'

Housing

The official document or strategy for housing for young people, or young people at risk, is addressed in Norway's general housing policy – not as a separate strategy.

The general housing policy initiatives are described in

1. English: The official report No. 15 of 2011: Room for all: a social housing policy for the future
2. Norwegian: [NOU 2011:15. Rom for alle – en social boligpolitikk for framtiden.](#)

In the official report, young people are targeted as a focus group politically, mostly because of their comparative disadvantage on the housing market by their low purchasing power.

Young people are further identified to have special needs, and requiring services:

1. As students, and under training.
2. When unemployed.
3. Being vulnerable during transitions.

Affordable rent/government housing: Access to affordable housing is either offered by the students welfare association if the youth is in school, university or training, or through the Norwegian Welfare Administration if the youth is unemployed and have no or marginal funding to obtain housing.

Affordable home ownership or rent: The main programme for affordable housing in Norway is offered through The Norwegian State Housing Bank [Husbanken].

Access to housing – students and upper secondary school pupils

The Student University Welfare Associations usually offer subsidised housing/ student housing for young people who have been offered. Most have an upper age limit for student housing – e.g. The Student Welfare Association of Oslo and Akershus does not house students over the age of 35.

Priority is usually given to applicants

1. Who are new students.
2. Non-local applicants.
3. Foreign applicants.
4. Applicants with special needs (documented).

Student housing is usually not provided for PhD students as these are paid positions in Norway.

Some student welfare organisation has a 'housing guarantee' for international students: [here exemplified through the Student welfare organization of Bergen](#).

See also: Example of information of student housing offered by [the Student Welfare Association of Oslo and Akershus](#).

There are 17 student welfare organisations in Norway.

1. [Nord Studentsamskipnad](#) (Studentinord)
2. [Studentsamskipnaden i Agder](#) (SiA)
3. [Studentsamskipnaden i Bergen](#) (SiB)
4. [The Arctic Student Welfare Organisation of Norway](#)
5. [Studentsamskipnaden i Hedmark](#) (SiH)
6. [The Student Welfare Organisation in Inner Finnmark](#) (SSO)
7. [Studentsamskipnaden i Molde](#) (SiMolde)
8. [The Foundation for Student Service in Oppland](#) (SOPP)
9. [The Student Welfare Organisation of Oslo and Akershus](#) (SiO)
10. [Studentsamskipnaden i Sogn og Fjordane](#) (SISOF)
11. [Studentsamskipnaden i Stavanger](#) (SiS)
12. [Studentsamskipnaden Stord/Haugesund](#) (SSH)
13. [Studentsamskipnaden for Sunnmøre](#) (SfS)
14. [Studentsamskipnaden i Sørøst-Norge](#) (SSN)
15. [Studentsamskipnaden i Trondheim](#) (SiT)
16. [Foundation for Student Life in Østfold](#) (SiØ)
17. [University Foundation for Student Life in ÅS](#) (SiÅS)

The student welfare associations will offer a certain segment of its available student housing to upper secondary school students – either

1. Because the distance between the students' home is too far from the school to commute, or
2. Because a health counsellor or student counsellor has found it necessary for the student to live by themselves,

Access to housing – NAV (the Norwegian Welfare Administration)

NAV (the Norwegian Labour and Welfare Administration) is the actor that provides specific housing directed at young people at risk of social exclusion. There is no specific youth programme, but a special emphasis on young people, and vulnerable youth/youth at risk.

Potential public housing candidates have to apply for housing. Housing is given by need-basis only.

NAV also offers [temporary accommodation \(emergency\)](#).

Young people at risk, or at potential risk of exclusion, may be

1. NEETs (young people neither in education, employment, nor in training).

2. Unemployed with no, or marginal funds to afford rent.
3. The physically or mentally disabled - offered regardless of funds (priority to candidates with high costs to staff, care, or physical accommodation/adaptations, and/or marginal funds available).
4. Youth with drug and/or crime related histories.

NAV will cooperate with other public entities and offices depending on where/with whom the client/user is mostly affiliated:

1. The correctional facilities.
2. Physical or mental health providers.
3. Schools or institutions of higher learning.
4. The child welfare services.
5. Special needs facilitators and organizations.
6. State and municipal refugee services and providers.

Programmes for more affordable housing

Husbanken [The Norwegian State Housing Bank]

Housing is generally expensive in Norway, especially in the larger urban areas. Young people without parental or external financial backup often have a hard time entering the housing market – particularly for purchase (NOU 2011:15).

The Norwegian State Housing Bank is the main agency implementing Norwegian housing policy on the national level.

The primary aim of the Norwegian housing policy is to supply adequate and secure housing for all. Many people need support in order to find and retain adequate housing. This is both the case for individuals with special needs as well as those who experience financial difficulties in entering the housing market – especially young people.

The Norwegian State Housing Bank assists the municipalities in providing a comprehensive solution for those needing assistance in the housing market. By using or combining start loans, housing allowances, and housing grant, the aim is that more people will be able to obtain their own place to live either as a home owner or a tenant.

There are three principle agents which cooperate in providing housing for the Norwegian population;

1. The national government.
2. Municipal authorities.
3. Private firms and organizations.

The government and the parliament determine the national housing policy goals, the legislative and the financial framework.

The Norwegian State Housing Bank (NSHB) is the implementing agency and provides loans, grants and guidance as well as initiates new development and research.

The municipalities plan and enable the building and rehabilitation of housing, and are responsible for ensuring that the disadvantaged have access to adequate and good housing.

Private individuals own, build and manage the housing stock.

Social services

Norway has universal social services and welfare provision for all its citizens. Norway is politically divided along sectors, not user groups. This means that youths are predominantly addressed through the general social service provision.

In the same way, social services provided by NAV (the Norwegian Labour and Welfare Administration) are not divided by user groups (e.g. there is no specific youth policy). NAV has nonetheless a particular emphasis on young people, and some NAV first line services may have designated 'youth teams.'

The existence of specific integrated social services designed to address multiple underlying issues of young people at risk of social exclusion simultaneously, are usually found at municipal level – in:

1. Lower and upper secondary schools (school nurses offices, counsellors, social workers).
2. Youth houses – through nurse or sexual health/counselling services.
3. Special municipal services or dedicated personnel catering to the needs of youth at risk, or disabled youth.
4. After school services [Skolefritidsordningen – SFO], support for low literacy, homework assistance [leksehjelp] etc. All pupils in primary and lower secondary school have a right to homework assistance.

The two latter social services are always provided by the municipalities, but sometimes in cooperation with, or wholly provided by organizations. These organizations are partly funded through their own funding, municipal funding, and government grant schemes. Municipal services may sometimes also be partly funded through governmental grants schemes, alongside regular governmental transfers.

The above mentioned services are usually always free of charge.

Specific target groups: universal approach, with a particular focus on youth at risk, youth with learning difficulties, and disabled youth.

Health care

Norway has universal health care provision for all its citizens. Norway is politically divided along sectors, not user groups. This means that youths are predominantly addressed through the general health policy initiatives and programmes.

The educational and volunteer sectors are usually the arenas where you will find youth specific services and personnel dedicated to youth health. Typical examples are:

1. school nurses in lower and upper secondary school
2. school advisors or counsellors in lower and upper secondary school (including therapy/counselling services)
3. university health and counselling services in higher education (classified as adult services – but only registered students are eligible)
4. Youth specific services can sometimes be offered through dedicated municipal personnel or offices, for instance health/sexual health/nurses offices at youth houses.

The above mentioned services are usually free.

Youth specific health services are usually provided by the municipalities, but sometimes in cooperation with, or wholly provided by organizations. These organizations are partly funded through their own funding, municipal funding, and government grant schemes.

Municipal services may sometimes also be partly funded through governmental grants schemes, alongside regular governmental transfers.

Main target groups: universal approach, with a particular focus on youth at risk, disabled youth, immigrant youths, LGBT youths.

Generally about health services

HELFO is responsible for dental services and health services such as The regular GP scheme (fastlege), which entitles one to have a regular GP, and issuance of The European Health Insurance Card (Europeisk helsetrygdkort).

Read more about [Norway's general health services at helsenorge.no \[in English\]](#).

Health Care Mediators

The Norwegian Red Cross offers professional development for mediating skills through its programme '[Gatemekling](#)' [in Norwegian] [Street mediation]. The Norwegian Red Cross is currently the only national actor that offers support for the development of a national health mediators network.

Financial services

Norway has universal welfare and safety net provision for all its citizens. Norway is politically divided along sectors, not user groups. This means that youths are predominantly addressed through the general welfare and safety net provisions.

Welfare and safety net provision is provided by NAV (the Norwegian Labour and Welfare Administration).

Measures against financial exclusion is not divided by user groups (e.g. there is no specific youth policy). NAV has nonetheless a particular emphasis on young people, and some NAV first line services may have designated 'youth teams.'

Target groups addressed: youth at risk, NEETs, unemployed youths, youth school leavers, youth from low-income homes, youth with health related issues.

Key financial services and benefits offered by NAV are:

1. [Unemployment benefits](#)
2. [Sickness benefit](#)
3. [Family related benefits](#)
4. [Financial assistance](#)
5. [Financial advice and debt counselling](#)
6. [Occupational injury](#)

Unemployment

Unemployment benefits are a partial replacement for lost earnings. In order to receive unemployment benefits one must register with NAV as a job seeker and actively apply for work in addition to meeting further requirements.

If a person is laid off for a certain period of time, they may be entitled to unemployment benefit during this period.

Read more about [unemployment benefits at NAV \[in English\]](#).

Sickness benefit

Sickness benefits compensate for loss of income for employed members of the National Insurance Scheme who are occupationally disabled due to an illness or injury. EEA citizens who come to Norway are entitled to claim sickness benefit under Norwegian law if they are working in Norway.

Read more about [sickness benefits at NAV \[in English\]](#).

Family related benefits

The purpose of parental benefits is to ensure income for parents in connection with the birth of a child. One can receive parental benefits if they have been occupationally active and have had a pensionable income for at least six of the last ten months before the benefit period commences.

Members of the National Insurance Scheme may be entitled to child benefit for children up to the age of 18. They may also apply for cash benefit for children between the ages of 1 and 2, if the child does not attend kindergarten full time.

Read more about [family related benefits at NAV \[in English\]](#).

Financial assistance

Financial assistance from NAV is intended to secure a person's income on a temporary basis to cover his/her/their basic subsistence costs.

Read more about [financial assistance at NAV \[in English\]](#).

Financial advice and debt counselling

NAV can give users financial advice if they have payment or debt problems. The purpose of this service is to help help them become self-sufficient in managing their personal finances.

Read more about [financial advice and debt counselling at NAV \[in English\]](#).

Occupational injury

If an accident occurs in the workplace, the employer is obliged to send the claim form to NAV. Employers are also obliged to take out occupational injury insurance [Yrkesskadeforsikring] through private insurance companies.

1. [Occupational injury \[yrkesskade og yrkessykdom\] at NAV \[in Norwegian\]](#).
2. [Working conditions in Norway by the Norwegian Labour Inspection Authority \[in English\]](#).

Quality assurance

The specific procedures and outcomes of evaluation and monitoring of each above mentioned welfare service provision or services, are not publicly available. The reader is invited to contact the responsible provider for programme to the specific quality assurance procedures, and outcomes.

For specific procedures and outcomes of evaluation and monitoring on

1. **Housing programmes**, the reader may contact the Norwegian State Housing Bank's Strategy Office at +47 22 96 16 00, or post@husbanken.no.
2. **Social service provision programmes**, the reader may contact the Norwegian Labour and Welfare Administration: Ms. Kristin KVANVIG: Kristin.Kvanvig@nav.no, or Mr. Niels WULFSBERG: Niels.Wulfsberg@nav.no.
3. **Health care programmes**, the reader may contact The Norwegian Directorate for Health's Department for Statistics: Ms. Hanne NARBUVOLD: Hanne.Narbuvoid@helsedir.no.
4. **Financial services programmes**, the reader may contact the Norwegian Labour and Welfare Administration: Ms. Kristin KVANVIG: Kristin.Kvanvig@nav.no, or Mr. Niels WULFSBERG: Niels.Wulfsberg@nav.no.

Generally, quality assurance and monitoring may be done internally (by the provider itself) or externally (by independent actors and research institutions).

Quality assurance can be done at

1. Regional level (e.g. by a local NAV front line office, or by a municipal administration regarding the local youth sexual health/nurse office).
2. State level, where a ministry or directorate analyses main trends, and make suggestions to changes to the municipal providers, or adjustments to earmarked governmental transfers or grants schemes.

Additionally, is not uncommon to utilize user evaluation surveys - either online, or at the welfare office for self-completion. Social workers may also do one-on-one evaluation interviews with clients as a form of counselling or follow-up service.

About top authority quality assurance

Different statistics bureaus and departments generate data on social welfare indicators. As an example: unemployment statistics are executed by Statistics Norway and the Norwegian Labour and Welfare Administration, see 3 Employment and Entrepreneurship – [3.1 General context](#) and 'two measures of unemployment in Norway.'

Social welfare indicators (homelessness, unemployment, degree of social inclusion etc) may thus be triangulated with outcome results of the various welfare provision programmes, and necessary adjustments suggested.

Top authorities (ministries, directorates or a like) will periodically evaluate the data that is accumulated, and may consider to

1. Increase or decrease available funds.
2. Change or add programme or grant scheme rules and regulations.
3. Add additional efforts and measures.
4. Order additional research or evaluation where needed.
5. Discontinue programmes or services that are unsuccessful.

4.7 Youth Work to Foster Social Inclusion

There is no singular profession that works in the arena of youth work in Norway. As mentioned earlier, youth workers might be professionals or volunteers, civil servants or work for NGOs.

The various acts regulating youth work, may it be in the private, volunteer or public sector, have added amendments of various pre-screening measures prior to hiring child- or youth workers. The pre-screening measures involve getting an ordinary, exhaustive or extended police certificate, depended on the nature of work that the youth worker will be hired to do. The reader may go to the Norwegian Police's services overview to [read more about police certificates](#).

There is currently no national regulative norm, or dedicated regulation/statue to the hiring of youth workers.

Policy/legal framework

Norway has no singular youth policy, but rather substantial youth focus segments under each relevant sector (e.g. education, volunteering, sports, health).

In the same way, Norway has no designated legal framework that applies to youth work.

1. For information on the acts regulating the educational sector, the reader may visit [Eurydice on Legislation](#) (covers all levels of education).
2. For information on the acts regulating the volunteer sector, the reader may go to Ch. [2.4 Laws and Regulations on Youth Volunteering](#), and 'Other official documents containing guidelines on youth volunteering'
3. For information on the acts regulating the health sector, the reader may visit [the Norwegian Directorate of Health](#).

Main inclusive Youth-Work programmes and target groups

Norway has no designated youth work programme(s) delivered towards vulnerable young people.

Norway has however many youth or social inclusion programmes directed towards, or most relevant to youth. For a description of these programmes, go to [4.4 Inclusive programmes for young people](#), and (i) Programmes specific for vulnerable young people.

Youth work providers in the field of social inclusion for young people

The main youth work providers involved in social inclusion of young people in Norway are for the most part hired by the municipal offices responsible for the youth inclusion programmes and initiatives. Youth workers may either be

1. Independent employees with a relevant professional background or training/degree,
2. and/or a member of an NGO (e.g. the Norwegian Red Cross, Save the Children, etc).

The ways of conducting, managing and evaluating youth work related to social inclusion happens at municipal level, which varies greatly.

The only exception to a nationally standardized way of quality assurance, is when a municipality or NGO doing youth work has received funding from a governmental or national grant scheme, and is asked to report back on the utility and outcome of the received funds and activities sponsored. For more information on this go to [4.4 Inclusive programmes for young people](#), (ii) General Comments on Quality assurance and Main outcomes of quality assurance process.

There is most likely no allocated/earmarked public funding to build capacities of youth work providers towards social inclusion, as municipalities enjoy a large degree of freedom in the use of government transfers.

Training and support for youth workers engaged in social inclusion programmes

Few universities, higher education institutions and training institutions in Norway offer youth workers designated programmes to validate and to develop professional qualifications. Youth workers will have to do so under a traditional teacher or other related professional programme.

The reason for this may be related to the lack of focus or recognition of youth worker as a distinct profession ([utdanning.no – in Norwegian](#)). Examples of professional programmes where youth work is taught are programmes for social educators, teachers, or child welfare educators.

There is however one exception:

The University Colleges of Bergen and Nesna offer a one year programme for child and youth workers. This programme was initiated and crafted in 2013 by one of Norway's largest labour unions, Fagforbundet. Go to the union Fagforbundet's website for a description of this programme [[In Norwegian: påbyggingsstudium for barne- og ungdomsarbeidere](#)].

Norway also has a designated route in upper secondary school, educating child- and youth workers [Barne- og ungdomsarbeiderfaget]. This programme consists of two years of classes and two years of apprenticeship before the youth worker reaches examination [Fagbrev]. The programme has been popular, but unfortunately less than three out of ten candidates have gone the apprenticeship route [lærlingepraksis]. The remaining candidates have chosen for various reasons to qualify for further studies in higher education [generell studiekompetanse].

Up until 2014, the annual application numbers for this programme had been approximately 8000. 90 percent of the applicants were girls. For more comments and facts on this programme, go to the research organization Fafo's article on this topic [in Norwegian]: [Barne- og ungdomsarbeidere dropper fagbrevet](#).

Norway has no national Youth-work foundation, or Institute of Youth work funded by the country's public authorities.

Financial support

Norway has no specific financial support devoted to youth-work with focus on social inclusion.

Norway has programmes that focus on social inclusion. For a description of these programmes and their funding, go to [4.4 Inclusive programmes for young people](#), and (i) Programmes specific for vulnerable young people.

Quality assurance

As Norway has no specific programmes devoted to youth-work with focus on social inclusion, there are consequently no quality assurance measures connected to these programmes.

Norway has programmes that focus on social inclusion however. For more information on the quality assurance of these programmes, go to [4.4 Inclusive programmes for young people](#), (ii) General Comments on Quality assurance and Main outcomes of quality assurance process.

4.8 Current Debates and Reforms

Poverty

An ongoing debate about Romani visitors are periodically present in the Norwegian media and social media. A suggestion introduce a national ban against begging was not followed up, but municipalities were given the right to introduce local bans ([nrk.no - timeline with articles \[in Norwegian\]](#)).

LGBTI

Norway had two major LGBTI policy events in 2016:

1. The introduction of a new law giving the right to change legal gender (clients over the age of 16) without having to have a diagnosis ([Regjeringen.no 21.06.2016 \[in Norwegian\]](#)).
2. The introduction of free Pre-exposure prophylaxis (PrEP) treatment to high risk groups, young men who have sex with men being one of them.

Ongoing debates are

1. The completion of full and equal legal protection of trans and intersex people (<http://www.ftpn.no/>).
2. The concern on an increase of LGBTI-hate crimes in general, and especially LGBTI of dual minority, and possible measures to prevent and combat([nrk.no 23.06.2016 \[in Norwegian\]](#)).
3. The introduction of an official third gender category ([ftpn.no 02.08.2016 \[in Norwegian\]](#)).

Disability and Universal Design

There are ongoing efforts in bringing all public spaces into physical availability to disabled people by the year 2025.

Efforts are described in:

Title in English: Universal design 2025. The Government's action plan for universal design and increased access 2009-2013.

Title in Norwegian: [Norge universelt utformet 2025](#). Regjeringens handlingsplan for universell utforming og økt tilgjengelighet 2009-2013.

Type of document: Action plan [‘handlingsplan’].

Time of introduction and timeframe: 2009 – in effect.

Religious clothing and symbols

Certain professions have regulation regarding correct attire and uniform, but everyone in Norway has the right to wear religious clothing and symbols.

The political discourse regarding religious clothing has become more polarized since the terrorist attacks happened in Brussels, Paris, and Nice in 2015 and 2016, and the increase of Syrian, Afghani and Iraqi refugees in 2015 and 2016.

A primary school in the northern town Finnsnes allowed the use of the Burkini in the children’s swimming education ([nrk.no 21.07.2016 \[in Norwegian\]](#)), that caused nationwide debate around the inclusion of religious clothing in schools in Norway. The Ministry of Education and Research has said that it is up to each municipality whether or not they want to ban the use of the Burkini ([dagbladet.no 14.07.2016 \[in Norwegian\]](#)).

Supporters of denying the Burkini claimed religious clothing has no place in a secular setting, whereas opponents claimed that Christian values and rituals already exist as a part of the national curriculum, so to deny Muslims the same right would be ethically wrong, and violating basic human rights. Some also saw the introduction of the Burkini as unproblematic as it would contribute to more inclusion of some young Muslim girls, as they again would feel comfortable attending swimming education.

While several MPs have stated that they would prefer to see the Niqab and Burqa banned in public spaces, the Norwegian Government has so far been hesitant to institute a nationwide ban. Opponents believe that such a ban would be unconstitutional ([Dagbladet 21.06.2016 \[in Norwegian\]](#)). The debate reignited after the European Court of Human Rights’ (EMD) condoned France’s ban on the use of Islamic veils in public spaces ([Library of Congress 11.07.2014](#) and [vg.no 05.07.2014 \[in Norwegian\]](#)).

Several ministers (the Norwegian Prime minister included) have stated that ‘Norwegian Muslims need to more actively condemn Muslim extremism.’ The Norwegian Prime minister was interviewed and responded that she would never hire someone for her office if they wore a Niqab ([nrk.no 18.10.2016 \[in Norwegian\]](#)).

The Norwegian Immigration minister Ms. Sylvi LISTHAUG followed up in an interview stating that “Here we eat pork, drink alcohol and show our face. You must abide by the values, laws and regulations that are in Norway when you come here” (The Independent 21.10.2016).

5. Participation

Norway has no regular formal consultation body at state executive or legislative level (a national youth parliament, or institutionalized youth council). There is no the top-level legal framework in Norway on the establishing of youth councils/advisory boards. Youth councils and advisory boards are for the most part found at municipal or county level. See Section [5.3 Youth representation bodies](#).

In regard to policy making, there is no one singular governmental agency or ministry that is predominantly responsible in policy of youth participation. Policy on youth participation is done under the designated sector: e.g. the Norwegian Directorate for Children, Youth and Family Affairs is responsible for youth organizations working with e.g. minority issues and marginalization, and the Ministry of Culture is responsible for any policy that may involve youth volunteering in sports, or the arts.

The same tendency applies to the way the policy sectors support youth organizations and youth volunteering/organizations: see [5.6 Supporting Youth Organisations](#).

5.1 General context

Main concepts

Norway has no specific definitions, concepts, or specific terminology related to youth participation.

Institutions of representative democracy

Norway is a centralised parliamentary representative democratic constitutional monarchy, and has three levels of government:

- a) [National level](#) (the Monarch, Parliament (legislative), Cabinet and Ministries (executive), The County Governor's Office, and the Courts)
- b) [County level](#)
- c) [Municipal level](#)

Norway also has a separate Parliament for the Sami people: [The Sami Parliament](#) [Samediggi – Sametinget].

National level [Statlig nivå]

The reigning monarch (HH King Harald V - 17 January 1991 – present) is head of state. The head of state has few constitutional powers, and has since WW2 mostly had a ceremonial role in Norwegian politics.

The executive power is exercised through the cabinet [Regjering] led by the Head of Government: the Prime minister of Norway [Statsminister]. The executive power is exercised formally by the King's council (but again, as a ceremonial arrangement).

The legislative power [Storting]. Norway has a parliamentary system where the executive branch derives its democratic legitimacy from the legislature/parliament. The Norwegian Parliament [Storting] has 169 seats, and consists of representatives from Norway's 19 electoral constituencies.

Parliament is made up of the various party representatives, but is seated in Parliament by their regional representation.

Parliament [Storting] is divided into working committees designated to specific political areas:

1. Education, Research, and Church Affairs [[Kirke-, utdannings- og forskningskomiteen](#)],
2. Foreign and military Affairs [[Utenriks- og forsvarskomiteen](#)],
3. Energy and the Environment [[Energi- og miljøkomiteen](#)],
4. Family and Cultural Affairs [[Familie- og kulturkomiteen](#)],
5. Finance and Economic Affairs [[Finanskomiteen](#)],
6. Trade Industry Affairs [[Næringskomiteen](#)],
7. Health and Care Services [[Helse- og omsorgskomiteen](#)],
8. Justice [[Justiskomiteen](#)],
9. Labour and Social Affairs [[Arbeids- og sosialkomiteen](#)],
10. Local Government and Public Administration [[Kommunal- og forvaltningskomiteen](#)],
11. Scrutiny and Constitutional Affairs [[Kontroll- og konstitusjonskomiteen](#)], and
12. Transport and Communications [[Transport- og kommunikasjonskomiteen](#)].

The Parliamentary Committees does not follow the same sectoral division of the executive Ministries.

Norway also has a multi-party system based on a proportional representation electoral system. This means that the executive may need to build a cabinet coalition to secure

control of Parliament. A secured majority is not necessary in a parliamentary system, but it does enable a more effective and viable Government.

The County Governors [Fylkesmannen] are the government's representative in the county regions. The County Governor's offices are to ensure that decisions of the Storting and Government are implemented correctly at regional and municipal level.

The Judiciary (Domstolene [the Courts] og Høyesterett [the High Court]) is independent of the executive branch and the legislature. The Norwegian Court system is organised at three levels:

1. The High Court [Høyesteretten] – Norway's highest level of appeal.
2. Court of Appeals [Lagmannsrettene] Norway has nine courts of appeal.
3. District courts [Tingrettene] The court jurisdiction may cover one or more municipality.

County Level [Fylkeskommunalt nivå]

Norway has 18 county municipalities [Fylker] (as of 01.01.2018).

Each county again consists of [local municipalities](#) [Kommuner]. Oslo is the only exception, where the same geographical region is both municipal and county municipal entities.

The main responsibilities of the county [fylket] are:

1. Upper secondary schools.
2. Educational and mental health counselling services.
3. Dental health care.
4. Public transport.
5. County roads.
6. Culture.
7. Cultural heritage management.
8. Land use planning.
9. Business development.

The county councils main political body is the county council [Fylkesting]. A typical county council will have between 30 and 50 members, and will meet about six times a year.

The county council members are further divided into standing committees (equivalent to the Parliament's working committees) and an executive board (Fylkesutvalg) - the latter works as the executive of the county council. The standing committee and the executive board meets more often than the county council.

The cabinet is led by the Chairman of the County Cabinet (fylkesrådsleder). The head of the administration is the County Executive (Fylkesrådmann).

Some counties have implemented a pure parliamentary model at county level . Here, a county cabinet [Fylkesråd] is derived from the county council body.

There is an ongoing municipal reform initiated by the current government to encourage the consolidation of local political administrations, both on county and municipal level. The reform effort is in principle voluntary, but how the local counties re-organize will have future consequences to governmental transfers. The government is introducing a new county and municipal funds estimation model [block grants] that favours larger local administrative regions.

Municipal level [Kommunalt nivå]

Norway has 422 municipalities [Kommuner] ([as of 01.01.2018](#)).

The main responsibilities of the municipality [kommunen] are:

1. Providing kindergarten services.
2. Primary education (through 10th grade).

3. Child and youth 'clubs' or activity houses.
4. Regional fund schemes in support of volunteering/organizations.
5. Outpatient health services.
6. Some social services.
7. Zoning (land use planning and regulation).
8. Economic development.
9. Municipal roads.

The practical implementation of child and youth policy lies primarily at the municipal level.

The city council [Kommunestyre] is the main political body of the municipality [Kommune]. The council is politically lead by the mayor, and administratively by the councilman [Rådmann – administrasjonssjefen]. The city council has an executive board [Formannskap] that consists of a minimum of five city council members, the mayor, and the deputy mayor.

The number of city council members vary greatly between the various municipalities as the sizes of populations also vary greatly. No city council will have less than 11 members.

The largest cities, like Oslo and Bergen, are further divided into district administrations [bydelsadministrasjoner].

The meeting frequency of the city councils also vary between the municipalities, but most city council members are sub-divided in standing committees/working committees corresponding to municipal service sectors (like education, infrastructure, business development etc). These standing committees will meet more frequently than the city council.

As of November 2016, two city councils (Bergen and Oslo) have adopted a pure parliamentary model at municipal level. A city cabinet [Byråd] will be derived from the city council, and work as an independent executive branch of the legislative (here being the city council).

There is an ongoing municipal reform initiated by the current government to encourage the consolidation of local political administrations, both on county and municipal level. The reform effort is in principle voluntary, but how the local counties re-organize will have future consequences to governmental transfers. The government is introducing a new county and municipal funds estimation model that favours larger local administrative regions.

The Sami Parliament of Norway [[Sámediggi - Samtinget](#)]

The Sámediggi is an elected assembly that represents the Sami people in Norway. Thirty-nine members of parliament are elected from seven constituencies every fourth year. The purpose of the Sámediggi is to strengthen the Sami's political position and promote Sami interests in Norway, contributing to equal and equitable treatment of the Sami people and paving the way for Sami efforts to safeguard and develop their language, culture and society.

The last election was in 2013.

The plenary is the highest body in the Sami Parliament and it is sovereign in the execution of the Sami Parliaments duties within the framework of the Sámi Act.

An executive council is derived from the plenary [Sámediggeráđi], which in turn selects a president and a vice president.

Sami MPs are sub-divided into sub-committees that correspond with the various responsible political areas of the Sami Parliament and the Sami Act.

Read more about: [The Act of 12 June 1987 No. 56](#) concerning the Sameting (the Sami parliament) and other Sami legal matters (the Sami Act).

Main legal principles concerning elections

Elections in Norway are held every 4 years on the second Monday of September.

Elections alternate every other year between the national parliamentary elections [Stortingsvalg], and the municipal and county councils elections [Kommune- og fylkestingsvalg]:

1. [2017 parliamentary elections \(The Norwegian Directorate of Elections\)](#).
2. [2015 municipal and county council elections results \(Statistics Norway\)](#)
3. [2013 parliamentary election results \(Statistics Norway\)](#)
4. [2011 municipal and county council elections results \[in Norwegian\] \(the Ministry of Local Government and Modernisation\)](#)

The Norwegian electoral system is based on the principles of direct election and proportional representation in multi-member electoral divisions.

Direct election means that the electors vote directly for representatives of their constituency by giving their vote to an electoral list.

Proportional representation means that the representatives are distributed according to the relationship to one another of the individual electoral lists in terms of the number of votes they have received. Both political parties and other groups can present a list for elections.

Any person entitled to vote must be a Norwegian citizen, and included in a municipal register of electors on Election Day. The register of electors is a list of persons in the municipal authority area who are entitled to vote. Registration is automatic.

Residents who are not Norwegian citizens, but have had permanent residency in Norway for three years or longer, are eligible to vote for the municipal and county council elections.

Voting in Norway is not compulsory.

Votes are cast by ballot, either on Election Day, or in advance at an official voting locality. It is the municipal authorities that are responsible for receiving the inland advance votes. Norwegian expats may also vote at their local embassy or consulate.

Where an elector who is outside the realm has no possibility of getting to a returning officer, they/she/he may vote by post without the presence of a returning officer at the casting of the ballot. A postal vote is deemed to be relevant only in exceptional cases and for electors who would otherwise not have been able to vote.

5.2 Youth participation in representative democracy

Young people as voters

The voting age limit is 18 for voting in the elections of Norway's representative democracy institutions at all levels.

Norway is not a member of the European Union, and does not participate in the European Parliament elections.

Eligibility and the voting age limit is 18 also for formal instruments of direct democracy (i.e. referendums). National referendums are very seldom utilized in Norway. Local referendums (municipal level) are also seldom.

There are no imminent plans to lower the general voting age limit in Norway. However, the Ministry of Local Government and Modernisation initiated [a pilot project of reduced voting age to 16](#) during the municipal and county council elections in 2011, and then again in 2015.

The trial projects in 2011 and 2015 were rolled out in 20 municipalities in all counties, with the exception of Oslo. An evaluation of the trial was carried out by the Institute for Social Research and the Uni Rokkan Centre in 2016, and is due for publication in 2017.

Elections in Norway are regulated by the Act of No. 57 28 June 2002 relating to parliamentary and local government elections [[Representation of the People Act - The Election Act](#)]. [In Norwegian: Lov om valg til Stortinget, fylkesting og kommunestyre (valgloven)].

There are no special provisions for young people in the Norwegian electoral law and rules.

There are also no specific legislation aiming at facilitating specific groups of young people (e.g. young offenders or those completing their national military/social service) to exercise their voting rights.

Turnout of young people in the latest national and regional/local elections compared to the overall population turnout.

In general, young voters have a lower turnout than the overall population in Norway. This is particularly true to first time voters.

Youth between 18-21 has the lowest turnout, but this number increases as the youth get older ([Aardal, 2009](#))

Young women has on average a higher turnout than young men.

As a rule of thumb, local elections have a lower turnout than the parliamentary elections. With first time voters, this is also true.

The overall development of voter turnout has been stable since 1995 with the parliamentary elections, but a little less so with the local elections. The turnout gap between parliamentary and local elections have increased since 1995.

Since 2005 (and particularly 2011) parliamentary election turnouts have increased slightly, while local elections turnout is continuing to decrease.

Tables and graphs on turnout for young voters in Norway:

Figure 5.1 Parliamentary elections 2009, 2013, and 2017.

Figure 5.1 Parliamentary elections in Norway 2009, 2013, and 2017.

Turnout young voters and total population - percent by age and gender			
	2009	2013	2017
Both genders			
Total population	76,4	78,2	
18-21	57,0	67,6	TBA
22-25	55,9	62,3	
26-29	68,4	69,7	
Women			
All women	76,7	79,9	
18-21	51,2	71,3	TBA
22-25	60,1	66,1	
26-29	70,0	71,6	
Men			
All men	76,1	76,8	
18-21	62,6	64,3	TBA
22-25	51,6	58,6	
26-29	66,6	68,0	

Source: Statistics Norway

Figure 5.2 Municipal and county council elections for 2007, 2011, and 2015.

Figure 5.2 Municipal and county council elections in Norway 2007, 2011, and 2015.

Turnout young voters and total population - percent by age and gender			
	2007	2011	2015
Total population	61,7	64,5	60,2
Men	60,5	62,9	57,2
Women	62,8	66,9	62,0
Young voters			
18-19	34,8	49,4	48,3
20-24	34,7	39,5	36,4
Young male voters			
18-19	38,9	46,2	44,1
20-24	34,7	36,0	34,0
Young female voters			
18-19	31,2	54,1	52,9
20-24	34,6	43,0	38,9

Source: Statistics Norway

Figure 5.3 For the turnout for both parliamentary and municipal/county council elections from 1915 to 2015.

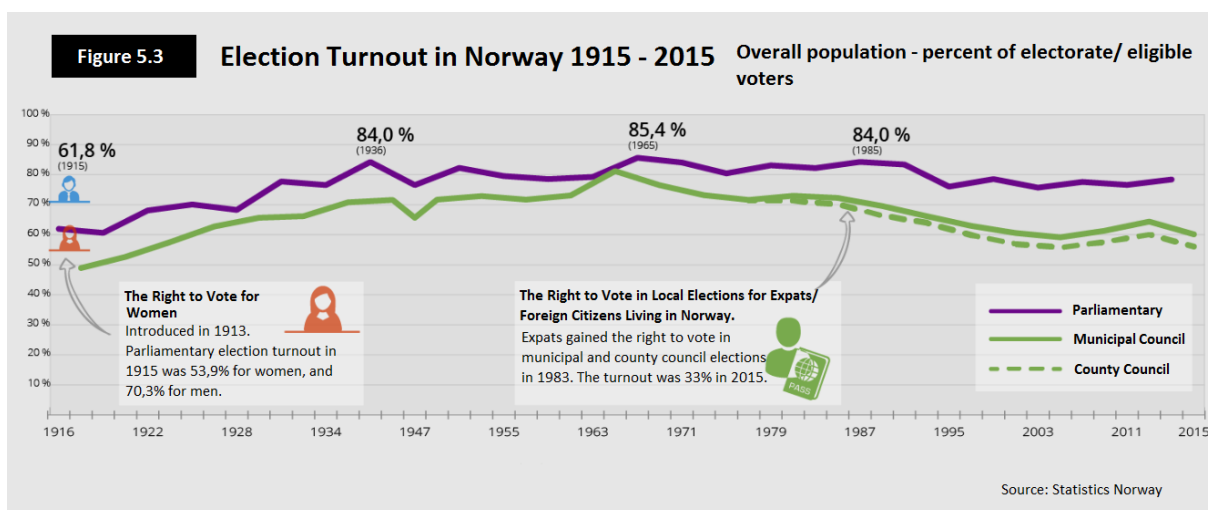
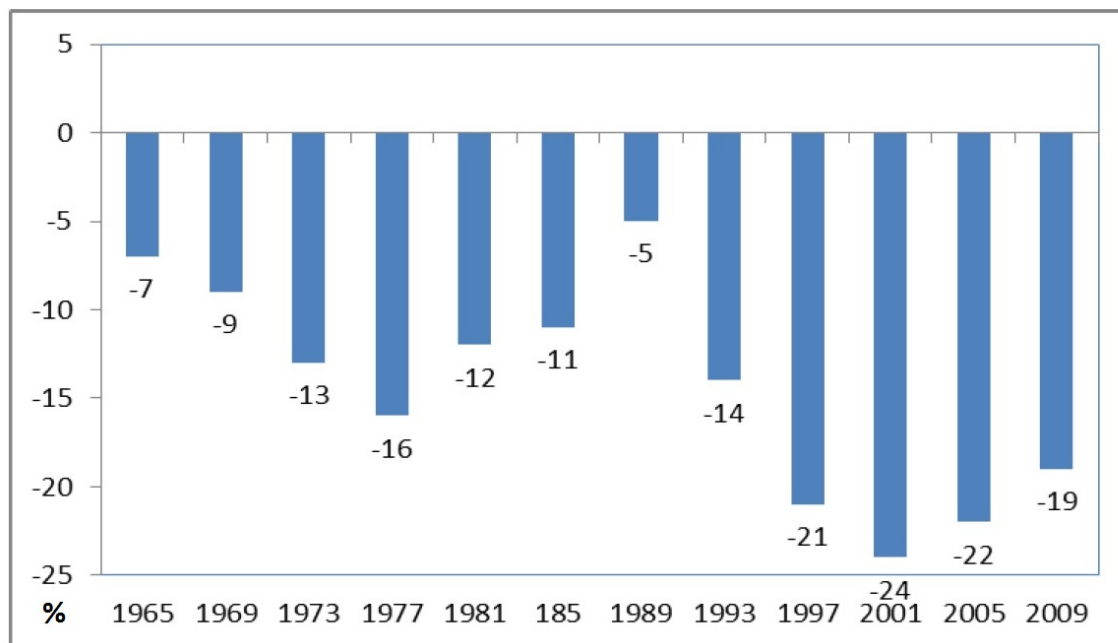


Figure 5.4 The turnout for first time voters comparative to the general population for both parliamentary and municipal/county council elections from 1965 to 2009.

Figure 5.4

Election turnout of first-time voters in Norway - comparison to the mean turnout of the overall population.



Source: <http://www.aardal.info/>

Figure 5.4 is on the comparative turnout of first time voters (aged 18-21) to the general population. The figure is to be read as a percentage deviance to the mean turnout of the general population (e.g. in 2009 first time voters had a 19% lower turnout than the general population).

Young people as political representatives

The top-level legislation that deals with the role of the political parties are regulated through the Act of June 17 2005 No. 102 on certain aspects relating to the political parties [[Political Parties Act](#)] In Norwegian: Lov om visse forhold vedrørende de politiske partiene ([partiloven](#)).

Democratic representation and elections in Norway are further regulated by the Act of 28 June 2002 No. 57 relating to parliamentary and local government elections [[Representation of the People Act - The Election Act](#)]. [In Norwegian: Lov om valg til Stortinget, fylkesting og kommunestyre (valgloven)].

Neither one of the two acts mention youth or young representative candidates explicitly.

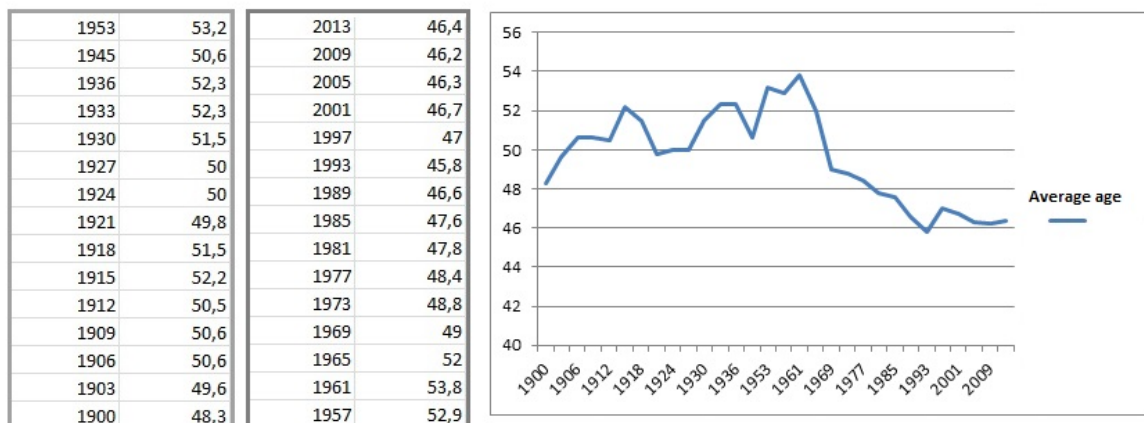
The age limit for standing as a candidate is 18 years old.

Norway has no quota of seats reserved for young people.

The average age of the members of the Norwegian Parliament [Stortinget] in the current term (2013-2017) is 46,4. The average age has been steadily declining from 1965, and evened out around year 2000 (see figure 5.5 below).

Figure 5.5

Average representative age of members of Parliament [Storting] in Norway 1900 - 2013



Source: stortinget.no

The proportion of young people in the representative assembly in the current term is currently 2/169 (1,18%) under the age of 25, and 8/169 (4,7%) under the age of 30.

The youngest representative was 22 years old at the time of the last parliamentary election (2017).

There are currently no specific functions within the representative assembly reserved for young people.

5.3 Youth representation bodies

This section focuses on government policies, guidelines and rules that establish, regulate and support youth representation bodies. It provides a detailed overview of the structure, function and role of such youth representation assemblies, councils or unions.

Jump to segment on:

1. [Youth parliament.](#)
2. [Youth councils and/or youth advisory boards.](#)
 - a) [National level](#)
 - b) [Municipal and county level](#)
 1. [Main outcomes](#)
 2. [Funding](#)
3. [Higher education student union\(s\).](#)
4. [School student union\(s\).](#)
5. [Other bodies/organizations.](#)

Youth parliament

Norway has no regular formal consultation body at state executive or legislative level (a national youth parliament, or institutionalized youth council).

An expert committee reporting on youth participation in 2011 recommended against such an arrangement at this time, due to the complexity of state policy work, and the need to strengthen regional representative bodies for youth first ([Official Norwegian Report 2011:20](#)).

A pilot project assembly 'the Youth National Assembly' took place in 2010. The Youth National Assembly was represented by under-18 youth delegates from the various counties of Norway. The Youth National Assembly voted in favour of an institutionalized state level political body.

The Youth National Assembly [[Ungdommens Nasjonalforsamling](#)]

The Youth National Assembly has been constituted once as a pilot project in 2010.

The national assembly was initiated in cooperation between [the Norwegian Ombudsman for Children](#), and the Child and Youth Council in Oslo [[Barne- og ungdomsorganisasjonene i Oslo \(UNGORG\)](#)]

Representatives between the ages of 13 and 18 were invited to join, where of 16 of the 19 counties sent delegates. The delegates voted and constituted a National Youth Panel that were to work towards the establishment of a permanent Youth National Assembly.

The pilot assembly voted and agreed on

1. Making the arrangement of a co-decisional youth council binding by law on all three levels of governance (national, county, municipality)
2. Establish a permanent Youth National Assembly
3. The National government should develop guidelines to the work of youth councils in regard to
 1. Age.
 2. Democratic election processes.
 3. Recruitment and representation.
 4. Case work selection to the youth councils.

Youth councils and/or youth advisory boards

Currently, there is no the top-level legal framework in Norway on the establishing of youth councils/advisory boards.

Youth councils and advisory boards are not a part of Norway's constitutional structure.

Consultative youth councils are currently not mandatory by law at any level.

Youth councils and advisory boards are for the most part found at municipal or county level, with the exception of the Norwegian Ombudsman for Children's Youth Panel (now discontinued).

Youth Council at National Level

The only formalized youth council that has been formalized at national level, was found with the office of the Norwegian Ombudsman for Children.

The Ombudsman for Children's Youth Panel

1. Initiated in 2006 - discontinued 2016.
2. A regular panel of youth between the age of 13 – 17 years.
3. Met approximately once a month.
4. Was appointed as an expert group on youth issues.
5. Was used as a resource panel for youth issues by the Ombudsman.
6. Members of the panel could participate in other activities through the mandate of the panel, should they want to.

The expert group model as described in Winswold & Falck ([2011](#)), is based on the assumption that the people affected by a decision has the most crucial source of expertise in what the consequences would/could be. This does not exclude other 'expert advice' from academia, research, government and so forth, but it should never have a lower rank as a source of expert information.

Youth Councils at Municipal and County Level

Youth councils and/or youth advisory boards are mostly found either as an integrated, or a separate advisory body in Norwegian municipal or county councils (Fauske m.fl. ([2009](#)); Vestby ([2003](#))).

Examples of different youth council constellations/models are (by name):

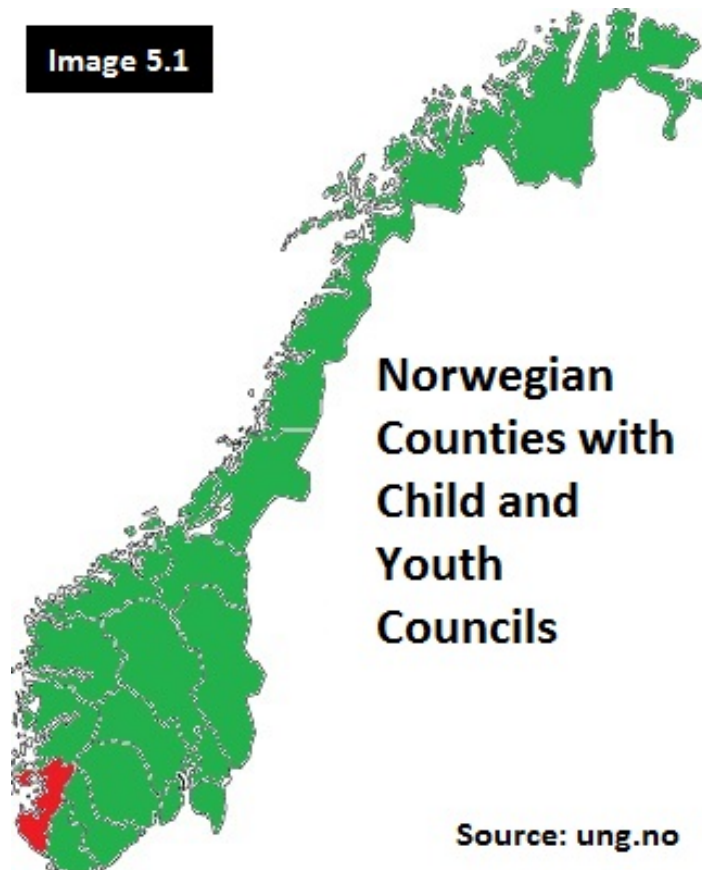
1. Youth municipal councils [ungdomsråd].
2. Youth county councils [ungdommens fylkesting].
3. The Youth democracy forum [ungdommens demokratiforum]
4. Youth Parliament [Ungdomsparlament]
5. Youth Municipal Board [Ungdommens kommunestyre]

The county level councils are usually called 'Youth councils' [ungdomsråd], or 'Child and Youth Councils' [Barne-, og ungdomsråd]. These youth councils work as a consultative body within the regular county parliament.

Some counties have separate Youth county councils [ungdommens fylkesting].

Youth councils and county councils are constituted in 18 of the 19 counties nationwide:

1. Finnmark: [Ungdomspolitisk utvalg \(UPU\) i Finnmark fylke](#)
2. Troms [Troms barne- og ungdomsråd](#)
3. Nordland [Barne- og ungdomsråd \(NOBUR\)](#) & [Ungdommens fylkesting \(UFT\)](#)
4. Nord-Trøndelag [Nord-Trøndelag Barne- og Ungdomsråd](#)
5. Sør-Trøndelag [Ungdommens Fylkesutvalg i Sør-Trøndelag](#)
6. Møre og Romsdal [Ungdommens fylkesting og Ungdomspanelet i Møre og Romsdal](#)
7. Sogn og Fjordane [Fylkesting for ungdom i Sogn og Fjordane](#)
8. Hordaland [Hordaland barne- og ungdomsråd](#)
9. Vest-Agder [Vest-Agder Barne- og Ungdomsråd](#)
10. Telemark [Telemark ungdomsråd](#)
11. Vestfold [Barne- og ungdomsrådet i Vestfold](#)
12. Oppland [Ungdommens fylkesting i Oppland](#)
13. Hedmark [Ungdommens Fylkesting i Hedmark](#)
14. Akershus [Akershus Barne- og Ungdomsråd](#)
15. Oslo [Barne- og ungdoms- organisasjonene i Oslo](#) [UNGORG]
16. Østfold [Østfold Barne-og Ungdomsråd](#)



No national evaluation has been made of the outcome and effect of youth consultation through youth councils. There have been some evaluations made on regional level, but findings from these evaluations can not be aggregated to valid information on national tendencies.

In 2011 approximately:

1. 74 percent of the Norwegian municipalities had a youth council [ungdomsråd] represented as a consultative unit.
2. 24 percent had a separate child and youth municipal board [Ungdommens kommunestyre].
3. 90 percent of all municipalities had one or both of these two representative models.

About 83 percent of the smaller municipalities (less than 5000 inhabitants) have some form of youth representation (Winswold & Falck ([2011](#))). For the larger municipalities, the numbers were:

1. 5 000 – 20 000 inhabitants: 94 percent.
2. 20 000 – 50 000 inhabitants: 97 percent.
3. Over 50 000 inhabitants: 100 percent.

The youth councils and municipal boards are constituted by members between the ages of 12 and 17 on average.

The youth councils have on average 9 members, and the youth municipal boards on average 26 members. Councils and youth municipal boards are mostly equally divided between the genders, with a slight overrepresentation of girls.

The most usual form of recruitment is through direct elections in the municipality schools.

Some municipalities have elections of representatives at their local youth houses or clubs. It is also a normal practice for smaller municipalities to ask youths directly for their willingness to be a representative. (Winswold & Falck, [2011](#))

The Ministry of Local Government and Modernisation, the Ministry of Labour and Social Affairs, and the Ministry of Children and Equality have sent out a hearing note on a potential change to Act relating to municipalities and county authorities [[Local Government Act](#)] §10. This hearing note suggest that rules and regulations to the inclusion and administration of youth councils is included in the legislation.

The hearing note does not recommend however that consultative youth councils are made mandatory by law at the municipal or county level.

The hearing note on councils in municipalities and counties for youth, elderly, and persons with disabilities (2016) is currently only available in Norwegian [[Høringsnotat om råd i kommunar og fylkeskommunar for ungdom, eldre, og personar med funksjonsnedsetjing 2016](#)]

For the most part youth councils and youth advisory boards are given few responsibilities and/or tasks within the municipal or county council they operate in. The same is true for the youth councils that are established as a separate entity outside the ordinary municipal or county councils.

It would be inaccurate to say that the youth councils have a high degree of independence. The regional and local youth councils are not regularly overseen or supervised by other public bodies outside the ordinary municipal or county councils. The closest body of appeal is the Norwegian Ombudsperson for Children.

There is no systematic national documentation on:

1. How long youth council members are active.
2. What type of cases they are consulting.
3. What the actual outcomes of the consultation are.

Little or no systemic research/information is available on the level of participation once the youth council or youth municipal board is in session.

The timing and frequency of youth council meetings vary from municipality to municipality, county to county. The frequency varies between once a year, to twenty times a year. The national average is 7,6 meetings a year.

Most child and youth municipal boards meet about once a year (a little less than 30 percent of the municipalities), but the national average is still 3.8 percent, meaning that a minority of the youth municipal boards have a higher meeting frequency than six times a year ([Knudtzon & Tjerbo, 2009](#)).

It is common that the municipal or county council have a pre-cleared agreement with the youth councils on what type of cases they can vote on [stemmerett] and on which cases they can speak on/ have their opinion voiced [talerett].

For the most part youth councils have a say in cases that directly affect them (playgrounds, free time activity services and provisions, public transportation, school/education].

However, councils are not bound to youth opinion (right to voice opinion), and youth council members have more or less restricted their right to vote to predefined cases or sectors. The county or municipal political/administrative leadership decides where and when youth council members can vote or speak.

Youth council members are usually not allowed to choose which cases they are to have a right to speak or vote on. The general bargaining power of youth councils are thus considered weak [[Høyingsnotat om råd i kommunar og fylkeskommunar for ungdom, eldre, og personar med funksjonsnedsetjing 2016](#)].

Main outcomes

Little is known or systematically documented on the outcome, or impact youth participation has, to the cases where youth are involved in the deliberation or consultation processes.

Some local evaluation measures give an indication on the following ([Knudtzon & Tjerbo, 2009](#)):

1. The children and youth in council feel heard and met in their effort to participate.
2. Some children and youth council members find it hard to:
 - a) Understand some of the text provided, and
 - b) Some of the decision-making process
 - c) To know if their say has any actual impact on policy-making.
1. Children between the ages of 8 – 12 feel they have less decision-making-power than youth between the ages of 13 and 18.
2. Decision-making-power is considered high in policy areas connected to
3. Culture and leisure activities
4. Youth clubs and youth house activities and services
5. Decision-making-power is considered weak in policy areas connected to
 - a) Health services for children and youth.
 - b) School and education.
 - c) City/settlement planning.
 - d) Other remaining policy areas where it would be natural to consult children and youths.

All municipal and county council meetings and subsequent notes of council member's suggestions, responses, debate introductions or statements [innlegg], or votes, are made publicly available after the council meetings have ended. Documents include meeting

minutes [referat], voting results [voteringsresultat], and sometimes deliberative summaries.

It is less common to have the municipal/county committee work notes made publicly available, but their conclusions and/or recommendations are usually voted or deliberated on in the local council meetings.

It is unclear if the municipalities/counties make the meeting agenda and outcomes of the youth municipal/county boards publicly available.

The counties/municipalities have different ways in recording council meeting activity. It is seldom the council secretariats provide complete transcripts or audio/video recordings of council meetings (particularly not committee meetings), which makes it hard to know whether suggestions or votes come from child/youth members or not.

Likewise, it is not known if council meeting notes specify if suggestions, responses, debate introductions or statements [innlegg], or votes come from child/youth members.

[The Ministry of Children and Equality](#) has developed a guide to the municipalities in the work of establishing, and working with youth councils [[Veileder i arbeidet med ungdomsråd](#) – en håndbok for sekretærer og koordinatører (2011)]. The guide describes e.g. suggestions to

1. Ways of recruitment and organization of youth councils, or youth municipal boards.
2. Good practices to youth council facilitation and inclusion.
3. Good practices in translating youth participation into real policy outcomes.

The guide refers to the Convention of the Rights of the Child, and the right to participate and be consulted. The Convention was incorporated into Norwegian Law in 2003 [See [1.2 National Youth Law](#) – revisions/updates: the Human Rights Act].

Funding

The funding of municipal or county youth councils/boards are usually provided by the municipal or county council they are a part of.

Funding may be provided in form of meeting compensation, or as a block sum for a set of activities or council meeting sessions. The youth councils/boards may or may not be asked to report back on funding – local procedures and routines vary.

Higher education student union(s)

Norway has two main bodies representing the interests of tertiary education students:

1. [The National Union of Students in Norway](#).
 - a) [Structure and composition](#).
 - b) [Roles and responsibilities](#).
 - c) [Funding](#).
2. [Organization for Norwegian Vocational Students](#).
 - a) [Structure and composition](#).
 - b) [Roles and responsibilities](#).
 - c) [Funding](#).

The National Union of Students in Norway [[Norsk studentorganisasjon – NSO](#)]

The National Union of Students in Norway (NSO) is the largest organisation for students in Norway. The organization has 33 member unions from higher education institutions across the country. The member unions represent more than 230 000 students.

NSO works with politicians, administrative officials, the Norwegian State Educational Loan Fund (Lånekassen), and the managements and leadership of higher education institutions across the country to improve the conditions of students financially, academically and socially.

Structure and Composition

1. The legal framework: The National Union of Students in Norway's (NSO's) Statues [[in Norwegian: Vedtekter for Norsk studentorganisasjon](#)]
 2. NSO is an independent organization
 3. The main organs running the student union at the top-level
 - a) **General Assembly [[Landsmøtet](#)]** – the highest authority of the organization
 1. Held annually
 2. Has approximately 200 participants
 3. All 33 member unions shall be represented
 4. **Central Executive Committee [[Sentralstyret](#)]** - the highest authority of the organization in-between general assemblies
 - a) Meets regularly (minimum 6 meetings annually)
 - b) 13 members and 13 deputy members
 - c) Mandate duration: 1 year
 - d) Elected at the General Assembly
 5. **Working Committee [[Arbeidsutvalget](#)]** – the executive branch of the central organization
 - a) 6 full time positions
 - b) Fixed term of 4 years
 - c) Hired by the Central Executive Committee
-
1. **Political Committees [[Politiske komiteer](#)]** – topical committee groups by political sectors. Committee members elected at the general assembly.
 - a) 4 regular political committees
 - b) Each committee consist of 1 leader, 4 members, and 3 deputy members
 - c) Mandate duration: 1 year
 - d) Elected at the General Assembly
 2. **Professional Committees [[Faglige komiteer](#)]** – topical committee groups by professional sectors. Committee members elected at the general assembly.
 - a) 8 regular professional committees
 - b) Each committee has 1 leader and three members
 - c) Mandate duration: 1 year
 - d) Elected at the General Assembly
 3. **Electoral Committee [[Valgkomiteen](#)]** – pre-selects candidates for honorary positions.
 - a) 5 members
 - b) Mandate duration: 1 year
 - c) Elected at the General Assembly
-
1. **Control/Audit Committee [[Kontrollkomiteen](#)]** – oversees that the organization honours the current steering documents and regulations.
 - a) 4 members
 - b) Mandate duration: 1 year
 - c) Elected at the General Assembly
 2. **Statutory Committee [[Vedtekstkomiteen](#)]** – manages incoming suggestions to changes of the organization's statues.
 - a) 3 members
 - b) Mandate duration: 1 year
 - c) Elected at the General Assembly

3. **Committee on the Declaration of Principles** [[Prinsippprogramkomiteen](#)] - manages revisions to the Declaration of Principles.

- a) 1 leader and 4 members
- b) Mandate duration: 3 year
- c) Elected at the General Assembly

1. The General Assembly may also initiate Ad-Hoc committees.

1. **Course and Training Group** [[Kursgruppa](#)] – designs lectures and workshops on behalf of the organization

- a) 26 members
- b) Mandate duration: unknown.
- c) Selection methodology: unknown.

Any public measures or guidelines facilitating greater inclusiveness and diversity in the organization: Yes.

One of the main pillars of the NSO statutes is matters of inclusion and equality. The main areas of focus are (list not complete):

1. Universal access to higher education – regardless.
2. Emphasis on recruiting from sub-populations that are less represented in current academia.
3. Equal gender balance (actively facilitated through use of quotas etc).
4. The representation and safe spaces of all religious affiliates and ethnicities/cultures.
5. Active institutional arrangements and routines to handle bullying, discrimination and harassment.

The organizations has a set of stated 'Principles of good standing and organizational culture' [[Prinsipper for oppførsel og organisasjonskultur i NSO](#)] and a Diversity Platfor for Inclusion and Equality [[Mangfalds- inkluderings- og likestillingspolitisk plattform \(2014-2017\)](#)].

NSO has a welfare and equality committee exclusively working on wellbeing and open access/non-discriminatory inclusiveness issues [[Velferds- og likestillingspolitisk komite \(VLPK\)](#)]

Role and responsibilities

The objectives of the student union:

1. Representation of students (about half of the Norwegian student body)
2. Communication outreach on student issues (including housing, quality of education, transferability and employment of skills to the labour market etc)
3. Regular consultative agents with relevant ministries and working committees in the various universities and colleges
4. Liaising with institutions and other actors
5. Awareness raising and campaigning on student issues to the general public

The main domains of the NSO's activity

1. Academic quality of education.
2. Learning environment.
3. Recruitment.

4. Employability.
5. Student health.
6. Student housing.
7. Internationalization and exchange.

The student union's role in policy-making

1. The union can not independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
2. The union is regularly consulted by policy-makers
3. NSO's decisions are usually not binding on policy-makers

Funding

NSO receives public funding from the Ministry of Knowledge and Research (11 mill NOK/ 1,19 mill EUR) , and is financially accountable to the ministry.

Organization for Norwegian Vocational Students ([Organisasjon for Norske Fagskolestudenter - ONF](#))

The organization for Norwegian Vocational Students (ONF) was established in 2012, and is a politically independent organization that represents students in vocational schools in Norway.

The organization has 24 member unions from tertiary VET institutions across the country. The member unions represent more than 7 000 students.

The Union works to provide information on student rights, and to influence the national and local school politics in Norway. The organization offers professional counselling for vocational students.

Structure and Composition

1. The legal framework: Organization for Norwegian Vocational Students' (ONF's) Statues [[in Norwegian: Vedtekter ONF 2015-2016](#)].
 2. ONF is an independent organization
 3. The main organs running the student union at the top-level :
 - a) **General Assembly [[Landsmøtet](#)]** – the highest authority of the organization – lead by the provisional general board [[Landsstyret](#)].
 1. Held annually
 2. Number of participants: unknown
 3. All 24 member unions shall be represented
 4. **Central Board [[Hovedstyret](#)]** - the highest authority of the organization in-between general assemblies. It is also the executive unit of the organization.
 - a) Meets regularly (that organizational statues does not specify a minimum)
 - b) 5 members and 5 deputy members
 - c) Mandate duration: 1 year
 - d) Elected at the General Assembly
1. **Electoral Committee [[Valgkomiteen](#)]** – pre-selects candidates for honorary positions.
 - a) 5 members
 - b) Mandate duration: 1 year
 - c) Elected at the General Assembly

1. **Control/Audit Committee [Kontrollkomiteen]** – oversees that the organization honours the current steering documents and regulations.
 - a) 2 members
 - b) Mandate duration: 1 year
 - c) Elected at the General Assembly
2. The General Assembly may also initiate Ad-Hoc committees.

Any public measures or guidelines facilitating greater inclusiveness and diversity in the organization: Yes.

The organization's [political platform of 2015-2016 \[in Norwegian\]](#), states under paragraph 'Equal right to education', that:

1. Ethnicity, gender, and social or economical factors shall not be a factor in the admissions process of the overall student body
2. It is a public's responsibility to the students equal social, economical and professional possibilities
3. The school vocational focus or ownership structure shall have no effect on the rights of the VET students

Under 'teaching environment' in the ONF political platform of 2015-2016 [in Norwegian] continues to state that all students (regardless of ability) shall have equal access to teaching materials, procedures, and approaches. Where necessary, this is to be accommodated by individual adaptation.

From the documents of what the organization itself has publicly available, it is unclear if the organization has a major focus on inclusiveness and diversity.

Role and responsibilities

The objectives of the student union:

1. Representation of tertiary VET students.
2. Communication outreach on student issues (including housing, quality of education, transferability and employment of skills to the labour market etc).
3. Regular consultative agents with relevant ministries and working committees in the various universities and colleges.
4. Liaising with institutions and other actors.
5. Awareness raising and campaigning on VET student issues to the general public.

The main domains of the ONF's activity

1. Quality of education and training.
2. Learning environment and safety.
3. Recruitment.
4. Employability.
5. Student health.
6. Student housing.

The student union's role in policy-making

1. The union can not independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
2. The union is regularly consulted by policy-makers
3. ONF's decisions are usually not binding on policy-makers

Funding

ONF receives public funding from the Ministry of Knowledge and Research [Kunnskapsdepartementet], and is financially accountable to the ministry.

School student union(s)

School Student Union of Norway (SSUN) [[Elevorganisasjonen \(EO\)](#)]

The School Student Union of Norway (SSUN) is a national, politically independent organization that organizes and represents students in Norwegian schools.

SSUN works to provide information on student rights, and to influence the national and local school politics in Norway. The organization currently organizes students in lower- and upper secondary school, and apprentices under secondary education training [ungdomsskole og videregående skole].

The organization has 19 county unions [Fylkeslag] and over 400 school (organizational) members [Medlemsskoler] across the country. The organization represent more than 140 000 school students.

SSUN is based on institutionalized membership. A school can become a member if the majority of the students at the school vote yes during a ballot held by SSUN. Students doing their apprenticeship period can become a member of an apprentice council within SSUN. School students, who are not a part of the organization through their school, can become an individual member.

SSUN works with politicians, administrative officials, the Norwegian State Educational Loan Fund (Lånekassen), and the managements and leadership of schools across the country to improve the conditions of pupils and students financially, academically and socially.

For and overview of the 19 county unions [[Fylkeslag](#)] and over 400 school (organizational) members [Medlemsskoler], go to [SSUN's webpage \[in Norwegian 'Finn ditt fylkeslag'\]](#).

Structure and Composition

1. The legal framework: The National School Student Union of Norway's (SSUN's) Statutes [in Norwegian: [Vedtekter 2016/2017 Elevorganisasjonen](#)]
2. SSUN is an independent organization
3. The main organs running the student union at the top-level
 - a) **National Assembly [[Elevtinget](#)]** – the highest authority of the organization
 1. Held annually
 2. Has approximately 400 participants
 3. All 19 county unions shall be represented
 1. **National Committee [[Landsstyret](#)]** - the highest authority of the organization in-between general assemblies
 - a) Meets regularly (minimum 5 meetings annually).
 - b) The 19 county union leaders and the leader of SSUN (each county union may also bring an 'observer' to each National Committee meeting).
 - c) Mandate duration: 1 year.
 - d) Elected at the National Assembly.

2. **Central Executive Committee and the General Secretary [[Sentralstyret \(SST\) og generalsekretæren](#)]**.
 - a) May vary, but never less than 6 (leader, political deputy leader, organizational deputy leader, leader of 'Operation Day's Work', the general secretary, and additional executive committee members).
 - b) Mandate duration: 1 year.
 - c) Elected at the National Assembly.
1. **County Committees [[Fylkesstyrene](#)]** – the executive branches of the organization at county level
 - a) Number of positions differ from county office to county office.
 - b) County unions have their own boards (central committees).
 - c) Mandate duration: 1 year.
 - d) Elected at the county level annual assembly [årsmøte].
2. **OD Committee ([Operation Day's Work](#)) [[OD \(Operasjon Dagsverk\) Styret](#)]** the highest authority of 'Operation Day's Work' in-between general assemblies.
 - a) Not specified in the statutes/ information not publicly available.
 - b) Mandate duration: 1 year.
 - c) Elected at the National Assembly.
 - d) See 2.6 Cross-Border Mobility Programmes and 'Operation Day's Work.'
3. Operation Day's Work also has a separate Executive Committee [Hovedkomite], District Committees [Distriktskomitéene], School Committees [Skolekomitéene], a secretariat [ODs sekretariat], and an expert council [ODs bistandsfaglige råd]. All members are between 13 and 19 years old.
4. **Electoral Committee [[Valgkomiteen](#)]** – pre-selects candidates for honorary positions.
 - a) 5 members.
 - b) Mandate duration: 1 year.
 - c) Elected at the National Assembly.
5. **Control/Audit Committee [[Desisjonskomiteen \(deskomp\)](#)]** – oversees that the organization honours the current steering documents and regulations.
 - a) 4 members.
 - b) Mandate duration: 1 year (one of the members sits for 2 years).
 - c) Elected at the National Assembly.
6. The National Assembly may also initiate Ad-Hoc committees.

Any public measures or guidelines facilitating greater inclusiveness and diversity in the organization: Yes.

The SSUN statutes state that committee and board representatives are to be equally divided between the genders, and by geographical representations. Ethnic or other minority identities are not mentioned.

Role and responsibilities

The objectives of the school student union:

1. Representation of school students and apprentices in lower and upper secondary school.
2. Communication outreach on student issues (quality of education, learning environment, bullying, development, etc).
3. SSUN facilitates and offers training for school student councils [Elevråd].
4. Organizes the national solidarity and educational campaign [Operation Day's Work](#).
5. Regular consultative agents with school administrative boards (school level), with the municipal and county level political administration (county unions), and to relevant ministries at national level (SSUN central office).
6. Liaising with institutions and other actors.
7. Awareness raising and campaigning on school student issues to the general public.

The main domains of the SSUN's activity

1. General school student active involvement.
2. Quality of education and training.
3. Learning environment and safety.
4. Democratic participation and training.
5. Training in the principles of organizational participation.
6. Raising awareness on solidarity.

The student union's role in policy-making

1. The union can not independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
2. The top level branch of the union is regularly consulted by policy-makers
3. SSUN's decisions are usually not binding on policy-makers

Funding

SSUN receives public funding from the Ministry of Knowledge and Research [Kunnskapsdepartementet], and is financially accountable to the ministry.

Other bodies

Norway has two additional important organizations of youth representation:

1. [The Norwegian Children and Youth Council \(LNU\)](#)
2. [The Norwegian Association of Youth with Disabilities \[Unge funksjonshemmede\]](#)

The Norwegian Children and Youth Council (LNU)

The Norwegian Children and Youth Council (LNU) [Landsrådet for Norges barne- og ungdomsorganisasjoner (LNU)] is an umbrella youth organization, representing 95 youth organizations.

[Overview of the organizations that LNU represent – in Norwegian.](#)

Their main goals are to [\[om LNU – in Norwegian\]](#):

1. Assists and offers expertise to their membership organizations

2. Be an important actor in lobbying for the interest of youth and children
3. Be a 'go to' consultant from the government in the processing of new laws and initiatives
4. Distribute grants by applicant basis [[støtteordninger](#)]
5. Co-operator with the county youth councils [[BUR-samarbeidet](#)]
6. Organise the annual children and youth parliament ([Barne- og ungdomstinget, BUT](#))

The legal framework: The Norwegian Children and Youth Council's (LNU) Statues [[in Norwegian: Vedtekter etter BUT 2015/Prinsippprogram](#)].

1. LNU is an independent organization.
2. LNU does not have an overseeing body
3. As a consultative and representative body of youth, LNU is one of the three most important actors, alongside NSO and SSUN.
4. Budget and funding source: LNU receives funding from the Ministry of Children and Equality, and is financially accountable to the ministry.
5. LNU also administers a number of grant schemes: the bulk grants are provided by different ministries; among them the Ministry of Children and Equality, the Ministry of Knowledge and Research, and the Ministry of Culture (Frifond).
6. Membership selection criteria: volunteer, independent, democratic organizations that work with children and youth. The organization also needs to have a national scope/representation.
7. Age range of young people participating: up to whatever age range the organization defines as 'youth' [ungdom] – usually maximum 26-30.

Initiatives to increase the diversity of participating young people / measures for inclusivity:

LNU distributes grants on behalf of the Ministry of Children and Equality, called LNU Mangfold og Inkluderer [LNU Diversity and Inclusion] in 2015 this amounted to in total 2,125 mill NOK [235 000 EUR]. LNU also distributes grants to facilitate exchanges, and to encourage north-south encounters.

LNU's role in policy-making

1. The organization cannot independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
2. The top level branch of the union is regularly consulted by policy-makers.
3. LNU's decisions are usually not binding on policy-makers.

The Norwegian Association of Youth with Disabilities [[Unge funksjonshemmede](#)]

The legal framework: The Norwegian Association of Youth with Disabilities' Statues [[in Norwegian: Vedtekter for Unge funksjonshemmede](#)].

The Norwegian Association of Youth with Disabilities represents a number of member organizations for youth with different types of disabilities and chronic diseases. In November 2016, the organization had 35 member organizations, with a total of around 25 000 members.

The association is working politically to improve the rights of youth with disabilities, particularly to the right to education, rehabilitation, and to inform youth with disabilities about their rights.

1. The Norwegian Association of Youth with is an independent organization, and does not have an overseeing body.
2. Budget and funding source: The association receives funding from the Ministry of Children and Equality, and is financially accountable to the ministry.
3. Membership selection criteria: organizations and groups of youth with disabilities or with chronic conditions can become members of The Norwegian Association of Youth with Disabilities. The organization also needs to have a national scope/representation.
4. Age range of young people participating: Maximum age of 36.

Initiatives to increase the diversity of participating young people / measures for inclusivity. The association has a particular focus on youth and

1. User participation.
2. Health.
3. Work.
4. Education.
5. Housing.
6. Assistive devices, supportive means and inclusive aids.

The Norwegian Association of Youth with Disabilities' role in policy-making:

1. The association cannot independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
2. The top level branch of the association is a regular hearing agent and expert consultant on proposed policy measures affecting youth with disabilities.
3. The association's decisions are usually not binding on policy-makers.

The

Norwegian Association of Youth with Disabilities is the biggest and most important consultative actor in the hearing processes of new policy initiatives that address youth and disability related issues.

5.4 Young people's participation in policy-making

Formal Mechanisms of Consultation

The involvement of young people or youth associations in the policy-making process in Norway

1. Happens mostly at county and municipal level.
2. Is always optional.
3. Is consultative, and not legally binding.

The existence of youth councils at municipal and county councils are not obligatory by Norwegian law.

Consultation method: [The Ministry of Children and Equality](#) has developed a guide to the municipalities in the work of establishing, and working with youth councils [[Veileder i arbeidet med ungdomsråd](#) – en håndbok for sekretærer og koordinatører (2011)]. The guide describes e.g. suggestions to

1. Ways of recruitment and organization of youth councils, or youth municipal boards.
2. Good practices to youth council facilitation and inclusion.
3. Good practices in translating youth participation into real policy outcomes.

The guide refers to the Convention of the Rights of the Child, and the right to participate and be consulted. The Convention was incorporated into Norwegian Law in 2003.

See [1.2 National Youth Law](#) – revisions/updates: the Human Rights Act.

The guidelines refer to consultation mechanisms in general, and how to establish youth councils and forums of youth consultation. The guide is mostly directed to youth council secretaries and coordinators.

The main methods for consulting young people on new and emerging youth policy initiatives happen through hearing rounds of white papers, official reports, strategy and actions plans from the government.

Most white papers, official reports, strategy and actions plans from the government (both the executive and legislative bodies) are sent out on extensive consultation. Each document is sent to all majorly affected actors on all three levels of government.

Level of consultation

Youth are being consulted, directly or indirectly, through

1. Youth organizations.
2. General interest organizations with a particular focus on youths.
3. Research or expert institutions with a particular focus on youths (e.g. [NOVA](#), [Fafo](#)).
4. Other ministries or directorates with a particular focus on youths.

The regional and local youth councils (see section [5.3 Youth representation bodies](#)), are very seldom part of hearing rounds to national legislation or strategy initiatives.

Documents regarding national youth policies or initiatives are mostly sent out to major national youth organizations, like

1. [The National Union of Students in Norway](#).
2. [School Student Union of Norway \(SSUN\)](#).
3. [The Norwegian Children and Youth Council \(LNU\)](#).
4. [The Norwegian Association of Youth with Disabilities](#).
5. [The youth party sections of the various Norwegian political parties](#).

Regularity of consultations: Ad hoc, and whenever white papers, official reports, strategy and actions plans from the government (both the executive and legislative bodies) are sent out on extensive consultation, and considered of relevance to youth.

Actors

Youth actors

Main youth actors in the youth consultation processes (all political levels):

1. [Youth Branches of the Political Parties](#).
2. [Youth Organizations](#).
3. [The Ombudsman for Children's youth panel](#).

Main youth actors in the youth consultation processes (local and regional levels):

1. Youth council members in the counties (see section [5.3 Youth representation bodies](#)).
2. Youth council members in the municipalities (see section [5.3 Youth representation bodies](#))

Youth Branches of the Political Parties

All major political parties in Norway have their own youth party organization. They work mostly independently as organizations, and differ in varying degrees to their mother organization in terms of political priorities and topics. They are however, the predominant source of direct representation of youth issues and priorities to the mother parties.

Political youth parties have a long tradition in Norway, and are valued arena for youth training and recruitment for political deliberation and co-decision-making.

Some of the major youth political parties are:

1. The Youth Labour Party [[AUF](#)]
2. The Norwegian Young Conservatives [[Unge Høyre](#)]
3. The Youth Progression Party [Fremskrittspartiets Ungdom - [FpU](#)]
4. The Young Liberals [[Unge Venstre](#)]
5. Young Socialists [[Sosialistisk Ungdom](#)]
6. The Norwegian Centre Party Youth [[Senterungdommen](#)]
7. Red Youth [[Rød Ungdom](#)]
8. The Christian Democratic Youth [Kristelig Folkepartis Ungdom - [krfu](#)]
9. Green Youth [[Grønn Ungdom](#)]

The political party youth branches have local branches [lokallag] that meet annually at a national assembly. Each youth party has a central administration, or board that works directly with the main party they are affiliated under.

The number of local branches under the youth party organization vary from party to party. Additionally, some, but not all, have local branches at both county, and municipal level.

The largest youth parties are the Youth Labour Party (16 000 members), The Norwegian Young Conservatives, and the Youth Progression Party; while the smaller ones are Green Youth (1500 members), Red Youth, and Young Socialists.

Youth Organizations

Below are some of the youth organizations that have been particularly influential, due to

1. Their large membership number, represented extensively though
 2. Many local branches, and
 3. The high level of consultation/encounters that government and public sector have involved them in, because of their high representability, and the expertise of their organizational staff.
1. [The Norwegian Children and Youth Council](#) (LNU) and their subsequent 95 affiliated youth member organizations.
 2. [UNGORG](#) [in Norwegian]- Umbrella organization representing 62 child and youth organizations in Oslo.
 3. Elevorganisasjonen [[School Student Union of Norway](#)]. A national, politically independent organization that organizes and represents students in Norwegian schools.
 4. [Natur og Ungdom](#) [Nature and Youth] working with environmental issues.
 5. Norsk Studentorganisasjon [[The National Union of Students in Norway](#)].
 6. [Ungdom og Fritid](#) - a national, non-profit organisation which organizes over 600 youth clubs.
 7. Unge Funksjonshemmede [[Organization for Disabled Youth](#)] Umbrella organization for 35 Norwegian youth organizations representing youths with disabilities.

The Ombudsman for Children's Youth Panel (discontinued)

1. Initiated in 2006 - later replaced by a Children's Panel (Age 12-13) [not known when].
2. Was a regular panel of youth between the age of 13 – 17 years.
3. Met approximately once a month.
4. Was appointed as an expert group on youth issues.
5. Used as a resource panel for youth issues by the Ombudsman.
6. Members of the panel could participate in other activities through the mandate of the panel, should they want to

It is not clear why the youth panel was discontinued. For questions regarding the regular Children's Panel (and the former Youth Panel), the reader may contact Mr. Jonas BJØRKLİ at jonas.bjorkli@barneombudet.no.

The expert group model as described in Winswold & Falck (2011), is based on the assumption that the people affected by a decision has the most crucial source of expertise in what the consequences would/could be. This does not exclude other 'expert advice' from academia, research, government and so forth, but it should never have a lower rank as a source of expert information.

The Ombudsman for Children formalized the model in establishing the Youth Panel. An expert group may be a suitable and perhaps more appropriate model for informal consultation, which are consultation processes that are still being used by the Ombudsman with youth consultants.

In the report on different levels and approaches to increase citizen inclusion ordered The Ministry for Children, Equality and Inclusion (Winswold & Falck (2011)), the authors made a distinction between

1. Co-decision-making on a more systemic level when it is formalized.
2. Co-decision-making on a more individual level as it is less formalized, or informal.

The informal forms of consultation require less human/social capital, and may be more suitable to marginalized or stratified youth (e.g. youth struggling with illness, exclusion, poverty, discrimination etc.) Framing marginalized/less-powerful actors as experts can have an empowering effect as well.

An expert group may thus be a way to initiate a more informal and spontaneous, yet in-depth deliberation, that is effectively seen as the most accurate and allocated form of information available to policy makers.

Specific target groups

Proactive measures in the participation of specific target groups

All 'minority' youth members ([M.A. & Hyggen, C. 2013](#), and [The Norwegian Ministry of Children and Equality](#)):

1. Lower income.
2. Complex and difficult socio-demographic conditions.
3. Physical and mentally disabled.
4. Special education, learning difficulties.
5. Sami (indigenous).
6. Youth 'of colour,' and LGBTQI youth.
7. Refugees, immigrants.

The reasons for directing proactive measures towards minority youth are that minority youth ([The Norwegian Ministry of Children and Equality](#)) general have a lower participation rate than the majority. This is in part because they

1. May experience systematic discrimination.
2. Come from families with lower human/social capital.
3. Come from conditions of varying poverty.
4. Have a history with trauma, or poor development/exclusion.
5. Have conditions or traits that make it harder/more challenging to participate.

Minority youth are harder to access, and it requires an extra effort so policy makers can get sufficient and good quality information on initiatives particularly affecting or addressing minority youth.

Most minority youths who are consulted are still the ones who have enough resources to be reached through their youth organization, or through some other mediating channel ([The Norwegian Ministry of Children and Equality](#) and Winswold & Falck (2011)).

A remaining group of youth is especially hard to reach through ordinary and extraordinary consultation. This group may include youth (Winswold & Falck (2011)):

1. Who are experiencing bullying and violence/abuse.

2. With 'problem behaviour,' or recidivistic/ 'anti-social' behaviour.
3. With poor physical, psychological health, or disabilities.
4. With criminal behaviour.
5. Who are in danger of joining extremist/terrorist networks.

Public authorities

Youth consultation by central authorities usually happen through **consultation of official government documents** (strategy/action plans, legislation, white papers etc). Consultations are initiated by:

1. All ministries and executive agents of the ministries.
2. Parliament, and the parliament committees.
3. The various Ombudsmen (independent of ministries).
4. The County Governors.
5. The County administration and underlying departments.
6. The Municipal administration and underlying departments.
7. The Courts Administration.
8. The Sami Parliament.

The key central authorities involved in regular **consultation** throughout the year through **the youth councils/youth panels** are:

1. The municipal administration.
2. The county administration.
3. The Ombudsman for Children and Youth.
4. The Sami Parliament.

The key central authorities involved in irregular (or annual) consultation through the youth councils are:

1. [The Norwegian Children and Youth Council](#) (LNU) [Landsrådet for Noregs barne- og ungdomsorganisasjoner (LNU)].
2. [The Norwegian Parliament](#) [[Storting](#)].

Additional stakeholders

Additional stakeholders involved in the process of consultation processes of matters that are of interest to youth policy/initiatives, can be

1. Specialist, and (social science) research institutions that may give expert advice.
2. Universities, schools, or other teaching/training institutions.
3. Interest/professional organizations working with children and youth.
4. Parents/guardians, or guardian/parent interest organizations.
5. Representatives from the private sector.

Initiating parties of a consultation may also be the recipient of other consultation:

1. All ministries and executive agents of the ministries.
2. Parliament, and the parliament committees.
3. The various Ombudsmen (independent of ministries).
4. The County Governors.
5. The County administration and underlying departments.
6. The Municipal administration and underlying departments.
7. The Courts Administration.
8. The Sami Parliament.

Information on the extent of youth participation

Little or no systemic research/information is available on the level of participation in the youth council or youth municipal board once they are in session.

Little or no systemic research/information is available on the level of participation in the political youth parties.

Little or no systemic research/information is available on the level of consultation in terms of documents that are sent out on hearing to youth organizations and youth stakeholders.

Outcomes

Main Outcomes

Little is known or systematically documented on the outcome, or impact youth participation has, to the cases where youth are involved in the deliberation or consultation processes.

Some local evaluation measures give an indication on the following (Knudtzon & Tjerbo: 2009):

1. The children and youth in council feel heard and met in their effort to participate
2. Some children and youth council members find it hard to
 - a) Understand some of the text provided.
 - b) Some of the decision-making process.
 - c) Know if their say has any actual impact on policy-making.
3. Children between the ages of 8 – 12 feel they have less decision-making-power than youth between the ages of 13 and 18.
4. Decision-making-power is considered high in policy areas connected to
 - a) Culture and leisure activities.
 - b) Youth clubs and youth house activities and services.
5. Decision-making-power is considered weak in policy areas connected to
 - a) Health services for children and youth.
 - b) School and education.
 - c) City/settlement planning.
 - d) Other remaining policy areas where it would be natural to consult children and youths.

An expert committee has criticized this process of consultation and hearing of legal documents and policy initiatives of not being particularly accessible to children and youths, as the documents sent out contain a quite complex language. This makes it hard for children and youth to sufficiently understand the proposed actions and initiatives. ([Official Norwegian Report 2011:20. Youth – Power and Participation](#)).

Yet, the expert committee was critiqued itself for not using simplified language, or offering a simplified version of the official report as it itself was sent out to consultation.

This was a critique that was offered, among others, by [the youth council in Troms \[In Norwegian\]](#).

See all hearing notes on the government website for [the Official Report 2011:20 \[In Norwegian\]](#).

The critique has led to the governmental initiative 'Klart språk i staten' ['clear/comprehensible language in the government'] to further train governmental officers to practice the use of 'precise, clear, and user adapted language in governmental/official documents' (Translated from the intent description at [the Norwegian Council of Language's webpage](#) [in Norwegian]).

Public availability of outcomes

All municipal and county council meetings and subsequent notes of council member's suggestions, responses, debate introductions or statements [innlegg], or votes, are made publicly available after the council meetings have ended. Documents include meeting

minutes [referat], voting results [voteringsresultat], and sometimes deliberative summaries.

It is less common to have the municipal/county committee work notes made publicly available, but their conclusions and/or recommendations are usually voted or deliberated on in the local council meetings.

It is unclear if the municipalities/counties make the meeting agenda and outcomes of the youth municipal/county boards publicly available.

The counties/municipalities have different ways in recording council meeting activity. It is seldom the council secretariats provide complete transcripts or audio/video recordings of council meetings (particularly not committee meetings), which makes it hard to know whether suggestions or votes come from child/youth members or not.

Likewise, it is not known if council meeting notes specify if suggestions, responses, debate introductions or statements [innlegg], or votes come from child/youth members.

Large-scale initiatives for dialogue or debate between public institutions and young people

Currently Norway has no top-level or large-scale initiatives that exist for young people for participating in dialogues or debates with public authorities responsible for policy-making (outside formal mechanisms of consultation or consultation through youth representative bodies).

5.5 National strategy to increase youth participation

Existence of a national strategy to increase young people's political and civil society participation

Norway does not have a national strategy to increase young people's political and civil society participation.

Scope and contents

N/A.

Responsible authority for the implementation of the strategy

N/A.

Revisions/Updates

N/A.

5.6 Supporting youth organisations

Legal/policy framework for the functioning and development of youth organisations

Norway has no designated top-level policy framework for youth organisations alone.

What is defined as a voluntary organization in Norway, is reliant on which type of funding the organization/actor is applying for. In certain instances, co-operatives, or volunteer activity organized by governmental bodies, may sometimes not be considered 'voluntary organizations.'

Acts and official documents that provide definitions to volunteer organizations:

1. [The Taxation Act](#) gives a set of examples to what is to be considered a voluntary organization, relating to tax deduction.
2. [The VAT deduction reform](#) of 1. July 2001 – which utilizes the UN's 'Handbook on Non-Profit Institutions in the Systems of National Accounts'

3. [The Act about the Public Registry for Voluntary Activity](#) defines all non-profit activity as volunteer activity, but with given exceptions [see below].
4. The report to Storting on [the Government's relationship to volunteer organizations](#) provides a foundational definition to volunteer organizations.

Act No. 14 of 26. March 1999 the Taxation Act [[Lov om skatt av formue og inntekt \(skatteloven\)](#)]

The Taxation Act §6-50 describes the types of organizations/voluntary activities to which one can receive tax deduction benefits for charity transfers and gifts:

1. Care and health promotion towards children, youth, the elderly, people with disabilities, or other disadvantaged groups or individuals,
2. Child and youth related work with music, theatre, literature, dance, sports, outdoor recreation etc.
3. Religious or spiritual activity
4. Promotion of human rights, or human aid work
5. Disaster relief, or accident harm reduction/prevention
6. Protection of environment/natural habitat, cultural heritage, or animal rights

The VAT (Value Added Tax) deduction reform of 1. July 2001 utilizes the UN's '[Handbook on Non-Profit Institutions in the Systems of National Accounts](#),' where VAT deduction eligibility is available to

1. Volunteer organizations limited to democratically and membership based organizations, catering towards the common good,
2. Spiritual and religious organizations that are not under a)
3. Foundations catering to the common good
4. Volunteer culture and welfare service providers, and co-operations (non-profit)
5. Fundraising organizations that are not under a) - d), and with the documentation that
 - a) The goal of the organization is to cater to the common good.
 - b) Profit goes solely to the designated beneficiary/purpose.
 - c) All remaining funds go to the designated beneficiary/purpose following the dissolution of the organization.

The organizations mentioned in b) – d) need to document that volunteer activity is at the core of their activity.

The following organizations not eligible for VAT deduction are:

1. Businesses, employer and labour unions, home co-operations, and political party organizations.

Act No. 88 of 29. June 2007 About the registry for voluntary activity [[Lov 29. juni 2007 nr. 88 om register for frivillig virksomhet \(frivillighetsregisterloven\)](#)] simply states voluntary activity as non-profit activity [ikke fortjenestebasert], excluding activity that is

1. Organized by the government.
2. Based on cooperatives, which is regulated by the Act on Cooperatives [[Lov om samvirkeforetak \(samvirkeloven\)](#)].

Lastly, volunteer activity that is not considered to be catering to 'the common good' [ikke anses allmenntilgjengelig] may in certain cases be denied the right to register in the public registry for voluntary activity.

Organization, foundations, or actors who receive funding from Norsk Tipping [Grasrotandelen] are obliged to register with the Public Registry for Voluntary Activity.

Organization, foundations, or actors who register with the Public Registry for Voluntary Activity may also apply for VAT deduction.

In Report No. 27 to Storting (1996-97) About the Government's relationship to the voluntary organizations [[St.meld. nr. 27 \(1996-97\) Om statens forhold til frivillige organisasjoner](#)], volunteer organizations are here defined as:

1. Organizations that have goals catering to the common good [allmennyttige siktemål].
2. Organizations with individual membership, or other volunteer organizations (umbrella organizations).
3. Businesses [virksomheter] that is catering to the common good (non-profit).
4. Foundations [stiftelse] that have goals catering to the common good.
5. Non-profit cooperations.
6. Spiritual and religious organizations.

In addition, the report made a division between three types of volunteer activity, but with a caveat note of this being ideal types, and that some (if not most) organizations may have elements of each ideal type in them:

1. Membership-based activity, where the organizations are facilitating values of democracy, culture, and tradition – providing an arena for meaning, belonging, and community
2. Value-based activity, where the purpose is to mobilize volunteer efforts and initiatives to achieve common goals
3. Non-profit welfare production, where the organization/group/individual may be seen as producers of public welfare services (by public sponsorship or beneficiary)

Public financial support

The following segment will mostly focus on the governmental actors offering funding schemes that are available to youth organizations in Norway (regulation and implementation):

1. [Central government](#).
2. [Local government](#).
3. [Umbrella organizations](#).

Norwegian youth organizations have a high degree of autonomy, and regulation is for the most part only implemented from the Government in the process of funding application, and the successive reporting of the granted funding.

In regard to policy making, there is no one singular governmental agency or ministry that is predominantly responsible in policy of youth volunteering. [The Norwegian Directorate for Children, Youth and Family Affairs](#) is responsible for youth organizations working with e.g. minority issues and marginalization, as the Ministry of Culture is responsible for any policy that may involve youth volunteering under the ministry's policy domain (e.g. music, theatre, and sports).

The Ministry for Children, and Equality, or the Norwegian Directorate for Children, Youth and Family Affairs have no formal or judicial coordinating role regarding policy making of youth volunteering policy.

For a description of funding schemes and programmes addressing vulnerable youth, go to [4.4 Inclusive Programmes for Young People](#).

Central government

The Ministry of Children and Equality has 15 different volunteer and funding schemes that are open for general applications each year. The various schemes are delegated to the ministry's executive agencies:

1. [The Norwegian Directorate for Children, Youth and Family Affairs](#).
2. [Fordelingsutvalget](#).

3. [The Norwegian Directorate of Integration and Diversity \(IMDi\)](#).
4. [Erasmus + Youth in Action \(aktivungdom.eu\)](#).

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir)

1. [Bufdir – Unit for Grant Schemes](#) [Seksjon for tilskudd]
2. [Fordelingsutvalget](#)
3. [Erasmus+ Youth in Action](#) [Erasmusseksjonen]

Bufdir – Unit for Grant Schemes [Seksjon for tilskudd]

The Unit for Grant Schemes at the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) administers most of the grant schemes made available through the directorate, and the Ministry of Children and Equality.

The type of activities supported by the public funding schemes: support to activities and organizations that work against discrimination, exclusion, discrimination, sexual abuse and domestic violence.

Particularly targeted groups: children/youth at risk, children/youth of lower income, LGBTIQI children/youth, disabled children and youth.

For a description of funding schemes and programmes addressing vulnerable youth administered under the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir), go to [4.4 Inclusive Programmes for Young People](#).

For a complete overview and description of Bufdir's grants schemes [\[In Norwegian\]](#), go to [Bufdir's webpage](#).

Fordelingsutvalget is an administrative body - an allocation committee - under the Ministry of Children and Equality. Its main task is to distribute grants to nationwide Norwegian voluntary children and youth organizations (NGOs). The secretariat of the committee is situated in the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir).

The type of activities supported by the public funding schemes: any activity that is lead by a national children/youth organization.

For a complete overview and description of Bufdir's grants schemes [\[In Norwegian\]](#), go to [Bufdir's webpage](#).

Erasmus + Youth in Action [Erasmus+ Aktiv ungdom]

Erasmus+ offers a wide range of action types, organised in 3 Key Actions: Mobility, Partnerships and Policy. Within Youth in Action, Norwegian youth between the ages of 13 and 30 can apply for:

1. Mobility: European Voluntary Service, Youth Exchanges, Mobility for Youth Workers
2. Partnerships: Strategic Partnerships, Transnational Youth Initiatives
3. Policy: Meetings between young people and decision-makers in the field of youth.

Support of activities and actions that are usually found outside the formal educational system, and through non-formal learning. Particular focus on activities that contribute to

1. Developing skills transferable to the labour market.
2. Inclusion.
3. Active participation.

For a complete overview and description of Bufdir's grants schemes [\[In Norwegian\]](#), go to [Bufdir's webpage](#), and to [the Norwegian Erasmus+ Youth in Action site](#).

The Norwegian Directorate of Integration and Diversity (IMDi)

IMDi's important administrative duties include administering grant schemes (including integration grants).

Among IMDi's areas of responsibility is the achievement of employment-based integration through:

1. Resettlement.
2. The introduction programme.
3. Classes in Norwegian and social studies.
4. Interpreting services.
5. Expert knowledge on integration.
6. Efforts aimed at diversity and dialogue.
7. Equality with respect to public services.

The type of activities supported by the public funding schemes: organizations and volunteer organizations providing integrative activity for, among others, underage refugees and young refugees. Activities include basic training, language skills, information in how to approach various public service offices and the requirements to apply for social welfare benefits, on job application processes, 'cultural awareness' training, integration, local laws and customs etc. Some of the activities include excursions and one-on-one support/counselling.

Go to IMDi's website [\[in Norwegian\] for a complete overview of the grant schemes that are available for organizations to apply.](#)

The Ministry of Culture has 11 different volunteer and funding schemes that are open for general applications each year. The various schemes are delegated to the ministry's executive agencies:

1. [Idrettsforbundet](#) [The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF)]
2. [Norsk Musikkråd](#) [The Council for Music Organisations in Norway (CMON)]
3. [The Norwegian Children and Youth Council \(LNU\)](#)
4. [Norges musikkorpsforbund](#)
5. [De unges orkesterforbund](#) [The Norwegian Youth Orchestra Organization (UNOF)]
6. [Norsk friluftsliv](#)
7. [Lotteri- og stiftelsestilsynet](#) [The Norwegian Gaming Authority]

The type of activities supported by the public funding schemes: sport's team equipment, trips and excursions, training, music equipment and rehearsal facilities, dance, theatre and acting, professional training for amateurs, hiking, outdoor activities and survival skills. Particular emphasis is made on inclusiveness and diversity measures.

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

The Ministry of Local Government and Modernisation has 5 different volunteer and funding schemes that are open for general applications each year. Some of the schemes are delegated and/or co-delegated to the ministry's executive agencies:

1. Fylkesmannen [[The County Governors](#)]
2. Husbanken [[The Norwegian State Housing Bank](#)]

The type of activities supported by the public funding schemes: Funding to the political parties, and youth parties, funding to the national minorities organizations and youth organizations. Youth organizations may also apply for funding if they include measures that assist especially disadvantaged households to obtain and maintain acceptable homes ([The Norwegian State Housing Bank](#)). Other grant scheme measures include initiative to heighten awareness and participation in election campaigning and election participation/representation.

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

The Ministry of Education and Research has 3 different volunteer and funding schemes that are open for general applications each year. Some of the schemes are delegated and/or co-delegated to the ministry's executive agencies:

1. Vox, nasjonalt fagorgan for kompetansepolitikk [[the Norwegian Agency for Lifelong Learning](#)]
2. Utdanningsdirektoratet [[The Norwegian Directorate for Education and Training](#)]

The type of activities supported by the public funding schemes: Study circles and courses for youth over the age of 14 (VOX), UNESCO-related activities (Ministry of Education), and grants to private and volunteer organizations, including youth organizations (Ministry of Education, and Directorate of Education and Training).

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

The Ministry of Health and Care Services has 10 different volunteer and funding schemes that are open for general applications each year. All the schemes are delegated to the ministry's executive agency:

1. [The Norwegian Directorate of Health](#)

The type of activities supported by the public funding schemes: Outreach projects to mental health, sexual health, HIV and STD prevention, grants to volunteer anti-drug organizations, drug prevention work, prevention of suicide and self-harm (also to initiatives that include social inclusion in youth work/youth activities lead by youth organizations).

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

The Ministry of Climate and Environment has 3 different volunteer and funding schemes that are open for general applications each year. Some of the schemes are delegated and/or co-delegated to the ministry's executive agencies:

1. Miljødirektoratet [[the Norwegian Environment Agency](#)]

The type of activities supported by the public funding schemes: grants to environmental organizations (including youth organizations), activities and initiatives that encourages the sustainable usage of nature, initiatives and activity that supports the sustainable management of cultivated land, livestock and domesticated animals (including youth organization initiatives and activities).

An overview of the various funding schemes may be found through the Government's official website [Tilskuddsordninger for barne- og ungdomsorganisasjoner](#) [in Norwegian].

Local government

Municipalities and Counties

Most municipalities and counties have funds to which local organizations, ad-hoc events, foundations, and individuals can apply for funding of volunteer work.

The recipients of local funding, report back to their municipal or county administration, much in the same manner as is being done at the central level.

The type of activities supported by the public funding schemes: Varies greatly from municipality. Most municipalities fund groups that are connected to youth houses and youth clubs. Many municipalities also contribute greatly to the local sports and culture/music activities that are either directly offered to youth, or through grant schemes that youth can apply to.

The Norwegian Association of Local and Regional Authorities (KS) [KS – Kommunenes sentralforbund] occasionally organizes conferences for municipalities, counties, and the organizational sector to discuss good practices of local volunteering.

KS published the guide 'Together for the good life – a guide for developing local volunteer policy' in 2012 [[Sammen om det gode liv - en veileder for utvikling av lokal frivillighetspolitikk](#)].

The type of activities supported by the public funding schemes: conference, and meetings where participants exchange knowledge and experiences of good practice.

Umbrella organizations

The Association of Non-Governmental Organizations in Norway [Frivillighet Norge]

The Association of NGOs in Norway [Frivillighet Norge] is an umbrella organization for the voluntary sector in Norway, founded in September 2005. The mission of the Association is to coordinate the voluntary sector's dialogue with the authorities on issues that are common to the voluntary sector, and to voice the voluntary sector's opinions to the public and the authorities. Another important task is to produce information and give advice to the member organizations.

Some of the Association's main tasks include:

1. VAT (Value Added Tax) Deduction and the voluntary sector.
2. The public register for Norwegian NGOs.
3. Promoting more research on the voluntary sector.
4. Promoting inclusion of the immigrant population in the voluntary sector.

The association does not administer any funding schemes per se, but offers counselling and informational services to youth organizations that wish to apply for funding and support.

The Association of NGOs in Norway consists of more than [280 member organizations \[in Norwegian\]](#), including all sectors of society (organizations for children, youth and adults, sports, culture, humanitarian work, religious congregations, music, theatre, etc).

The Association of NGOs in Norway is a member of [ENNA \(The European Network of National Civil Society Associations\)](#) and [CIVICUS \(World Alliance for Citizen Participation\)](#).

Go to the Association's website to learn more about the Frivillig Norge's [Voluntary sector policy platform \(2015-2019\)](#) [in English].

Landsrådet for Noregs barne- og ungdomsorganisasjoner (LNU) 'The Norwegian Children and Youth Council', is an umbrella organisation representing 95 Norwegian children and youth organisations.

The Norwegian Children and Youth Council's main goals are to [[om LNU – in Norwegian](#)]:

1. Assists and offers expertise to their membership organizations.
2. Be an important actor in lobbying for the interest of youth and children.
3. Be a 'go to' consultant from the government in the processing of new laws and initiatives.
4. Distribute grants by applicant basis [[støtteordninger](#)] administered on behalf of several ministries.
5. Co-operator with the county youth councils [[BUR-samarbeidet](#)].
6. Organise the annual children and youth parliament ([Barne- og ungdomstinget, BUT](#)).

The type of activities supported by the public funding schemes:

[LNU Mangfold og inkludering](#) [LNU Diversity and Inclusion]: The grant scheme supports activities and initiatives that promotes inclusion, and non-discrimination. There is a great emphasis on participation, diversity, and prejudice awareness. Democratic and national youth organizations, and members of LNU may apply.

[LNU Demokratimidlene](#) [LNU Democracy]: The grant scheme supports projects and cooperation projects between Youth organizations in Norway and Eastern Europe. Democratic and national youth organizations, and members of LNU may apply. The grant scheme is financed by the Norwegian Ministry of Foreign Affairs.

[LNU Informasjonsstøtten Nord/Sør](#) [LNU Information North/South]: The grant scheme supports activity related to knowledge promoting initiatives to global environmental and developmental topics, e.g. campaigns, informational material, seminars, study circles etc. Democratic and national youth organizations, and members of LNU may apply.

[LNU Kultur](#) [LNU Culture]: The grant scheme is financed by the Ministry of Culture, and is designed to stimulate cultural activity among Norway's national children and youth organizations. Democratic and national youth organizations, and members of LNU may apply.

[Frifond organisasjon](#) [Frifond Organization]: The grant scheme offers funding to children and youth organizations, regardless of activity. The grants scheme is open to applications from national organizations with local groups (minimum 5) in minimum of two counties, with at least 200 members. The youth organization needs to be founded on volunteer activity, democratic principles, and engage in children/youth work.

[Frifond barn og unge](#) [Frifond Children and Youth]: A grant scheme that supports smaller projects that does not fall under 'Frifond Organization' e.g. short movie productions, building skating ramps, organizing a festival, etc.

[Frifond teater](#) [Frifond Theatre]: A grant scheme that supports smaller projects that does not fall under 'Frifond Organization' e.g. local theatre and dance performances.

[Frifond Musikk \(forvaltes av Norsk Musikkråd\)](#) [Frifond Music – administered by the Council for Music Organizations in Norway] A grant scheme that supports smaller projects that does not fall under 'Frifond Organization' e.g. local concerts, music rehearsal and jam sessions, performances, etc.

General comment on the Frifond grant schemes: Frifond is specifically designed to accommodate children and youth, as they are

1. Far less bureaucratic.
2. No specific application deadline.
3. Simplified application and reporting forms.
4. Short application processing.

Applicants can be up to 26 years old.

Initiatives to increase the diversity of participants

Norway has no specific national or large-scale initiatives aiming to increase the diversity of young people participating in youth organisations.

Diversity initiatives and inclusion measures are found at a lower administrative level, e.g. the Norwegian Players' Association ([Gi rasisme rødt kort \[Show racism the red card – in Norwegian\]](#)), or at level that addresses youth at a more general level (not including or excluding youth organizations), by example the 'No Hate speech' campaign ([Stopp hatprat](#)), or anti-bullying campaigns ([bruk hue \[the campaign 'Use Your Head' – in Norwegian\]](#)) and ([MOT \[the Campaign 'Courage' – in Norwegian\]](#)).

5.7 “Learning to participate” through formal, non-formal and informal learning

Policy Framework

This section describes the policy framework existing in Norway, which applies to social and civic competences and their development.

Norway does not have a designated national strategy on citizenship education, but as an integrated component of the Education Act, and the National Core Curriculum.

The framework of reference for social and civic competences:

1. Act No. 61 of 17 July 1998 relating to Primary and Secondary Education and Training ([the Education Act](#)) [[Lov om grunnskolen og den vidaregåande opplæringa \(opplæringslova\)](#)].
2. [The National Core Curriculum](#) [Nasjonale læreplan].

See also: The Norwegian Directorate for Education and Training on [the National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training: The Quality Framework](#).

Defined target groups: children and youth in primary (ISCED 1), lower (ISCED 2) and upper secondary (ISCED 3) education.

Formal learning

In Norway, the social and civic competences are incorporated in curricula for general and vocational education at upper secondary level.

The principles of citizenship education are integrated into the curricula of many different subjects in Norway, rather than being a separate subject.

How citizenship education integrated in Norway's national curriculum

The principles of citizenship education are integrated into the curricula of many different subjects in Norway, but in lower and upper secondary school it is also taught as a separate subject.

Figure 5.6: Citizenship Education in Norwegian Schools.

Figure 5.6 Citizenship Education in Norwegian Schools

	As a separate subject	Integrated into wider subjects/ learning areas	Cross-curricular theme
ISCED 1		x	x
ISCED 2 gen	x	x	x
ISCED 3 gen	x	x	x

Source: Citizenship Education at Schools in Europe (provisional title) by the Norwegian Directorate for Education and Training (2017) *Not yet published – in review.*

Figure 5.7: Separate subject on citizenship education.

Figure 5.7 Separate subject on citizenship education

Name of the separate subject(s)	Grades at which it is taught in general education	Status: • compulsory for all students, • compulsory for some students, • optional, • other	Recommended instruction time in number of hours or periods per year for the relevant grades
Democracy in practice	8-10	optional	57 hours per year
Politics individual and society	12/13	optional	140 hours for each part of the curriculum: Sociology Social geography Sociology and social anthropology Politics and human rights

Source: Citizenship Education at Schools in Europe (provisional title) by the Norwegian Directorate for Education and Training (2017) *Not yet published – in review.*

Figure 5.8: Citizenship education integrated into wider subjects/learning areas.

Figure 5.8 Citizenship education integrated into wider subjects/learning areas

Name of the subject/learning area(s) integrating c.e.	Grades at which it is taught in general education	Grades at which it is taught in school-based IVET	Status: <ul style="list-style-type: none"> • compulsory for all students, • compulsory for some students, • optional, • other 	Name of the distinct section on c.e. (if applicable)
Social studies (history, geography, civics)	1-11/12	12	Compulsory for all students	
Knowledge of Christianity, Religion, Philosophies of life and Ethics	1-10	NA	Compulsory for all students	

Source: Citizenship Education at Schools in Europe (provisional title) by the Norwegian Directorate for Education and Training (2017) Not yet published – in review.

Main learning objectives (with reference to the National Core Curriculum):

Social studies (ISCED 1, 2, 3): (From the curriculum description) Knowledge about society and politics is valuable in itself while at the same time being a prerequisite for participation in democratic processes. Knowledge about the political system in Norway and in international society allows pupils to learn how politics is characterised by cooperation, conflict, influence and the use of power in different forms. The subject of Social science provides pupils with the tools to analyse, discuss and elaborate on questions about historical and contemporary societies and to identify and discuss the balance of power.

Norwegian (ISCED 1, 2, 3): (From the curriculum description) “By actively using the Norwegian language, children and young people are introduced to culture and society and become prepared for participation in working life and democratic processes. Norwegian language tuition provides an arena in which they can find their own voice, express themselves, and be heard and get answers”

“By seeing Norwegian language, culture and literature in a historical and international perspective, the pupils can gain a better understanding of the society in which they live.”

Knowledge of Christianity, Religion, Philosophies of life and Ethics (ISCED 2, 3): (From the curriculum description) Knowledge of religions and Philosophies of life, and the function these have as traditions and as actual sources of faith, morals and understanding life are central themes in the subject. The subject shall be a meeting place for pupils from different cultures and backgrounds, where all shall be met with respect. Teaching in the subject shall stimulate general education, making room for wonder and reflection. Furthermore, the subject shall help the pupil learn to talk with other people that have different views of the world where questions of faith and philosophies of life are concerned. This involves respect for religious values, human rights in general and the ethical foundation of all human rights.

Democracy in practice (ISCED 2 - optional): The subject consists of two areas (From the curriculum description):

Democracy: The main subject area deals with values and skills. Knowledge about human rights and democratic values are essential tools for participating in a democratic society. The main subject area also deals with practicing democratic skills such as source criticism, forming own opinions, argumentation and the ability to speak out and express oneself. Knowledge about methods used to deal with and resolve conflicts is also included in the main subject area.

Contribution: The main subject area covers understanding the democratic decision-making processes at different levels. Furthermore, the main subject area deals with assisting the pupil council to improve the learning environment. It aims to motivate pupils to participate in democratic processes in their local community. Creating interest in discovering and counteracting violations to human rights is also included in the main subject area.

Non-formal and informal learning

Participative structures within formal education settings (e.g. pupils' participation in school councils)

Top-level policy regulations or guidelines requiring or encouraging pupils'/students' participation in decision-making in their educational institution:

1. **Participation in the running of their school** (budget, optional subjects in curriculum, decision related to common room facilities):

- a) **§ 11-1 Education Act:** At each primary and lower secondary school there shall be a coordinating committee with two representatives for the teaching staff, one for other employees, two for the parents' council, two for the pupils and two for the municipality. One of the representatives for the municipality shall be the head teacher of the school.
- b) **§ 11-5 Education Act:** At each upper secondary school there is to be a school committee consisting of representatives for the staff and the county authority and two representatives elected by the pupils' council. The head teacher of the school is to be a representative for the county authority

1. **Participation in student bodies** (pupils 'parliament, pupils' councils):

- a) **§ 11-2 Education Act:** At each primary and lower secondary school there shall be one pupils' council for grades 5–7 and one for grades 8–10 with pupil representatives. The municipality shall determine the number of pupils' representatives.
- b) **§ 11-6 Education Act:** At each upper secondary school there is to be a pupils' council consisting of at least one member for every twenty pupils. The pupils' council shall be elected by written ballot.
- c) Principles for the Education (part of the Common Core Curriculum) also give prescriptions on pupil's participation.

2. **Mock Elections [Skolevalg]:** Most upper secondary schools hold mock elections a couple of weeks before general elections to encourage young people to become familiar with the political system and develop an interest in politics.

The mock elections have become an important indicator of new political trends, and young politicians and candidates in elections travel across the country to attend political debates at schools. The mock elections are supported by the government.

The Norwegian Children and Youth Council (LNU) together with several other non-governmental organisations typically organise campaigns aimed at encouraging young people to participate in the mock elections. Such campaigns sometimes receive funding from the Ministry of Local Government and Regional Development.

3. **Other:**

- a) **§ 11-1A Education Act:** At each primary and lower secondary school there shall be a school environment committee. The pupils, the parents' council, the employees, the school management and the municipality shall all be represented on the school environment committee. The school

environment committee shall be composed in such a way that the representatives of the pupils and the parents together comprise a majority.

- b) **§ 11-5a Education Act:** At each upper secondary school there is to be a school environment committee. The pupils, the employees, the school management and the county authority shall all be represented on the school environment committee. The school environment committee is to be composed in such a way that the pupils' representatives constitute a majority.

Top-level or large-scale programmes aimed at training school staff and pupils to enhance their skills to participate in decision-making structures.

(i) Pupil training: Norway has no separate top-level, or large scale programme to enhance pupil skills to participate in decision-making structures.

(ii) Teacher training:

1. **The Strategy "Competence for Quality"** aims to provide teachers and school leaders with Professional development opportunities.

The competence development is provided by the University Colleges and financed by The Directorate for Education and Training. The teachers and school leaders can apply for scholarship and the local school authorities can apply for grants for substitute teachers. Local school authorities make the decision and distribute the grant and the scholarships.

The main goal for the strategy is to improve learning outcomes for the pupils.

The subjects prioritised are Norwegian, English, Mathematics, Norwegian sign language and Sami.

1. **The European Wergeland Centre** – (The Council of Europe) is located in Oslo.

The European Wergeland Centre (EWC) is a resource centre for education professionals, researchers, civil society, policymakers, parents and students. It was established by the Council of Europe and Norway to support member states to bridge policy and practice in the field of education for democratic citizenship, human rights and intercultural understanding.

EWC provides long-term systematic programmes in education for democratic citizenship, human rights and intercultural understanding, involving a wide range of stakeholders from policy, research and practice.

EWC cooperates with national authorities in order to adapt programmes to national education systems, their needs and priorities, and build stronger national ownership and responsibility.

The centre supports local and national capacity building through training and networking and contribute to policy development in the Council of Europe, Norway and other member states.

Measures to encourage student participation in the local community and wider society

Generally: Norway has no national programmes supporting extra-curricular activities. However, many municipalities have established local youth councils for participation and inclusion of youth into the political life of the community. Read more on to [5.3 Youth Representation Bodies](#).

Through teacher training: The framework plans for ITE (Initial Teacher Education) mention "the ability to contribute to innovation processes within the school

and facilitate the involvement of local working life, communities, arts and culture life in the teaching" as one learning outcome.

The framework plans for ITEs also refer to the current Core Curriculum for primary and secondary school. Participation of local community, parents and peers are mentioned in connection with the context for learning in the school curriculum. ITE institutions must see to that their own programmes, plans and curriculum for ITE match these documents.

Partnerships between formal education providers, youth organisations and youth work providers

Norway currently has no policy/legal framework for partnerships between formal education providers, youth organisations and youth work providers.

The National Curriculum encourages co-operation with civil society and organisations but does not prescribe any particular partnerships for contributing to citizenship learning outside school.

Albeit partnerships like these are not formalized in Norway, the partnership that is encouraged is described in the official reports on volunteering and youth volunteering.

Norway has currently no specific policy initiatives aiming to encourage the formation of such partnerships.

Norway has no specific public fund scheme available to support the formation of such partnerships.

Supporting non-formal learning initiatives focusing on social and civic competences

Norway has no national/top-level programmes establishing, encouraging or supporting education projects related to the promotion of civic and social competences (non-formal learning).

Non-formal learning initiatives focusing on social and civic competences are described in the official reports on volunteering and youth volunteering:

1. Official Norwegian Report 2006: 13 Meaningful leisure time – government policy and support of child and youth voluntary organizations. See [2.3 National Strategy on Youth Volunteering](#).
2. Report No. 39 to Storting (2006-2007) Volunteerism for all. See [2.3 National Strategy on Youth Volunteering](#).

Quality assurance/quality guidelines for non-formal learning

Norway has no existing system dedicated to quality assurance of non-formal learning activities/projects.

The principles of citizenship education are integrated into the curricula of many different subjects in Norway, rather than being a separate subject. Therefore the principles may be tested indirectly in national tests, but there are no dedicated national tests for this area.

Educators' support

Continuous training and certification related to the development of social and civic competences is not something that is offered separately in Norway, as citizenship and democracy is not an isolated subject in Norway, but integrated in all subjects taught.

A certification programme that has a significant focus on developing social and civic competences is the strategy "Competence for Quality."

The Strategy "Competence for Quality" [Strategien kompetanse for kvalitet] aims to provide teachers and school leaders with Professional development opportunities

The competence development is provided by the University Colleges and financed by The Directorate for Education and Training. The teachers and school leaders can apply for scholarship and the local school authorities can apply for grants for substitute teachers. Local school authorities make the decision and distribute the grant and the scholarships.

The main goal for the strategy is to improve learning outcomes for the pupils.

The subjects prioritised are Norwegian, English, Mathematics, Norwegian sign language and Sami.

5.8 Raising political awareness among young people

Information providers / counselling structures

The public authorities and bodies responsible for disseminating information about democratic rights and democratic values for young people

The Norwegian Ombudsman for Children [Barneombudet]

The Norwegian Ombudsman for Children is an advocate for the rights of children and young people. The Norwegian Ombudsman for Children was the world's first Ombudsman for Children (1981).

The main responsibilities of the Ombudsman for Children and Youth:

1. Ensure that the opinions of children and young people are heard and that their rights are upheld
2. Ensure that the authorities in Norway comply with the Convention on the Rights of the Child

The Ombudsman for Children also seeks to influence the authorities in ways that can create a better society for children and young people. This is being done in ways of:

1. Holding lectures and seminars for people who work with/provide services for children
2. Writing letters to the authorities when it is believed that the rights of children are not being satisfactorily upheld
3. Giving statements when laws are being written or amended.
4. Giving interviews to the media and being active on social media platforms
5. Meeting with government ministers and members of Parliament

The Ombudsman also provides advice and information on the rights of children to people online or via email/telephone.

The Ombudsman reaches out directly to children and young people and consults them on their experiences, and relays recommendations and perspectives from these consultations, to decision-makers.

Every year, the Ombudsman for Children directs especial attention to one or more areas within which we have identified the need to reinforce the rights of children.

The Norwegian Directorate for Children Youth and Family Affairs (Bufdir) – particularly through the website ung.no [young.no] and sub segment on children, youth and rights [[rettighetene dine](#) and [rettigheter](#)]. Ung.no is the most utilized contact point where young people inquire and access information on children youth and rights.

Ung.no is financed by Bufdir, and through them, the Ministry of Children and Equality.

Youth-targeted information campaigns about democratic rights and democratic values

Norway currently has no major, large-scale, youth-targeted information campaigns about democratic rights and/or democratic values.

Norway does not currently have any outreach programmes targeting first time voters.

Youth-targeted awareness-raising campaigns/actions on European values, are for the most part executed through:

1. **The National Erasmus+ Youth in Action Office [Erasmus+ Aktiv ungdom] and the Norwegian Directorate for Children Youth and Family Affairs (Bufdir)**

a) Type of initiative/action:

1. Mobility: European Voluntary Service, Youth Exchanges, Mobility for Youth Workers
2. Partnerships: Strategic Partnerships, Transnational Youth Initiatives
3. Policy: Meetings between young people and decision-makers in the field of youth.

b) Specific target groups: Universal, youth between the ages of 13 and 30.

2. **The Youth organization European Youth [Europeisk Ungdom]**

Europeisk Ungdom (European Youth // Young Federalists of Norway // JEF Norway) is the Norwegian section of [Young European Federalists](#). JEF Norway is a non-partisan youth NGO working for a Norwegian EU membership and a more democratic Europe.

a) Type of initiative/action: Lobbyism, campaigning, awareness work, study circles, conferences, hearing rounds and hearing notes.

b) Specific target groups: Universal, youth between the ages of 13 and 30.

1. **The Youth Organization Press**

a) Type of initiative/action: Lobbyism, campaigning, awareness work, study circles, conferences, hearing rounds and hearing notes.

b) Specific target groups: Universal, youth between the ages of 13 and 25.

Norway currently has no public campaigns, awareness raising actions, or media initiatives on youth democratic rights and/or democratic values.

Promoting the intercultural dialogue among young people

Norway has currently no top-level or national initiatives or projects promoting intercultural dialogue of young people from different cultural backgrounds.

Initiatives and intercultural dialogue projects are usually found in larger urban areas, initiated by volunteer organizations and/or municipal departments working with youth.

Promoting transparent and youth-tailored public communication

The initiative 'Klart språk i staten' ['clear/comprehensible language in the government'] exists to further train public servants to practice the use of 'precise, clear, and user adapted language in governmental/official documents' (Translated from the intent description at [the Norwegian Council of Language's webpage \[in Norwegian\]](#)).

Beyond the programme mentioned above, Norway has no policy frameworks or guidelines on transparent public communication targeting young people.

Norway has no national or large-scale programmes or initiatives on providing training for policy-makers at various levels on suitable and youth-tailored communication. Such training is offered through the youth organizations, or through the youth political parties.

5.9 E-participation

Norway has no existing legal frameworks and key policy programmes, projects or initiatives enabling or encouraging young people to participate in political processes electronically.

E-voting (polls), e-consultation, e-representatives, or online petitions are commonly used both by adults and youth in political processes, but there are no initiatives or programmes that address or encourage online/e-participation actively and/or separately.

Norway currently has no national data or studies treating the relationship between e-participation and youth political engagement.

5.10 Current debates and reforms

Youth participation is not often talked about in Norwegian media, and it is not often on the political agenda in public debates, or a top priority measure for political parties.

Participation and youth democratic citizen training is for the most part a segment of other larger political initiative, like social inclusion measures, volunteering, or outreach/solidarity campaigns ([Official Norwegian Report 2011:20. Youth – Power and Participation](#)).

The low priority of youth participation as equal citizens can either be an expression of

1. **Definition of group:** The general sectoral division of Norwegian politics (Norway does not have a direct youth policy, rather a distinction between underage/children, and adults as focus groups with special efforts under larger sectoral political sectors (education, volunteering, organizational work, sports)
 - a) Because 'youth' in this sense is defined as judicial children, they have different needs, different competencies, and different potential contributions to the general political arsenal.
2. **Regardless of definition of group:** just a general low priority to youth (underage) participation ([Official Norwegian Report 2011:20. Youth – Power and Participation](#)).

Ongoing Initiative

The Ministry of Local Government and Modernisation, the Ministry of Labour and Social Affairs, and the Ministry of Children and Equality have sent out a hearing note on a potential change to Act relating to municipalities and county authorities [[Local Government Act](#)] §10. This hearing note suggest that rules and regulations to the inclusion and administration of youth councils is included in the legislation.

The hearing note does not recommend however that consultative youth councils are made mandatory by law at the municipal or county level.

The hearing note on councils in municipalities and counties for youth, elderly, and persons with disabilities (2016) is currently only available in Norwegian [[Høyringsnotat om råd i kommunar og fylkeskommunar for ungdom, eldre, og personar med funksjonsnedsetjing 2016](#)]

The deadline for the consultation was May 20th 2016. The initiative is still under deliberation.

6. Education and Training

Introduction

In general, Norwegian local administrations (municipalities and county-municipalities) have a high degree of autonomy to solve appointed tasks by top level authorities. The same is true for education. The 'Knowledge Promotion' reform introduced in 2006 gave municipalities more authority for decision-making in methods of instruction, free choice of learning materials, development of curricula, and the organization of instruction.

See [6.1 General Context and \(iii\) Main concepts](#); and [6.2 Administration and governance](#) and Specific policy domains and responsibilities at the three levels of political administration.

Norway has an emphasis on the formal educational route. Albeit programmes/initiatives/strategies on informal/non-formal learning (often signified as volunteer activities in organizational work) are appreciated and recognized, there are few arrangements of formal recognition that makes these directly transferrable/applicable to formal education and training. See [6.4 and Validation of non-formal and informal learning](#).

6.1 General context

Main trends in young people's participation in education and training

One of the main challenges to young people's participation in education and training in Norway have been to increase the completion rate of upper secondary school. As of June 2017 73 percent of students in upper secondary school graduated within a timeframe of 5 years, which is an improvement of approximately 3 percent since 2007.

The standardized duration of upper secondary education is between 3 and 4 years, pending on the specialization route of the programme, and between academic and vocational programmes. The completion rate is particularly low in vocational programmes (59 percent – both genders) and on average 10 percent lower for boys versus girls ([Statistics Norway, 2017](#)).

As for young men and women between the ages of 18 and 24, the level of early leavers of school and training has decreased for young women from 14.1 percent in 2007 to 8.9 percent in 2016, and for young men from 22.7 percent in 2007 to 12.9 percent in 2016 ([Eurostat, 2017](#)).

Organisation of the education and training system

Compulsory education covers 10 years and comprises two stages:

1. Primary school: grades 1-7 (age 6-12)
2. Lower secondary school: grades 8-10 (age 13-16).

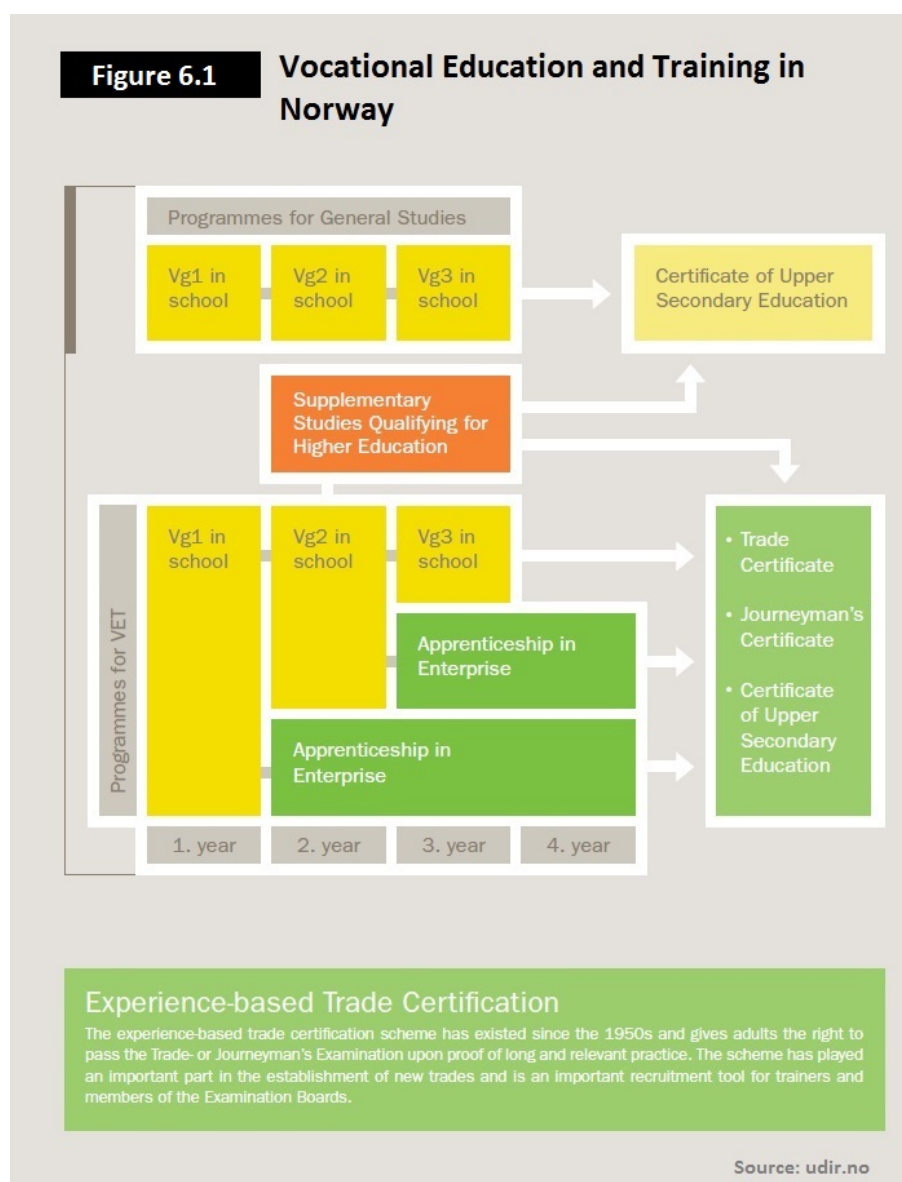
Upper secondary school (grade 11 – 13) is not mandatory. Young people who have completed primary and lower secondary education, have a right to three years' upper secondary education and training leading either to admission to higher education, to vocational qualifications or to basic skills.

[The Education Act](#) (Opplæringsloven) with [regulations](#) and the Independent Schools Act [[Lov om frittstående skolar \(friskolelova\)](#)] are the legal foundation for respectively the public and private primary and secondary education in Norway.

VET

VET programmes run through the course of 4 years, whereof either two or three years are spent in an enterprise as an apprentice. The programme awards a successful student a 'Certificate of Upper Secondary Education' and a 'Journeyman's Certificate' or a 'Trade Certificate.'

Alternatively, the experience-based certification scheme gives adults the right to pass the Trade or Journeyman's examination upon proof of long and relevant practice. The scheme has played an important part in the establishment of new trades, and is an important recruitment tool for trainers and members of the Examination Board.

Figure 6.1 Vocational Education and Training in Norway (Udir, 2007).

Adult education

Adult education includes adult education at primary, lower secondary and upper secondary level, folk high schools, adult education associations and independent distance learning institutions.

Adults who have not completed sufficient primary and lower secondary education are entitled to education at these levels. Adults from the age of 25 years who have completed primary and lower secondary school or the equivalent, but not upper secondary education, have the right to such education upon application.

A study association consists of two or more voluntary organisations and offers a selection of courses, ranging from basic education/training to work training and studies at university level. Study associations offer courses in most municipalities and can apply for government funding.

The folk high schools are free, and are general education schools that also have a clear integrative goal. Folk high schools do not have a curriculum or examinations. Folk high schools offer both short courses lasting at least two days and a maximum of 94 days, and long courses with a duration of 4-10 months.

Web-based schools offer a high degree of flexibility as teachers and students may communicate with each other regardless of time and place. The teaching is organised as web-based tuition or combined web-based tuition and central or regional collections of students. Approved web-based schools can apply for state funding.

The labour authorities in cooperation with the education authorities offer [labour market training \(Arbeidsmarkedsopplæring\)](#) by the [Work and Welfare Authority \(NAV - Arbeids- og velferdsetaten\)](#). The courses lead to professional qualifications, and are conducted by various actors, primarily high schools, and own resource centres affiliated to the schools, but also study associations or other private providers. The business is fully financed by the state.

See also [Eurydice Country Description Norway, Chapter 8 Adult Education and Training](#).

ISCED levels

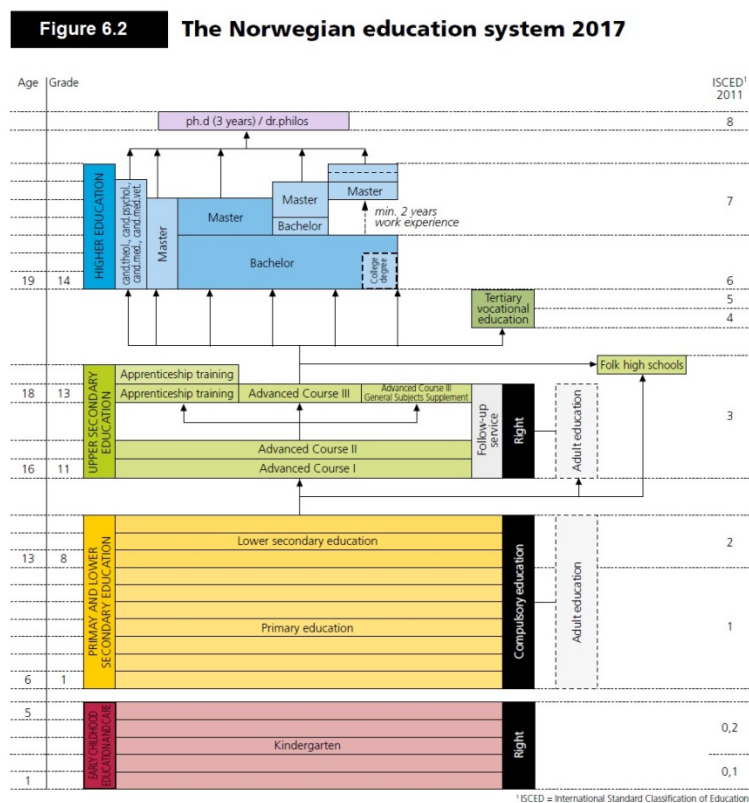
ISCED 1-2: PRIMARY AND LOWER SECONDARY EDUCATION covers education for children aged 6 to 15 and grades 1 to 10. Local authorities are required to offer before and after-school care for pupils in 1st to 4th grade.

ISCED 3: UPPER SECONDARY EDUCATION normally provides three years of general education or four years of vocational training after the 10-year compulsory education. The norm for apprenticeship training is two years of vocational training in upper secondary education followed by one or two years of practical training in enterprises.

ISCED 4-5: TERTIARY VOCATIONAL PROGRAMMES are post-secondary, but are not defined as higher education. The duration is a minimum of six months and a maximum of two years.

ISCED 6-8 HIGHER EDUCATION Higher education is based on general admission, normally completed secondary education. The main structure is a 3+2+3 model; a three-year bachelor's degree, two-year master's degree and three- to four-year doctoral programme.

Figure 6.2 The Norwegian Education System 2017 (Statistics Norway, 2017)



Source: Statistics Norway (2017) Facts about education in Norway 2017.

For more on the organization of the Norwegian education and training system, see also **Eurydice Country Description Norway**, Chapter 2:

1. **2.3 Organisation of the Education System and of its Structure**
2. **2.4 Organisation of Private Education**

Facts and analyses of kindergartens, primary and secondary education in Norway are further described by The Norwegian Directorate for Education and Training in [the Education Mirror \(2016\)](#).

Main concepts

Students: Student performance in PISA is relatively high, with significant improvement since 2006 in science and less dependence on socio-economic factors than in most OECD countries. ([OECD, 2013: Education Policy Outlook: Norway](#)) First generation immigrant students face performance challenges, but completion rates for second-generation immigrant students are close to average.

Norway has a comprehensive and mandatory education system until the age of 16, and high enrolment in pre-primary education.

At upper secondary level, there is strong supply and student uptake of vocational education and training, but the completion rates in general education and vocational programmes are low compared to the OECD average. Tertiary education attainment is higher than the OECD average ([OECD, 2013: Education Policy Outlook: Norway](#)).

Institutions: With large within-school variation in performance, learning environments in schools are less positive than the OECD average according to views of students at age 15. Schools leaders focus more on administrative than pedagogical tasks. ([OECD, 2013: Education Policy Outlook: Norway](#)).

Teachers report a high degree of self-efficacy and motivation to teach, but they receive less feedback and participate in fewer professional development activities than the TALIS average. Schools leaders focus more on administrative than pedagogical tasks (OECD 2013: TALIS - Teaching and Learning International Study)

Norway has developed a multifaceted system for evaluation and assessment in education: A quality assessment system [Kvalitetsvurderingssystemet]. The aim is to promote quality development throughout kindergarten, primary education and secondary education and training. National and local plans and goals are the basis for this systematic process. The quality assessment system consists of a knowledge base, tools, procedures and goals for key actors on different levels.

See also Eurydice Country Descriptions Norway, Chapter 11 Quality Assurance.

Governance and funding: Norway's central government sets the goals and framework, and decision-making is highly decentralised, with primary schools run by municipalities and secondary schools run by county municipalities.

Tertiary institutions are mostly autonomous in their decisions, including those on how they allocate resources.

Norway has generous funding at all levels of the education system: public and private educational institutions at all levels get most of their funding from public sources. Public education is free. (OECD, 2013: Education Policy Outlook: Norway).

In 2006, the Government introduced **the Knowledge Promotion** for primary and secondary education ([The Norwegian Ministry of Education and Research, 2006: The Knowledge Promotion Reform](#)).

The reform placed increased focus on basic skills and entailed a shift to outcome-based learning, new distribution of teaching hours per subject, a new structure of available

courses within education programmes and more autonomy at the local level. The main elements of the reform are:

1. **Basic skills:** In the subject curricula, five basic skills (reading, oral expression, writing, numeracy and use of digital tools) are integrated to adapt to each subject. The number of lessons in primary school was increased, especially in the first four years, in order to improve pupils' basic skills.

The reform stresses that individual students receive learning adapted to their abilities. In addition, for Years 1-4, municipalities shall ensure that adapted teaching in Norwegian/Sami language and mathematics is provided and is especially directed towards pupils with weak abilities in reading and mathematics.

1. **Clear standards for learning:** Subject curricula include clear objectives specifying the level of competence expected from students after Years 4, 7 and 10 and after each level in upper secondary education and training.

[A Quality Framework](#) defines the principles for developing optimal learning environments and learning achievements.

1. **Decentralisation of decision-making:** The reform also gives municipalities more authority for decision-making in methods of instruction, choice of learning materials, development of curricula, and the organization of instruction.

6.2 Administration and governance

Cross-sectorial cooperation

The 0-24 Cooperation Project for Vulnerable Children and Youth [[Samarbeid om utsatte barn og unge mellom 0 og 24 år](#)] is the main mechanism of cross-sectorial cooperation between ministries, directorates and agencies involved in defining top-level policies and measures on vulnerable children and youth.

The overarching goal is to support vulnerable children and youth between the ages of 0 – 24, through

1. Strong societal inclusion and participation.
2. A lasting labour market involvement.
3. Strengthen the completion rate of education and training.

Areas of focus are:

1. Cross-sectorial rules and regulation.
2. Sectoral plans and schemes shall be considered in unison.
 - a) Considering potential for simplification and streamlining.
3. Cooperation in the education and training arenas for refugees and asylum seekers.
4. Sectorial cooperation for children and youth with specific learning disabilities.
5. Children and youth apprenticeships with minority background and/or physical disabilities.

There is a specific emphasis on increasing the successful completion rate in upper secondary school [[videregående skole](#)].

The 0-24 Cooperation Project is appointed by a joint letter of commission [[oppdragsbrev](#)] from

1. [The Ministry Education and Research](#).
2. [The Ministry of Labour and Social Affairs](#).
3. [The Ministry of Children and Equality](#).
4. [The Ministry of Health and Care Services](#).

The joint letter of commission is addressed to

1. [The Norwegian Directorate for Education and Training](#).
2. The Directorate for Labour and Welfare [[Arbeids- og velferdsdirektoratet](#)].

3. [The Norwegian Directorate for Children, Youth, and Family Affairs.](#)
4. [The Norwegian Directorate for Health.](#)

The above mentioned directorates cooperate and coordinate the work and policies that are directed towards vulnerable children and youth between the ages of 0 – 24.

The 0-24 Cooperation Project is active as of 2015 – 2020. The Norwegian Directorate of Education and Training is leading the steering group, and has amended a mid-evaluation of the project as of 2016 [\[assignment in Norwegian\]](#).

The 0-24 Cooperation Project is affiliated with [the government's strategy against child poverty 2015-2017](#). See [1.3 National Youth Strategy](#).

Governance

The Norwegian Parliament (the Storting) and the Government define the goals and decide the framework for the education sector. The Ministry of Education and Research (and its executive agencies) is responsible for carrying out national educational policy. National standards are ensured through legislation, regulations, curricula and framework plans.

The Main Actors involved in Policy Making

1. [The Norwegian Ministry of Education and Research.](#)
2. [The Norwegian Directorate for Education and Training.](#)

Other Important Public Actors

1. [Skills Norway - The Norwegian Agency for Lifelong Learning \(Kompetanse Norge\).](#)
2. [The Norwegian National Service for Special Needs Education \(Statped\).](#)
3. [The Norwegian Agency for Quality Assurance in Education \(NOKUT\).](#)
4. [The Norwegian Centre for International Cooperation in Higher Education \(SIU\).](#)
5. [The Research Council of Norway \(NFR\).](#)
6. [National Parents' Committee for Primary and Secondary Education \(FUG\).](#)

The Main Actors involved in Policy Making

1) The Norwegian Ministry of Education and Research [Kunnskapsdepartementet]

The Norwegian Ministry of Education and Research is responsible for

1. Kindergartens.
2. Primary and secondary education and vocational training.
3. Tertiary vocational education.
4. Higher education.
5. Adult learning.
6. Research.

2) The Norwegian Directorate for Education and Training (Udir) [Utdanningsdirektoratet - Udir]

The Norwegian Directorate for Education and Training (Udir) is the executive agency for the Ministry of Education and Research. The directorate is responsible for the development of kindergarten and primary and secondary education and vocational training.

Udir has the overall responsibility for supervising kindergarten, education and the governance of the education sector, as well as the implementation of Acts of Parliament and regulations.

The Directorate is responsible for managing the Norwegian Support System for Special Education (Statped), a few state-owned schools and the educational direction of the National Education Centres.

Udir is responsible for all national statistics concerning kindergarten, primary and secondary education. On the basis of these statistics it initiates, develops and monitors research and development.

The objective of the Directorate is to ensure that all children, pupils and apprentices receive the high quality education they are entitled to.

Other Important Public Actors

1. **Skills Norway - the Norwegian Agency for Lifelong Learning [Kompetanse Norge]**

Skills Norway is the Norwegian Agency for Lifelong Learning, and is an executive agency under [the Norwegian Ministry of Education and Research](#).

Skills Norway aims to contribute to increased employment and active citizenship. Skills Norway will promote and demonstrate the importance of skills policy in the nation's development.

Skills Norway's main goals is to contribute to supporting active citizenship, improving employability and increasing participation in education.

Skills Norway promotes access and participation in formal, non-formal and informal adult education through research, basic skills, integration, career guidance and programmes and subsidies.

The agency is also involved in international cooperation:

1. The current national coordinator for the European Agenda for adult learning
2. Acts as the secretariat for
 - a) The national council for tertiary vocational education ([Nasjonalt fagskoleråd](#)).
 - b) [The Nordic Network for Adult Learning](#) (Nordisk Nätverk för Vuxnas Lärande, NVL).

1. **The Norwegian National Service for Special Needs Education (Statped) [Statlig spesialpedagogisk tjeneste (Statped)]**

Statped is a national service for special needs education made up of four regions and a main office located in Oslo. Statped is managed by The Norwegian Directorate for Education and Training, which is the executive agency for the Ministry of Education and Research.

Statped has six defined core areas:

1. Acquired Brain Injury.
2. Complex Learning Disabilities.
3. Deaf-blindness / Dual Visual and Hearing Impairment.
4. Hearing Impairment.
5. Speech and Language Impairment.
6. Visual Impairment.

Statped helps through its expertise to facilitate an active participation of children, youth and adults in education, training, and the work place.

1. **The Norwegian Agency for Quality Assurance in Education (Nasjonalt organ for kvalitet i utdanninga - NOKUT)**

NOKUT (the Norwegian Agency for Quality Assurance in Education) is an independent expert body under the Norwegian Ministry of Education and Research. The board of NOKUT is the agency's supreme governing body.

The agency has around 125 employees and is organised in four departments and a communication unit. Every year, between 200 and 300 experts are involved in various evaluation and accreditation processes under the auspices of NOKUT.

NOKUT works to support, strengthen and promote Norwegian higher education and tertiary vocational education.

1. **The Norwegian Centre for International Cooperation in Higher Education (Senter for Internasjonalisering av utdanning - SIU)**

SIU was established as an executive agency under the Norwegian Ministry of Education and Research in 2004.

The centre is Norway's official agency for international programmes and measures related to education. It is commissioned by several national and international public organisations to administer programmes at all levels of education.

In addition to programme administration, SIU is responsible for promoting Norway as a cooperation and study destination, as well as providing information and advisory services within the field of internationalisation in education.

Programmes and measures related to education and training: SIU administers international collaboration programmes, such as the Lifelong Learning Programme, within education and research on behalf of both The Norwegian Ministry of Education and Research and others.

SIU is also responsible for promoting Norway as an education and research destination, as well as providing information and advisory services within the field of internationalisation in education.

1. **The Research Council of Norway (Norsk forskningsråd - NFR)**

The Research Council of Norway is the national authorities' key advisor on research policy matters.

The Research Council serves as the chief advisory body for the government authorities on research policy issues, and distributes roughly NOK 9 billion [approx. 1 billion EUR] to research and innovation activities each year.

The Research Council works to promote international cooperation and increase participation in the EU framework programme on research and innovation. The Research Council further creates meeting places and provides a platform for dialogue between researchers, users of research and research funders.

1. **National Parents' Committee for Primary and Secondary Education (Foreldreutvalget for grunnopplæringen - FUG)**

The National Parents' Committee for Primary and Secondary Education is a consultative body under the Norwegian Ministry of Education and Research and a national committee for parents who have children in primary and/or secondary education.

Main non-public actors

1. [The Norwegian Association of Higher Education Institutions \(UHR\).](#)
2. [NPH - The Norwegian Network for Private Higher Education Institutions.](#)
3. [The National Union of Students in Norway.](#)
4. [School Student Union of Norway.](#)
5. [Organization for Norwegian Vocational Students.](#)

1. **The Norwegian Association of Higher Education Institutions [[Universitets- og høyskolerådet - UHR](#)].**

The Norwegian Association of Higher Education Institutions (UHR) is a co-operative body for higher education institutions in Norway. Founded in 2000, following the merger of the Norwegian Council of Universities and the Norwegian Council of

University Colleges, UHR aims to promote the development of Norway as a knowledge-based society of high international standard.

UHR facilitates co-operation and co-ordination among Norwegian higher education institutions. Furthermore, UHR advocates shared positions on central issues concerning higher education and research policy towards the Norwegian government, parliament and the wider society.

1. **The Norwegian Network for Private Higher Education Institutions** [[Nettverk for Private Høyskoler - NPH](#)].

The Norwegian Network for Private Higher Education Institutions (NPH) was founded in 2000 to facilitate and strengthen the co-operation and co-ordination among Norway's more than 20 private higher educational institutions.

NPH advocates shared positions on central issues concerning higher education and research policy towards the Norwegian parliament [Storting] and government [Regjering].

1. **The National Union of Students in Norway** [[Norsk studentorganisasjon – NSO](#)].

The National Union of Students in Norway (NSO) is the largest organisation for students in Norway. The organization has 33 member unions from higher education institutions across the country. The member unions represent more than 230 000 students.

NSO's goal is to ensure students' academic, social and economic rights.

1. **School Student Union of Norway** [[Elevorganisasjonen - EO](#)].

The School Student Union of Norway is a national, politically independent organization that organizes and represents students in Norwegian schools.

The Union works to provide information on student rights, and to influence the national and local school politics in Norway. The organization currently organizes students in lower- and upper secondary school [ungdomsskole og videregående skole].

1. **Organization for Norwegian Vocational Students** [[Organisasjon for Norske Fagskolestudenter - ONF](#)]

The organization for Norwegian Vocational Students (ONF) was established in 2012, and is a politically independent organization that represents students in vocational schools in Norway.

The Union works to provide information on student rights, and to influence the national and local school politics in Norway. The organization offers professional counselling for vocational students.

The General Distribution of Responsibilities

State level

Governance at state level consists of the following actors:

1. The Monarch (for the most part a symbolic-constitutional actor).
2. The Parliament [Stortinget].
3. The Ministries [Departementene], and underlying executive agencies.
4. The County Governor Office (Fylkesmannen).
5. The directorates [Direktoratene].

The main responsibilities of the central government in the child and youth sector are:

1. The formulation of policy.
2. Legislation.

3. Financial transfers.
4. Allocations for research.
5. Human resource development.
6. Information and advisory services.

Youth laws and youth strategies are formally constituted, either by

1. The Government [Regjering] through its ministries [Departement], or
2. The Parliament [Storting] through MPs [Stortingsrepresentant] or its committees.

Central government administration at county level [Fylkesmannen]

The offices of the County Governor are a part of the executive branch of the central government, and are thus the state representatives at county level.

The county governor ensures

1. That national policy is implemented in important sectors.
2. The necessary coordination between the various sectors at regional level.
3. Due process of law at regional level.

The main responsibilities of the County Governor's office [Fylkesmannen] in the child and youth sector are:

1. Body of appeal for municipal administrative decisions.
2. Responsible in coordinating governmental plans/initiative/strategies at the municipal level.
3. Responsible in overseeing the execution of government plans/initiative/strategies.
4. As an informational intermediate between state, county, and municipal governmental levels.

Ombudsman [Ombudsmann]

There are four Ombudsmen at state level that work for the rights and needs of youths under their specific area of responsibility (see Chapter 1 '[The main authorities responsible for youth policy – Ombudsmen](#)')

County level

County municipality [Fylkeskommune]

The main responsibility areas of the county municipalities in the child and youth educational sector are:

1. Upper secondary schools.
2. Educational and mental health counselling services.

In cooperation with educational services and institutions – also funded/run by county-municipal funding:

1. Culture.
2. Cultural heritage management.

The Ombudsmen for pupils and apprentices/trainees [[Ombudene for elever og lærlinger](#)] works at the county level, and caters to the rights and needs of youth who are enrolled in upper-secondary school, or work as apprentices/trainees.

Municipal level

The practical implementation of child and youth policy lies primarily at the municipal level.

The main responsibilities of the municipality [kommunen] in the child and youth sector are:

1. Primary and lower secondary education (1st through 10th grade),

In cooperation with educational services and institutions – also funded/run by municipal funding:

1. Child and youth 'clubs' or activity houses.
2. Regional fund schemes in support of volunteering/organizations.
3. Outpatient health services.
4. Some social services.
5. Zoning (land use planning and regulation).

Child and youth organizations are important collaborating actors at the municipal level. Important sectors within NGOs and youth organizations are e.g. sports, arts, school/education, politics, and international exchange.

See also Eurydice Country Description Norway, Chapter 2 on:

2.6 Administration and Governance at Central and/or Regional Level

2.7 Administration and Governance at Local and/or Institutional Level

2.8 Statistics on Organisation and Governance

6.3 Preventing early leaving from education and training (ELET)

National strategy

New Possibilities - Cooperation strategy plan on assistance services to youth. [Ny Giv – Oppfølgingsprosjektet – samarbeid om oppfølging av ungdom].

Official Document: Cooperation strategy plan [[Eksempelsamling](#)]

Date of introduction and timeframe: 2010 – 2013. Now incorporated into other strategies and programmes – see 'major revisions/updates.'

Scope and Content: Ny Giv [New Possibilities] is a national project that aims to increase the successful completion rate in upper secondary education and training from 70 to 75 per cent. Another major goal is to improve the co-operation between different levels of government and between different measures. The project is nation wide and several measures are implemented to accomplish the goal of increased completion in upper secondary education and training.

Measures include a multitude of initiatives and actors, with focus on:

The Completion Statistics Project [Gjennomføringsbarometeret] establishes common goals for better completion of upper secondary education and training and a common data and statistical basis for assessing the achievement of goals. The Completion Statistics Project has also been referred to as 'the completion barometer' by the Norwegian Directorate for Education and Training (Udir).

The Transition Project [Overgangsprosjektet] targets low-performing students at the end of Year 10 and in upper secondary education and training. It focuses on reading literacy, writing and mathematical skills.

The Follow-Up Project [Oppfølgingsprosjektet] targets 16-21 year-olds who are neither in school nor in employment to motivate them to participate in education leading to basic competence or university and college admissions certification. The project includes professional development for officers in the follow-up service.

The initiative has produced many sub-categorized initiatives, like the 'pilot guide initiative' [[Støtte til oppfølgings- og losfunksjoner for ungdom](#)] under the above mentioned Follow-up Project where a designated pilot follows a student who shows signs of dropping out of school. The pilot guide may for instance make home visits to make sure students come to school. The pilot guide also works as a coordinating and informational intermediate between families and students with particular difficulties or challenges.

Government Authority:

[The Ministry of Education and Research](#)

[The Ministry of Labour and Social Affairs](#)

[The Ministry of Children and Equality](#)

Monitoring/Assessment/Evaluation: The initiative was evaluated in 2014 by NOVA – Norwegian Social Research ([Backe-Hansen et.al., 2014](#)), with a positive conclusion (affirmative on individual level – not yet on a systemic statistical level).

Major Revisions/Updates: The 'New Possibilities' programme was completed in 2013. The elements of the programme were incorporated into

1. The national strategy towards supporting leadership and learning in lower-secondary education [[Ungdomstrinn i utvikling](#)] which runs from 2012/2013 through 2016/2017.
2. The Programme to increase the completion rate and quality of upper-secondary education [[Program for bedre gjennomføring i videregående opplæring](#)].
3. The government's [strategy against child poverty 2015-2017](#). [Barn som lever i fattigdom. Regjeringens strategi mot barnefattigdom 2015 - 2017]

Formal education: main policy measures on ELET

No new policies or reforms are introduced after 2015 ([see segment above](#)).

General formal education

The general formal education policies related to ELETs are described in the initiative mentioned above: [New Possibilities - Cooperation strategy plan on assistance services to youth](#).

Vocational education and training (VET)

The VET policies related to ELETs are described in the initiative mentioned above.

See also the 2014 Eurydice report "[Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures](#)" pp. 216-217.

Specific target groups

Particularly youth not in education, employment, or training (NEET) between the ages of 16 and 21. See the above mentioned initiative, and in particular the Follow-up services.

See also the 2014 Eurydice report "[Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures](#)" pp. 216-217 as reported from the National Eurydice Correspondent from Norway.

Addressing ELET through non-formal and informal learning and quality youth work

No new policies introduced after 2014. Current arrangements are described in the initiative mentioned above.

See 2014 Eurydice report "[Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures](#)" pp. 216-217 as reported from the National Eurydice Correspondent from Norway.

Cross-sector coordination and monitoring of ELET interventions

No new measures or reforms specific to ELET have been introduced after 2014. However, the cross-sectorial coordination effort "The 0-24 Cooperation Project for Vulnerable Children and Youth" [[Samarbeid om utsatte barn og unge mellom 0 og 24 år](#)] is as of 2017 is still being led.

See [6.2 Administration and governance and Cross-sectorial cooperation](#).

Specific descriptions of cross-sector coordination and monitoring of ELET interventions are not mentioned in the 0-24 Cooperation Project documents that are publicly available.

6.4 Validation of non-formal and informal learning

Arrangements for the validation of non-formal and informal learning

Norway has an emphasis on the formal educational route. Albeit programmes/initiatives/strategies on informal/non-formal learning (often signified as volunteer activities in organizational work) are appreciated and recognized, there are few arrangements of formal recognition that makes these directly transferrable/applicable to formal education and training.

For validation of learning outcomes in formal education in Norway, **see also** Eurydice Country Description Norway, Chapter 6 on [Upper Secondary and Post-Secondary Non-Tertiary Education](#).

Main arrangements for the validation of non-formal and informal learning

As of 2017, Norway has one **arrangement** for obtaining formal education qualifications on the basis of skills and competences gained through non-formal and informal learning.

The Prior Experiential Learning Procedures [Ordnningen om realkompetansevurdering] address all the competences a person has acquired through paid or unpaid work, in-service training, continuing education, leisure activities in addition to the competence documented through basic education and training ([NOKUT, 2017: On Other Recognition Systems](#)).

A candidate may apply for an assessment of prior experiential learning both when

1. Seeking admission to higher education.
2. Seeking recognition of education if they want to take a Norwegian apprenticeship examination for a Norwegian craft certificate.

The arrangement is available to adults over the age of 25 who do not have higher education entrance qualifications, but wish to apply for admission to higher education.

Prior relevant experience need to be documented and admitted to The Norwegian Universities and Colleges Admission Service (NUCAS), the bureau responsible for admission to all undergraduate studies in Norway (with the exception of some private institutions).

The arrangement is also available to candidates (not age-restricted) who have a foreign craft or journeyman's certificate and would like an assessment of their vocational competence. The candidate must be registered in the National Population Registry Office [Folkeregisteret] in Norway to be eligible for this assessment. The appropriate contact to assess foreign craft or journeyman's certificate should be addressed to the county council where the candidate lives or works.

The requirements and procedures for the assessment vary from county to county, but candidates will generally need to submit the following:

1. Documentation of completed education and training which shows the length and level of their education, theory and practical training.
2. Documentation of work experience abroad or in Norway may be a requirement or an advantage.
3. Documentation translated into Norwegian or English.

[Validation of prior learning \(VPL\) in primary and upper secondary education](#), including vocational training (VET), is regulated by law in [The Education Act](#)(Paragraph 4A).

See also:

Eurydice on Adult Education and Training, and [8.5 Validation of Non-formal and Informal Learning](#).

Youth Wiki sections:

[2.8 on the validation of skills through participation in voluntary activities](#).

[3.5 on the recognition of learning outcomes of traineeships and apprenticeships](#).

Policy/programme/project/initiative

See description above on The Prior Experiential Learning Procedures [Ordingen om realkompetansevurdering] [Anchor link]

See also **Eurydice** Country description Norway, Chapter 8 on Adult Education and Training, and [8.5 Validation of Non-formal and Informal Learning](#).

Target group(s)

The target group for “The Prior Experiential Learning Procedures” is for the most part older youth, and adults in their mid-twenties and above, who have substantial experience through other channels than the formal Norwegian educational institutions.

NEETs between the ages of 16 and 21 are mostly addressed through the follow-up measures described in [section 6.3](#) and thus encouraged to either stay in the formal educational arena, or to (re)enrol.

Read more on the national strategy on ELETs in section 6.3 Preventing early leaving from education and training (ELET) and [National Strategy: New Possibilities](#) - Cooperation strategy plan on assistance services to youth.

Information and guidance

Outlets and services

The Norwegian Universities and Colleges Admission Service (NUCAS) [Samordna opptak] Under the Norwegian Ministry of Education and Research [Kunnskapsdepartementet] is responsible for admission to all undergraduate studies in Norway (with the exception of some private institutions). This also applies to those applying on the basis of prior experiential learning. You can read more on the NUCAS website about [how to apply for admission on the basis of prior experiential learning \[Samordna opptak - Realkompetanse - only in Norwegian\]](#). You will also find information about deadlines and admission requirements.

Awareness-raising and public campaigns

As of 2017 (besides Erasmus+ Youth in Action and the Norwegian Centre for International Cooperation in Education) Norway does not have any large-scale initiatives (directly organised and/or funded by public authorities) for promoting the value of non-formal or informal learning, and for the purpose of this segment, the validation of such learning.

Quality assurance

The assessment and quality assurance of individual applications of **the Prior Experiential Learning Procedures** [Ordingen om realkompetansevurdering] are done by the County Municipalities [Fylkeskommunene - opptakskontorene] at the county municipal level, and by the Directorate for Education and Learning (Utdanningsdirektoratet) and by Skills Norway [Kompetanse Norge on the instructional level.

The Directorate for Education and Training (Utdanningsdirektoratet) and Skills Norway [Kompetanse Norge] are both executive and specialist agencies under the Norwegian Ministry of Education and Research.

All assessments and quality assurance of higher education in Norway is done by the Norwegian Agency for Quality Assurance in Education (NOKUT).

Main mechanisms

The assessment and quality assurance of individual applications of **the Prior Experiential Learning Procedures** are managed by the County Municipalities [Fylkeskommunene - opptakskontorene] at the local level.

Candidates with unfavourable outcomes of their applications may have their applications re-assessed by local appeal committees at county-municipal level [[Lokale klagenemnder - Samordna opptak](#)]. The final court of appeal is the National Appeals Court [[Samordna opptak om Nasjonal klagenemnd](#)] appointed by the Norwegian Ministry of Education and Research [Kunnskapsdepartementet].

Main criteria/indicators/standards

The criteria/indicators/standards for the approval of validation differs from which profession are considered.

[Rules and regulations](#) are available in Norwegian at the Norwegian Directorate for Education and Training (Udir) webpages.

The web-resources also offer standardized letters of approval and rejection to the local assessment officials.

Main outcomes of quality assurance mechanisms

Local administrative offices or appeal courts may receive feedback, advice, support, or recommendations from the Norwegian Directorate for Education and Training (Udir), or by Skills Norway [Kompetanse Norge] should they request for it.

The county-municipal appeal courts are independent courts.

6.5 Cross-border learning mobility

Policy framework

The main provisions and guiding principles concerning cross-border learning mobility, is primarily regulated the following official documents:

1. [The Education Act](#).
2. [Act relating to universities and university colleges](#).
3. [Act on Educational Support](#).
4. [The White Paper introducing the Quality Reform](#), and subsequent white paper on the internationalisation of education and research.

1. The education Act [Lov om grunnskolen og den videregående opplæringa (opplæringslova) LOV-1998-07-17-61].

2. Act relating to universities and university colleges [[Lov om universiteter og høyskoler](#) (universitets- og høyskoleloven) Lov 2005-04-01 nr 15]. Translation from 2005.

3. Act on Educational Support [Lov om Utdanningsstøtte (utdanningsstøtteloven) LOV-2005-06-03-37].

[The Norwegian State Educational Loan Fund](#) [Lånekassen] is a government agency appointed and regulated by the Act of Educational Support of 2005. The fund was established in 1947.

The Norwegian State Educational Loan Fund allocates loans and grants to Norwegian and certain foreign students for their education. The fund was established in 1947.

The Norwegian State Educational Loan Fund is organised under the Norwegian Ministry of Education and Research (Kunnskapsdepartementet).

The fund's objectives for educational support are to:

1. Give the same possibilities for education, regardless of economic and social background, geographical allocation, age, gender, and physical abilities.
2. Ensure that the society and the work force has access to competence,
3. Secure a satisfactory work environment for education; optimise the course of the degree work.

The Norwegian State Educational Loan Fund provides grants and loans to pupils and students in Norway, both in upper-secondary school, and in tertiary education. The fund also allocates financial support to Norwegian students abroad. See section on '[Funding and material support to participants](#)'. Foreign citizens may also apply and receive support for education in Norway when certain conditions are fulfilled.

4. The White Paper introducing the Quality Reform, No 27 (2000-2001) [[St.meld. nr. 27 \(2000-2001\) Gjør din plikt - Krev din rett. Kvalitetsreform for høyere utdanning](#)]. The White paper stresses a stronger emphasis on internationalisation as a means to increase the quality of Norwegian higher education and research.

The 'internationalisation of education' includes the following actors and elements:

1. Student, teaching and research staff exchanges.
 2. Curriculum development.
 3. Joint degrees.
1. Knowledge of international affairs.
 2. Use of international literature.
 3. International research co-operation.
 4. Profile of study programmes including English speaking courses.
 5. The creation of comparable systems of grades and degrees (through the Bologna Process).

The White Paper on internationalisation of education from 2009 further develops these perspectives [[Report No. 14 to the Storting \(2008-2009\) Internationalisation of Education in Norway - English Summary](#)].

See also **Eurydice** Country Description Norway, Chapter [13 on Mobility and Internationalisation](#).

See also the section on Norway at **Mobility Scoreboard** on

1. [Initial vocational education and training \(IVET\) indicators](#).
2. [Higher education indicators](#).
3. [Mobility Scoreboard: Higher Education Background Report](#).
4. [The CEDEFOP Mobility Scoreboard for IVET](#).

Main cross-border mobility programmes for students in formal education

For an overview of cross-border mobility programmes, the reader is encouraged to visit the Eurydice Country Description Norway, Chapter 13.7 on **Bilateral Agreements and Worldwide Cooperation**.

Description of main aspects

The main educational context for participation in cross-border mobility programmes is through exchange stays in upper-secondary education, undergraduate studies (BA), and graduate studies (MA/PhD) as well as researcher and teacher exchange stays. Exchange stays take place in general education, VET, and tertiary education/adult education.

Type of mobility: exchange as a part of a degree in Norway (upper-secondary school, university, research institution).

Average duration: usually one to two semesters (SIU, 2017).

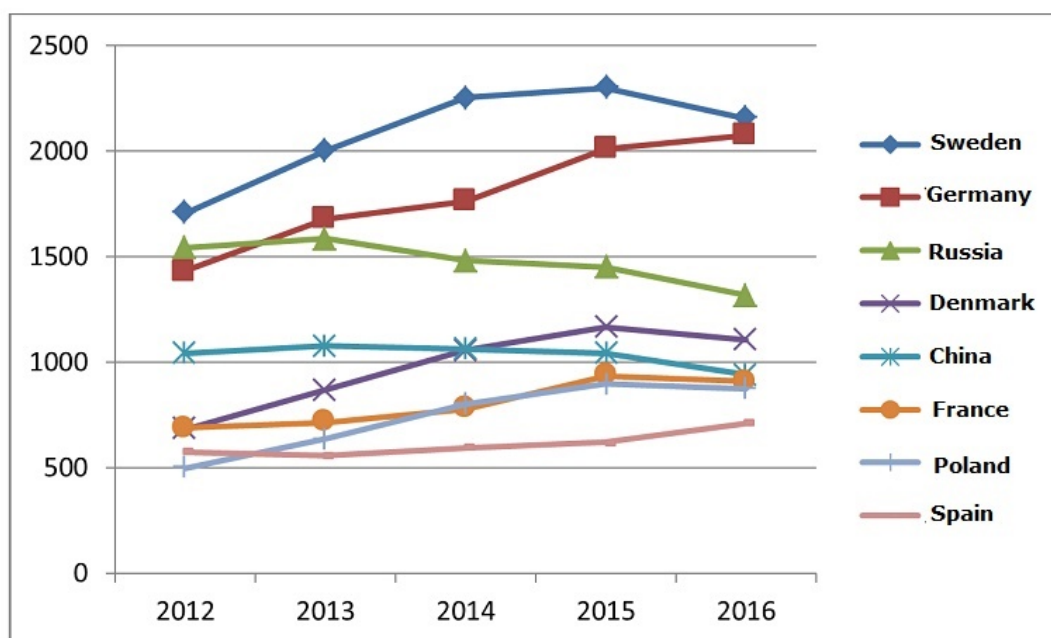
According to Eurydice [Mobility in Higher Education](#), Norway has a relatively small number of foreign students, compared to other countries. Suggested reasons are:

1. That most courses are taught in Norwegian.
2. Norway's geographical location.
3. The cost of living.

The foreign student population in Norway has expanded up until 2016, particularly the numbers of students with a non-EU/EEA background.

Figure 6.3 On foreign citizens enrolled in higher education between 2012-2016 by fall semester (SIU, 2017).

Figure 6.3 Foreign citizens enrolled in institutions of higher education in Norway. 2012-2016, by fall semester.



Source: NSD (2016) via SIU on student mobility 2015-2016.

The Norwegian Centre for International Cooperation in Education (SIU) is a Norwegian public sector agency that promotes international cooperation at all levels of education. SIU is also the Erasmus+ national agency for education and sports.

In addition to programme administration, SIU is responsible for promoting Norway as a cooperation and study destination, as well as providing information and advisory services within the field of internationalisation in education.

Funding and material support to participants

Most Norwegian students abroad are full degree students (17 448 as of 2015-2016 ([SIU, 2017](#))) and not related to any organised or formal student exchange programme. Full degree students are eligible, and can receive funding from the Norwegian State Educational Loan Fund [Lånekassen]. The degree may additionally be funded by other scholarships or other sources of funding.

The remaining Norwegian students who do an exchange stay abroad as a part of their degree in Norway (6 478 as of 2015-2016 ([SIU, 2017](#))), are also eligible to receive funding from the Norwegian State Educational Loan Fund.

The support provided by the fund may be granted in addition to other granted stipends and scholarships, like the Erasmus+ grant and alike.

As mentioned in the Mobility Scoreboard: Higher Education Background Report ([2016, pp. 67](#)). Erasmus student mobility represents a low share of the total credit mobility in Norway.

The loans and grants from the State Educational Loan Fund are portable. Portable funding means that additional funding is awarded where school tuition surpasses the expenses that the Norwegian student will typically have in their home country.

The Norwegian colleges and universities usually have an exchange coordinator/advisor that assists students abroad who do exchange stays as a part of their degree in Norway. The exchange coordinator/advisor is also responsible to promote student mobilisation, and promote active exchange programmes, like the Erasmus+ programme for student mobility in education.

The Association of Norwegian Students Abroad (ANSA) is a student interest and support organization for Norwegian students studying abroad. They offer information and guidance, expat support and network opportunities, and work for the interest and value of education mobility.

See also **Eurydice** Country Description Norway, Chapter 13.2 [Mobility in Higher Education](#).

Promoting mobility in the context of non-formal learning, and of youth work

Outside of Erasmus+ Youth in Action, Norway does not have a top-level measure/initiative/programme to promote mobility in the context of non-formal learning, and of youth work.

Consult the section on the Erasmus+ National Agency in Norway, under [2.6 Cross-Border Mobility Programmes](#).

Short description of any policy/programme/project/initiative

N/A.

Consult the section on the Erasmus+ National Agency in Norway, under [2.6 Cross-Border Mobility Programmes](#).

Public funding

N/A.

Consult the section on the Erasmus+ National Agency in Norway, and its budget, under [1.7 Funding youth policy](#).

Quality assurance

Main monitoring mechanisms

As described in Eurydice ([Mobility in Higher Education](#)) the Act on Universities and University Colleges (2005), states that the higher education institutions are themselves responsible for the recognition of foreign academic qualifications, as part of or equivalent with their Norwegian degree.

At the top level, the Norwegian Agency for Quality Assurance in Education (NOKUT) is responsible for the accreditation of higher education. The accreditation process of higher education involves ensuring that a said study program abides by current laws, rules and regulations, and that the quality of education is of high standard.

NOKUT administers the national ENIC-NARIC office and the information unit for the 1997 Council of Europe and UNESCO Lisbon Convention (on the Recognition of Qualifications Concerning Higher Education in the European Region), as well as the follow-up of the implementation of the Diploma Supplement linked to the Convention. The Diploma

Supplement is compulsory at all public higher educations since 2002. ([ENIC-NARIK - Norway](#)).

Main criteria/indicators/standards

The higher education institutions are themselves responsible for the recognition of foreign academic qualifications by the students who go on exchanges abroad.

On the individual level, students sign contracts and study plans as their regular educational programme progresses, and exchange stays are thus included in this administrative process.

Exchange students are able to receive mentoring and advice from their respective exchange advisors at their home universities during their stay.

Main outcomes

Each institution of higher education is rewarded per student with a programme completion within the standardised timeframe. Should students not meet the standardised criteria of quality and execution; the university will over time be penalized financially.

It is further possible that public funding can be withheld, should a respective study programme not meet the established quality criteria (but such cases are rare).

The Norwegian Agency for Quality Assurance in Education (NOKUT) offers advice and support to the quality of the education that each institution of higher education offer.

The Norwegian Ministry of Education and Research presented the report referencing the levels of the Norwegian Qualifications Framework for Lifelong Learning (NQF) to the levels of the European Qualifications Framework of Lifelong learning (EQF) at the meeting in the EQF Advisory Group on 6 June 2014. The report was approved and met all 10 referencing criteria ([ENIC-NARIK - Norway](#)).

6.6 Social inclusion through education and training

Educational support

Target group(s) identified in the official documents

The following official documents either describe the educational system primarily in connection with the below described target groups, or have a significant section on formal educational sector, contextualized within a broader strategy.

1. [New Possibilities](#): Cooperation strategy plan on assistance services to youth (Ny giv).

Target groups: **NEETs, youth vulnerable to or in danger of leaving school, and youth who have already left school.**

2. [Official Norwegian Report 2015:2](#). To belong – Efforts towards a safe psychosocial school environment.

Target groups: **Youth with behavioural/adaptive/socio-cultural integrative challenges, and their counterparts.**

3. [Strategy against child poverty 2015-2017](#).

Target groups: **families, youths, and children who are marginalized, and at risk of falling behind (economically and socially).**

1. [Official Report No. 19 \(2009\)](#): The right to learn, and [Report No. 18 to Storting \(2010-2011\)](#). Learning and community/fellowship.

Target groups: **Youth with learning and/or cognitive challenges, and/or disabilities, and their counterparts.**

2. [Report to Storting No. 6 \(2012-2013\)](#). A Comprehensive Integration Strategy.
Target groups: **Immigrant youth and/or youth with immigrant parents/legal guardians.**
3. [National Report No. 7 \(2010\)](#). Mastering plurality – Multi-lingual children, youth and adults in the educational system.
Target groups: **Bi/multi-lingual youth.**
4. [Action Plan for the Sami Language \(2009\)](#).
Target groups: **Sami youth (indigenous language and culture).**
5. [Universal design 2025](#). The Government's action plan for universal design and increased access 2009-2013.
Target groups: **Youth with disabilities.**
6. [Safety, diversity, openness](#). The Government's action plan against discrimination based on sexual orientation, gender identity, or gender expression 2017-2020.
Target groups: **LGBTI+ youth.**

Policies in the context of formal education

The formal responsibility for adapting education to the needs of all pupils, including those with special needs, lies with the county municipality and municipal sector. This mandate is formalised in [the Education Act](#) of 17 July 1998.

The main policy on special needs/adaptive education is described in

1. **Official Report No. 19 (2009): The right to learn**, and
2. **Report No. 18 to Storting (2010-2011). Learning and community/fellowship.**

The white papers focus on early efforts and effective learning environment for children and adults with special needs.

For more on the policies of adaptive and special needs education, see also **Eurydice Country Description Norway**, Chapter 12 on **Educational Support and Guidance**, describing the current policy regime and legislative framework.

Programmes/projects/initiatives

The Norwegian Directorate for Children, Youth, and Family Affairs (Bufdir) offers grant schemes that municipalities; and professional, religious, and volunteer organizations can apply and receive funding to initiatives and projects that may be of support of young people overcoming obstacles in their participation in non-formal and informal learning and youth work.

Further more, **Statped**, the national centre of expertise within the field of special pedagogics in the education sector, may also offer support of young people overcoming obstacles in their participation in non-formal and informal learning and youth work.

Statped is an agency under the Norwegian Directorate for Education and Training. The direction for Statped's work is embedded in the annual state budget.

As a part of the education sector in Norway, Statped is to ensure that children, youth and adults with special education needs in the best possible way can master their own lives and participate actively in education, work and society.

The municipalities and county authorities are responsible for children, youth and adults receiving good and adapted education and training in accordance with kindergarten and school laws and regulations.

Statped maintains the expertise within specialised areas where the challenges are so rare and complex that the municipalities cannot be expected to have the necessary expertise.

Statped's task is further to cooperate with the municipalities and county authorities to ensure good and adapted education and training for all: children, youth and adults. This can be either competence upgrading initiatives in kindergartens or schools or a contribution in an individual case.

Statped works in six defined core areas:

1. Acquired Brain Injury.
2. Complex Learning Disabilities.
3. Deaf-blindness / Dual Visual and Hearing Impairment.
4. Hearing Impairment.
5. Speech and Language Impairment.
6. Visual Impairment.

For a more extensive and detailed description on **needs provision in the context of formal education**, see also **Eurydice Country Description Norway**, Chapter 12 on Educational Support and Guidance:

[12.1 Special Education Needs Provision within Mainstream Education.](#)

[12.2 Separate Special Education Needs Provision in Early Childhood and School Education.](#)

[12.3 Support Measures for Learners in Early Childhood and School Education.](#)

[12.4 Guidance and Counselling in Early Childhood and School Education.](#)

[12.5 Support Measures for Learners in Higher Education.](#)

[12.6 Guidance and Counselling in Higher Education.](#)

[12.7 Support Measures for Learners in Adult Education and Training.](#)

[12.8 Guidance and Counselling in a Lifelong Learning Approach.](#)

Public funding

As most special needs provision and adaptive education measures are provided at local level (county municipal and county municipal level [fylkeskommunalt og kommunalt nivå]), the amount of funding and services offered vary greatly, and the figures are not publicly available.

A further point is that measures are often targeted towards the general population. E.g. Statped's budget (see description above) is dedicated to children, youth, and adults. Separate budget allocations for measures exclusively targeted towards youth are not publicly available.

Social cohesion and equal opportunities

Norway's official policy is to enforce equal access to and equal opportunities to succeed in, and successfully graduate from, formal education. Official policy is to make sure that formal education encourages democratic participation, cultural development and the individuals' sense of self-esteem and identity.

See also Eurydice Country Description Norway, Chapter 1 on [Political, Social and Economic Background and Trends](#).

Policies in the context of formal education

Formal education is, among others, regulated by the Education Act (from primary to upper-secondary school) and by the Act relating to universities and university colleges.

For a complete overview of the legislation regulating formal education, see also Eurydice Country Description Norway, Chapter 15 on [Legislation](#).

According to the legislation, all students, regardless of gender, ethnicity, physical and/or learning ability, social background, shall have access to, and be able to participate on equal grounds as their peers. To realise this goal, the formal educational institutions, and through them the government, is to provide the necessary support to achieve this equal access and ability to participate.

As to citizenship education, actions related to the education for democracy and human rights, are described in [the Education Act](#) (Chapter 1, Objectives), by regulations to the Act (§9A), and in the Core Curriculum.

See also **Youthwiki** chapter 5 on **Participation** and [5.7 "Learning to participate"](#) through formal, non-formal and informal learning.

The above mentioned section describes the development of social and civic competences of young people through formal, non-formal and informal learning in Norway.

Programmes/projects/initiatives

Norway has a number of programmes/projects/initiatives to counter discrimination, and to help increase social cohesion and ensure equal opportunity.

See also **Youthwiki** chapter 4 on **Social Inclusion**, and [4.4 Inclusive Programmes for Young People](#).

The above mentioned section describes measures and programmes by topic, and includes annual budgets where available.

Main lines of public funding

Varies by the different programmes/projects/initiatives.

See also **Youthwiki** chapter 4 on **Social Inclusion**, and [4.4 Inclusive Programmes for Young People](#).

The above mentioned section includes annual budgets (where this information is available), and their respective lines of public funding.

6.7 Skills for innovation

Innovation in formal education

Norway's current national strategy for the development of entrepreneurship competence and of an entrepreneurial mind-set among young people is described in the action plan:

1. [Entrepreneurship in Education and Training – from compulsory school to higher education 2009-2014](#)
 - a) [[Handlingsplan Entreprenørskap i utdanningen – fra grunnskole til høyere utdanning 2009–2014](#)]

The action plan is further built on the previous strategy plan that was launched in 2004:

1. [See the Opportunities and Make them Work! – strategy for entrepreneurship in education and training 2004-2008](#)
 - a) [[Se mulighetene og gjør noe med dem! – strategi for entreprenørskap i utdanningen 2004-2008](#)]

Consult also **Youthwiki** chapter 3 on Employment and Entrepreneurship in Norway, and **3.8 Development of Entrepreneurship Competence**.

Curriculum and steering documents

Entrepreneurship for both compulsory education and for upper secondary education and training is embedded in the Core Curriculum (under revision), the [Quality Framework](#) and in the various subject curricula. A more detailed description can be found in the previous strategy '[See the Opportunities and Make them Work!](#)'.

The broad approach to entrepreneurship in education and training that forms the basis for the Action Plan, makes it difficult to chart the extent of entrepreneurship in primary and secondary education and training.

The reader is invited to consult **Youthwiki** chapter 3 on Employment and Entrepreneurship in Norway, and **3.8 Development of Entrepreneurship Competence** where entrepreneurship training/teaching is described separately for:

1. [Upper Secondary Education](#).
2. [Vocational Education and Training](#).
3. [Higher Education](#).
4. [Adult Education](#).

Main topics addressed

According to the Government's action plan [Entrepreneurship in Education and Training – from compulsory school to higher education 2009-2014](#)* Norway is to be a leading force when it comes to entrepreneurship in education and training.

* Action plan signed by the Minister of Education, the Minister of Research and Higher Education, the Minister of Local Government and Regional Development and the Minister of Trade and Industry 2010.

The main objective is to strengthen the quality of and the scope of entrepreneurship education and training at all levels and areas of the education system, and states 14 measures to obtain this objective:

1. Implement the qualifications framework for higher education.
2. Establish places for entrepreneurship and innovation in higher education.
3. Invite applications for funds for developing programmes of study in entrepreneurship and innovation at universities and university colleges.
4. Invite applications for funds for developing new programmes of study in intellectual property rights.
5. Invite applications for funds for continuing education in entrepreneurship for teachers.
6. Follow up the evaluation of engineering education and revision of the National Curriculum for engineering subjects.
7. Make entrepreneurship in the Business PhD scheme more visible.
8. Review the report indicators for entrepreneurship and innovation from universities and university colleges.
9. Follow up the Knowledge Promotion Reform.
10. Establish a website for digital teaching aids for entrepreneurship in primary and secondary education and training.
11. Continue to allocate funds to JA-YE Norway.
12. Strengthen research on and start evaluations concerning entrepreneurship in education and training.

13. Organise conferences and contribute to the establishment of meeting places for entrepreneurship in education and training.
14. Strengthening efforts for young entrepreneurs in Innovation Norway.

Provision of pedagogical tools and support

Entrepreneurship education is not a compulsory topic in Initial Teacher Education (ITE) in Norway.

Teachers in general upper secondary education are offered CPD activities (Continuing professional development) related to entrepreneurship education.

No central guidelines are provided for any curriculum area.

Several European countries are developing entrepreneurship education at school through the Lifelong Learning Programme (which has now become the ERASMUS+ programme) aiming to enable people, at any stage of their life, to take part in stimulating learning experiences.

The Norwegian Directorate for Teaching and Training and the Norwegian Center for ICT in Education offers teaching materials, good practices, and pedagogical approaches through the website pedent.no. The target practitioners are primary school teachers and other formal educators.

The organisation JA-YE Norway [[Ungt Entreprenørskap](#)] also offers teaching materials for primary school [[grunnskole 1. – 7. trinn](#)], lower secondary school [[Grunnskole 8. – 10. trinn](#)], upper secondary school [[videregående opplæring](#)] and higher education [[høyere utdanning](#)].

There is currently no separate formal certification on entrepreneurship teaching or training.

There is currently no national initiated development of networks for teaching Entrepreneurship outside the pedent.no initiative.

Fostering innovation through non-formal and informal learning and youth work

Norway has no top-level policy measures regulating the recognition and validation of entrepreneurial learning in non-formal and informal learning environments (e.g., in accordance with the proposed European Commission recommendation).

Norway has no top-level policy measures setting up specific tools (e.g., learning kit, self-assessment, portfolio for entrepreneurial competence) in non-formal or informal learning settings.

Short description of the policy/programme/project/initiative.

N/A.

Main lines of public funding.

N/A.

6.8 Media literacy and safe use of new media

National strategy

As of July 2017, Norway does not have a designated national strategy on media literacy and safe use of new media.

Obtaining media literacy, and learning about the safe use of media is incorporated as one of the five basic skills in the national curriculum (See below [Media literacy and online safety through formal education](#)).

Media literacy and online safety through formal education

Curriculum/steering documents

Media literacy and online safety is signified as “digital skills” [digitale ferdigheter] in the Norwegian [Core Curriculum](#). Digital skills are defined as one of five basic skills (oral skills, reading, writing, digital skills, and numeracy).

Obtaining digital skills is considered fundamental to learning in all subjects as well as a prerequisite for learners to be able to demonstrate their competences and qualifications.

The official documents addressing media literacy within the context of the national curriculum, are:

1. White paper No. 28 (2015-16) – A renewal of the Knowledge Promotion (In Norwegian: [Meld. St. 28 \(2015–2016\) Fag – Fordypning – Forståelse – En fornyelse av Kunnskapsløftet](#)).
2. Official Norwegian report (NOU) 2014:7 Pupil’s learning in the school of the future (in Norwegian: [NOU 2014: 7 Elevenes læring i fremtidens skole](#).English summary available)
3. Official Norwegian report (NOU) 2015:8 The school of the future – renewal of subjects and competences. (In Norwegian: [NOU 2015:8 Fremtidens skole – fornyelse av fag og kompetanser](#))
4. White paper (Meld. St.) No. 16 (2015-16) – From exclusion to new opportunities – coordinated efforts for adult education (in Norwegian: [Meld. St. 16 \(2015–2016\) Fra utenforskap til ny sjanse – Samordnet innsats for voksnes læring](#))

Main topics addressed

Framework for basic skills ([The Norwegian Directorate for Education and Training, 2013](#)) defines and describes the five basic skills – oral skills, reading, writing, digital skills and numeracy. All subject-specific curricula describe how the five basic skills contribute to developing learner competence and qualifications and how they are integrated into the subject.

Digital skills involve being able to use digital tools, media and resources, efficiently and responsibly, to solve practical tasks, find and process information, design digital products and communicate content. Digital skills also include developing digital judgment by acquiring knowledge and good strategies for using the Internet. They are seen as a prerequisite for further learning and for active participation in working life and a society in a constant change.

The framework defines four subcategories of digital skills: search and process, produce, communicate, and digital judgement. ([CEDEFOP, 2017: Digital skills Norway](#)).

Pedagogical tools and teacher support

Framework for the Teacher’s Professional Digital Competence (In Norwegian: [Rammeverk for lærerens digitale kompetanse](#)) from The [Center for ICT in Education](#) (2017) is a guidance for teacher students, teachers, policymakers and others to improve the teachers digital knowledge, skills and general competence in the teacher initial education (ITE) and in the teachers continuing professional development (CPD).

As a continuing support, Skills Norway [Kompetanse Norge] offers a launch site for teachers and care takers on digital skills [\[Digitale Ferdigheter\]](#).

The site offers:

1. Tools, tests and questionnaires on digital skills and safety.
2. Web-based courses, training programmes and mapping tools.
3. Educational programmes, like online educational quizzes and games for children and youth.

Equivalent pedagogical tools and teacher support is also offered by the Norwegian Directorate for Education e.g. for the national project Lower Secondary Education in Development (2013-2017) [[Ungdomstrinn i utvikling](#)].

Promoting media literacy and online safety through non-formal and informal learning

As of July 2017, Norway does not have national policy, programme, project or initiative enhancing young people's media literacy and awareness about online safety issues in the context of non-formal or informal learning.

Youth workers and others in non-formal/informal learning environments have access to digital resources and tools offered by The Norwegian Directorate for Education and Training and from Skills Norway (see description above).

Raising awareness about the risks posed by new media

Information providers/ counselling structures

The Center for ICT in Education (IKT-senteret), The Norwegian Data Protection Authority (Datatilsynet) and The Norwegian Directorate for Education and Training (Utdanningsdirektoratet) has developed a common web site with resources for children, youth and adults to strengthen privacy, safe use of Internett and digital judgement: [Dubestemmer.no](#) (You decide).

The Norwegian Data Protection Authority [Datatilsynet] acts as the Ombudsman for Privacy (Personvernombud) in Norway. The authority protects the right to privacy and strives to prevent misuse of personal data and offers several practical online resources of particular relevance to children, youth, parents, and schools on digital safety:

1. [Children, Youth and Schools \(Barn, ungdom og skole\)](#) Relevant regulations, guidance etc.
2. [Personvernbloggen](#) ['Privacy blog'] General blog on issues regarding privacy.
3. [Dubestemmer.no](#) ['You decide'] Particularly for the age groups of 9-13, and 13-18. Presents facts, stories, exercises and videos about privacy and digital responsibility
4. [Slettmeget.no](#) ['delete me'] The aim of the service is to help people who experience privacy violations online.
5. [ID-tyveri.no](#) ['ID theft'] Providing information for prevention and assistance to those who have been exposed to ID theft and fraud.

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) is the main information provider in terms of a dedicated website to youth ([ung.no](#)), and topics addressed includes bullying/cyber bullying, grooming, identity theft, social media sharing etc.

The desk consists of trained personnel within their field.

Awareness raising initiatives

As of July 2017, Norway has no large-scale, youth-targeted initiatives (directly organised and/or funded by public authorities) for raising awareness on the risks posed by new media.

The Norwegian Data Protection Authority offers several permanent online resources of particular relevance to children and youth. See [Information providers/ counselling structures](#).

6.9 Awareness-raising about non-formal and informal learning and quality youth work

Information providers / counselling structures

Outside of the mandate of the National office of Erasmus+ Youth in Action, Norway clusters non-formal and informal learning most-often under volunteering.

Recognition of voluntary activities is closely linked to the recognition of the work of non-governmental organisations, or more loosely organized grass root activity/volunteering. The fact that financial support is given by local, regional and national government to non-governmental youth organisations indicates that voluntary activities are recognised by government at all levels.

Norway has no policy framework or official document in the national system (e.g. parliament's bill, government's decree, or framework law) that defines and regulates the transferability and recognition of skills and competencies acquired through volunteering. See Youthwiki on [2.8 Skills Recognition of volunteer activity](#).

Norway has further no policy framework or official document in the national system that defines and regulates the transferability and recognition of skills and competencies acquired through volunteering to formal education.

To read more on information providers and counselling structures on youth volunteering opportunities, go to Youthwiki on Volunteering in Norway, and [2.7 Raising Awareness about Youth Volunteering Opportunities \(i\) Information providers](#).

Awareness raising initiatives

As of July 2017, Norway has no top-level authorities' efforts in raising awareness among the public (e.g. learners, their families, teachers, trainers, youth workers and employers...) about the value of non-formal and informal learning, also developed through youth work.

6.10 Current debates and reforms

There are several current debates and political initiatives on every educational level. Education is high on the political agenda in Norway.

Eurydice Country Description Norway, Chapter 14 Ongoing Reforms and Policy Developments reflects the latest policy actions and decisions. The chapters are regularly updated with "news":

[14.2 National Reforms in School Education](#)

[14.3 National Reforms in Vocational Education and Training and Adult Learning](#)

[14.4 National Reforms in Higher Education](#)

[14.5 National Reforms related to Transversal Skills and Employability](#)

[14.6 European Perspective](#)

7. Health and Well-Being

Introduction

Norwegian local administrations (municipalities and county-municipalities) have a high degree of autonomy to solve appointed tasks by top level authorities. Municipal health provision and services thus vary between the municipal health providers. Youth health stations are mostly organized under municipal administration and funding. See section [7.2 on Administration and Governance](#), and Main allocation of responsibilities of health care services.

In reference to early intervention and preventive work in Norway, Norway scores above the EU-average on all indicators ([European Drug Report, 2017](#)), except on peer-to-peer approaches. This can be seen in connection with the tendency of prioritizing formal before informal/non-formal approaches in general politics in Norway. See section [7.6 on Mechanisms of early detection and signposting of young people facing health risks](#).

7.1 General context

Main trends in the health conditions of young people

Norwegian teenagers are generally doing very well, and appear to be well-adjusted, active and quite 'homesteady'.

There is an increasing tendency of 'properness' ['skikkelighet'] where the trends show

1. A decrease in substance, alcohol and tobacco usage.
2. A decrease in crime and delinquency.
3. That free time is increasingly spent at home.

Simultaneously Norwegian youth report on an increase of

1. Generalized stress and adaptation-stressors.
2. Increased dissatisfaction with physical appearance.
3. Loneliness (particularly among girls).
4. Psychological stressors/challenges (particularly anxiety and depression – again disproportionately with girls).

The findings are based on a national youth survey called 'Ungdata' translates roughly into 'Young Data' in English. ([Ungdata, 2016](#)).

Ungdata is a cross-national data collection scheme, designed to conduct youth surveys at the municipal level in Norway. The surveys have been conducted annually since 2013, and close to 190.000 respondents between the ages of 13-19 have participated since then.

The following segments summarises the youth responses on

1. [Physical Health](#).
2. [Mental Health](#).
3. [Exercise](#).
4. [Obesity](#).
5. [Tobacco, Alcohol, and Drugs](#).
6. [Bullying](#).

Physical Health

The Ungdata survey asks if youth experience one or more of the following physical ailments during the last month: neck or shoulder pain, joint or muscle pain, nausea, palpitations, headache, or stomach ache/abdominal pain.

The results show a slight increase of physical health ailments from lower to upper secondary school, and between two to three times as many reported incidents of physical discomfort/ailments among girls comparatively to boys.

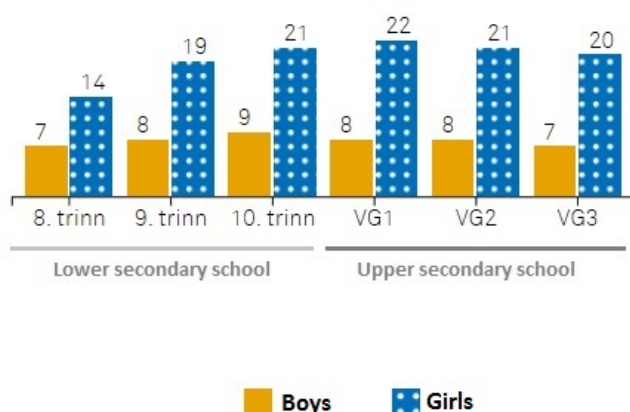
The numbers are also higher in the three northernmost counties (Finnmark 16%, Troms 15%, Nordland 15%) and the county of Østfold 15%. The national average is 13 percent ([Ungdata, 2016](#)).

Figure 7.1 How many report on daily physical ailments/pain/discomfort? Percentage of boys and girls ([Ungdata, 2016](#)).

Figure 7.1

How many report on daily physical ailments/pain/discomfort?

Percentage of boys and girls



This section is a summary of the health data from the Ungdata survey. For more numbers, tables and maps [in Norwegian] go to ungdata's webpage on '[Fysiske helseplager](#).'

Mental Health

The Ungdata survey asks if youth experience one or more of the following symptoms of depression during the last month: 'Felt that everything is a challenge', 'problems sleeping', 'felt hopeless about the future', 'felt rigid and tense', 'worrying a lot'.

The results show a slight increase of depression symptoms from lower to upper secondary school, and between two to three times as many reported symptoms of depression among girls comparatively to boys.

The national average or reported symptoms of depression is 12%, with the three highest ranking counties being: Finnmark 14%, followed by Troms, Akershus, Oslo, and Vest-Agder with 13%.

This section is a summary of the health data from the Ungdata survey. For more numbers, tables and maps [in Norwegian] go to ungdata's webpage on '[Psykiske helseplager](#).' ([Ungdata, 2016](#)).

Exercise

The Ungdata survey asks if youth engage in one or more of the activities (once a week or more): sports team, gym/health studio, independent activity/exercise (running, swimming, cycling, hiking), or other organized activity (dance, martial arts, etc).

The time spent on sports and exercise have remained mostly unchanged the last 20 years, but the remaining free time is by far increasingly spent sitting still with electronic devices, like computers, tablets and smartphones.

This section is a summary of the health data from the Ungdata survey. For more numbers, tables and maps on youth and exercise [in Norwegian] go to ungdatabes webpage on 'Trening.' (Ungdata, 2016).

Obesity

There are no systematic national measurements that show the development of obesity among adolescents over time. Data from the Health Study in Nord-Trøndelag (HUNT) report a worrying development of obesity, including obesity among young people in the 13-18 year age group in the period 1968 to 2008 (NIPH, 2014: [Overweight and obesity in Norway - Public health report 2014](#)).

According to the Norwegian Institute of Public Health (NIPH), about one in four adolescents are overweight. This is above the national average of the general population, which is about one in five (ibid.).

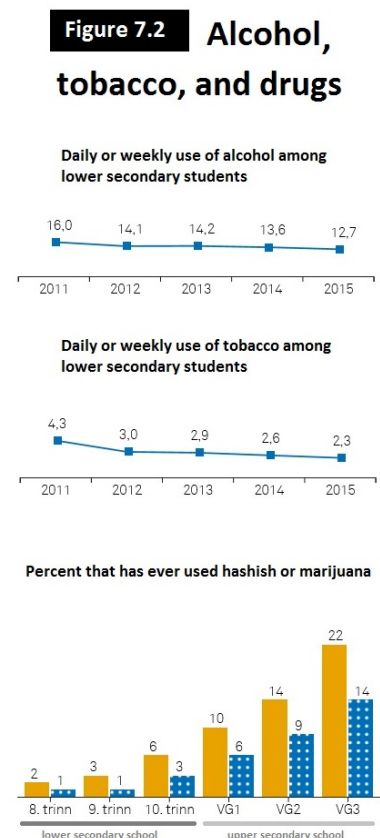
This section is a summary of the obesity situation of youth in Norway. More information may be accessed through [the Norwegian Institute of Public Health, 2016: Body mass index, weight and height in children and adolescents](#) (In Norwegian : [4.3 Utvikling av overvekt og fedme hos barn og unge \(Folkehelseinstituttet, 2016\)](#)). (Ungdata, 2016).

Tobacco, Alcohol and Drugs

The Ungdata survey asks of youth usage of tobacco, alcohol, and drugs.

Alcohol and tobacco usage has been on a steady decline since year 2000 (e.g. lower secondary school: 16% in 2011, and 12.7% in 2015 for alcohol, and 4.3% in 2011 and 2.3% in 2015 for tobacco). Girls drink slightly more than the boys, whereas boys smoke slightly more than girls (e.g. first year of upper secondary school 7% of boys and 5% of girls for tobacco, and 43% of boys and 49% for girls with alcohol). The numbers even out as the youth gets older (Ungdata, 2016).

Figure 7.2 Alcohol, tobacco, and drugs - Daily or weekly use of alcohol among lower secondary students (Ungdata, 2016).



Bullying

The Ungdata survey asks if youth experience of bullying and harassment.

The general tendency is a decrease of bullying as the youth gets older, especially from lower to upper secondary school. Most youth are not, or very seldom bullied, whereas a small group is bullied on a more regular basis.

Numbers between girls and boys are even, with a slight overrepresentation of girls. There has been a slight increase of bullying over time for students in lower secondary school: from 6.8% in 2011, to 7.4% in 2015 ([Ungdata, 2016](#)).

Main concepts

Norway has a universal health- and welfare provision system, which means that youth are usually targeted through the general public system and actors. School nurses and particular health care provision offices may be found in schools and universities, or youth houses.

According to the current government health strategy **#Youth health – the Norwegian Government’s strategy for youth health 2016 – 2021** [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)], the following main topics have been included:

Health and poverty, sports and volunteering, bullying, prejudice and discrimination, violence and abuse, drugs tobacco and alcohol, sexual health, mental health, youth health services, and the utility of digital platforms and services for youth ([The Norwegian Ministry of Health and Care Services, 2016](#))

7.2 Administration and governance

Governance

There is no top-level authority that is singularly responsible for ‘youth health’ but several responsible for health policy making, and health related issues in general. Only top-level actors with significant focus on youth will be mentioned here.

Main Public Actors

- a) [The Norwegian Ministry of Health and Care Services](#).
- b) [The Norwegian Directorate of Health](#).
- c) [The Norwegian Institute of Public Health](#).
- d) [The Norwegian Ministry of Labour and Social Affairs](#).
- e) [The Norwegian Labour and Welfare Administration \(NAV\)](#).
- f) [The Equality and Anti-discrimination Ombudsman](#).
- g) [The Ombudsman for Privacy](#).

Main Non-Public Actors

1. h) [LNU – Landsrådet for Norges barne- og ungdomsorganisasjoner](#).
2. i) [Unge Funksjonshemmede](#).

General distribution of responsibilities

Main allocation of responsibilities of health care services

Main Public Actors

a) The Ministry of Health and Care Services [Helse- og omsorgsdepartementet (HOD)] [[About HOD on government.no](#)]

The Ministry of Health and Care Services (HOD) is responsible for providing good, and equal health and care services for the population of Norway. The ministry directs these services by means of a comprehensive legislation, annual budgetary allocations and through various governmental institutions.

The ministry's main responsibilities include:

1. Public health and illness prevention (incl. alcohol/drug prevention, and nutrition).
2. Primary health services at the municipal level.
3. Specialist health services (all hospitals, public health and ambulance services).
4. Public dental health services.
5. Mental health services.
6. Health services to drug addiction.

The Ministry of Health and Care Services has eight departments:

The Department of Administration

The main responsibility of the Department of Administration is to handle horizontal issues, and to make sure that the Ministry is run in accordance with relevant laws and regulations.

The Department of Budgetary and Financial Affairs

The Department of Budgetary and Financial Affairs coordinates the Ministry of Health and Care Services' work related to the central government budget and is responsible for analyses and reports in connection with various funding and grant schemes.

The Department of Hospital Ownership

The Ministry of Health and Care Services has ownership of the four regional health authorities, which provides the channel for exercising government hospital ownership of the specialist health care services. The principal task of the Department of Hospital Ownership is governance of the regional health authorities and the Norwegian Health Network.

Department of eHealth

The Department of eHealth has the overall responsibility for digitalization of the healthcare sector. The Department of eHealth has a broad area of responsibility, ranging from establishing and providing good digital services to health professionals and the public, to following up the long term strategy "one patient- one record".

The Department of Public Health

The main tasks of the Department of Public Health are related to health promotion and preventive medicine, health surveillance and health registers, nutrition and food safety and alcohol and drug addiction issues.

The Department of Health Legislation

The Department of Health Legislation is responsible for the majority of laws and regulations within the domain of the Ministry of Health and Care Services.

[The Department of Municipal Health Care Services](#)

This department is responsible for the development of municipal policy measures for municipal health care services, nursing and care services, social care services and mental health care services within the municipalities.

[The Department of Specialist Health Care Services](#)

The Department is responsible for financing specialist health care services and for the annual allocations over the central government budget to the regional health authorities.

[The Communications Division](#)

The Press and Communications Division deals with press enquiries to the Ministry's political leadership and the Ministry. The Division also helps to locate the correct department or case officer for background material and information.

Executive and independent units under [The Ministry of Health and Care Services](#)

1. [The Norwegian Directorate of Health](#).
2. [The Norwegian Institute of Public Health \(NIPH\)](#).

b) The Norwegian Directorate of Health [Helsedirektoratet]

[The Norwegian Directorate of Health](#) is a specialist body both in the area of public health and living conditions and in the area of health services.

The Directorate of Health's target groups are

1. Citizens (those requiring information about health, rights and health and care services).
2. Those engaged in the provision of health and care services (such as the Ministry of Health and Care Services).
3. The regional health authorities.
4. The County Governors.
5. Local authority administrations.
6. Employees in the health and care services.

The directorate seeks beneficial dialogue and cooperation with other sectors. For example, conditions in the transport and education sectors affecting public health.

Cooperation with other governmental bodies include

1. The Norwegian Institute of Public Health.
2. The Norwegian Food Safety Authority.
3. The Norwegian Medicines Agency.

The directorate has seven departments, of which one is of particular relevance to youth:

The Department of Public Health, and the unit for upbringing and aging [Divisjon folkehelse – Oppvekst og aldring].

The unit's main tasks include:

1. Strengthen inter-sectorial cooperation.
 2. Develop and implement strategies that alleviate and prevent social stratification in kindergartens and schools.
-
1. Facilitate conditions for a nutritious diet, physical activity, better sexual education, prevention of drug and alcohol abuse, promoting good mental health.
 2. Research in cooperation with [The Norwegian Directorate for Education and Training](#).
 3. Implement the national HIV prevention strategy, and action plan towards good sexual health.

1. Administer the acts regulating abortion and sterilization [[Lov om svangerskapsavbrudd \[abortloven\]](#)] and [Lov om sterilisering \[steriliseringsloven\]](#)], and promote updated information on the two topics.
1. Contribute to a continual practice of early intervention, and evidence based knowledge and good practices [Fra bekymring til handling – [tidligintervensjon.no](#)].
1. Administer and participate in the Norwegian Directorate of Health's plan for 'a systematic and evidence-based service to help wean off/quit the use of tobacco and snus.' [[Helsedirektoratets plan for et systematisk og kunnskapsbasert tilbud om røyke- og snusavvenning](#)].

c) The Norwegian Institute of Public Health (NIPH) [Folkehelseinstituttet] [About NIPH]

The NIPH is working to improve public health by strengthening the preventive health efforts in society.

The institute has overall responsibility for

1. The knowledge production and systematic reviews for the health sector.
2. Providing knowledge about the health status in the population.
3. Influencing factors and how it can be improved.
4. Providing scientific advice and forensic science services to the police and judiciary.

The NIPH is responsible for national health registries, bio-banks and health studies, such as [the Norwegian Mother and Child Cohort Study \(MoBa\)](#), and performs research, health analyses, systematic reviews and risk assessments.

The NIPH also collaborates with the WHO, EU, EEA, sister institutions, universities, organisations and health authorities in low- and middle-income countries on global health issues.

The NIPH is placed directly under [The Ministry of Health and Care Services](#), alongside [the Norwegian Directorate of Health](#), [the Norwegian Board of Health Supervision](#) and [the Norwegian Medicines Agency](#) [Statens legemiddelverk].

The Institute has four scientific domains;

1. Mental and Physical Health.
2. Infection Control and Environmental Health.
3. Health Data and Digitalisation.
4. Forensic Sciences.

From 1st January 2016 The Norwegian Institute for Alcohol and Drug Research (SIRUS) was incorporated in the Norwegian Institute of Public Health. SIRUS researchers are organized into a new department at FHI called Department of Alcohol, Drug and Tobacco Research.

d) The Ministry of Labour and Social Affairs [Arbeids-, og sosialdepartementet] [About the Ministry of Labour and Social Affairs]

The Ministry of Labour and Social Affairs has overriding responsibility for:

1. Labour market policy.
2. Working environment and safety policy.
3. Pensions policy.
4. Welfare and social policy.

The Ministry of Labour and Social Affairs has six departments:[Pension Department](#)

The Pension Department has overriding responsibility for pension policies, including work on the pension reform.

[The Department of Administration](#)

The Department is responsible for tasks relating to personnel management and development, organisational development and planning.

[The Department of Finance](#)

The Department is responsible for coordinating, quality assuring and providing guidance in connection with the Ministry's work relating to its budget and finances.

[The Department of Labour Market Affairs](#)

The Department is responsible for tasks relating to the promotion of a well-functioning labour market, and it is responsible for policies and measures taken to help the unemployed and for some of the measures aimed at the occupationally disabled.

[The Department of Welfare Policy](#)

The Department of Welfare Policy is responsible for policies aimed at assuring income through sickness benefit, work assessment allowance, and disability pensions in the national insurance scheme, and through social security assistance.

The department has six underlying units, each focusing on different aspects of welfare policy.

Of relevance to youth policy is:

1. The Unit for Work Adaptation, Training, and Assistance [Seksjon for arbeidsretting, oppfølging og tiltak (SOT)].
2. The Unit for Health Related Benefits [Seksjon for helserelaterte ytelser (SHY)].
3. The Unit for Social Policy [Seksjon for sosialpolitikk (SSP)].

[The Press and Communications Division](#)

The Press and Communications Division deals with press enquiries to the Ministry's political leadership and the Ministry. The Division also helps to locate the correct department or case officer for background material and information. The Press and Communications Division is part of the Secretary General's staff.

[The Working Environment and Safety Department](#)

The Working Environment and Safety Department's areas of responsibility include labour law and safety and the working environment in Norwegian workplaces, both onshore and on the Norwegian continental shelf.

e) The Norwegian Labour and Welfare Administration (NAV) [[About NAV on nav.no](http://nav.no)]

NAV administers a third of the national budget through schemes such as

1. Unemployment benefit.
2. Work assessment allowance.
3. Sickness benefit.
4. Pensions.
5. Child benefit.
6. Cash-for-care benefit [kontantstøtte].

NAV, or the Norwegian Labour and Welfare Administration, employs around 19,000 people. Around 14,000 are employed by the central government, (the Norwegian Labour and Welfare Service), and around 5,000 are employed by the local authorities.

In addition to the local NAV offices there are more than one hundred special units. The special units perform centralised duties that it would not be appropriate for front line local NAV offices to perform (acquires special competencies or training).

NAV's main goals are:

1. More people active and in work, fewer people on benefits.
2. A well-functioning job market.
3. To provide the right services and benefits at the right time.
4. To provide good services tailored to the users' needs and circumstances.
5. Comprehensive and efficient labour and welfare administration.

NAV works cross-disciplinary and with all relevant sectors and departments to obtain these goals.

f) The Equality and Anti-discrimination Ombudsman [Likestillings- og diskrimineringsombudet]

The main task of [the Equality and Anti-discrimination Ombudsman](#) is to promote equality and fight against discrimination based on gender, ethnicity, religion, disability, sexual orientation, gender identity, gender expression and age.

The ombudsman is an alternative to court proceedings in cases of discrimination, and is a low threshold option of appeal that is easily accessible. Those who believe they have been exposed to discrimination can receive advice and guidance from The Equality and Anti-discrimination Ombudsman [[About the Ombudsman](#)].

The goal of the guidance is for the involved parties to be able to resolve the problem. If this is not successful, the Ombudsman can treat the matter as a complaint case. In complaint proceedings, the Ombudsman will provide an opinion (a conclusion) on whether or not discrimination has occurred.

The ombudsman has the responsibility of ensuring that Norwegian law corresponds with

1. The UN's Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).
2. Convention on Racial Discrimination (CERD).
3. Convention on Rights of Persons with Disabilities (CRPD).

g) The Ombudsman for Privacy (The Norwegian Data Protection Authority) [Personvernombudet (Datatilsynet)]

The Norwegian Data Protection Authority acts as the Ombudsman for Privacy in Norway. The Norwegian Data Protection Authority protects the right to privacy and strives to prevent misuse of personal data.

The Norwegian Data Protection Authority offers several practical online resources of particular relevance to children and youth:

[Personvernbloggen](#) ['Privacy blog'] General blog on issues regarding privacy.

[Dubestemmer.no](#) ['You decide'] Particularly for the age groups of 9-13, and 13-18. Presents facts, stories, exercises and videos about privacy and digital responsibility

[Slettmeget.no](#) ['delete me'] The aim of the service is to help people who experience privacy violations online.

[ID-tyveri.no](#) ['ID theft'] Providing information for prevention, and assistance to those who have been exposed to ID theft and fraud.

Main Non-Public Actors

h) LNU – The Norwegian Child and Youth Council [Landsrådet for Norges barne- og ungdomsorganisasjoner]

[The Norwegian Children and Youth Council](#) [Landsrådet for Noregs barne- og ungdomsorganisasjoner (LNU)], is an umbrella organisation representing just under one hundred Norwegian children and youth organisations.

The Norwegian Children and Youth Council's main goals are to [[om LNU – in Norwegian](#)]:

1. Assists and offers expertise to their membership organizations.
2. Be an important actor in lobbying for the interest of youth and children.
3. Be a 'go to' consultant from the government in the processing of new laws and initiatives.
4. Distribute grants by applicant basis [[støtteordninger](#)].
5. Co-operator with the county youth councils [[BUR-samarbeidet](#)].
6. Organise the annual children and youth parliament ([Barne- og ungdomstinget, BUT](#)).

i) The Norwegian Association of Youth with Disabilities [[Unge funksjonshemmede](#)]

[The Norwegian Association of Youth with Disabilities](#) represents a number of member organizations for youth with different types of disabilities and chronic diseases. In May 2017, the organization had 35 member organizations, with a total of around 25 000 members.

The association is working politically to improve the rights of youth with disabilities, particularly to the right to education, rehabilitation, and to inform youth with disabilities about their rights.

1. The Norwegian Association of Youth with is an independent organization, and does not have an overseeing body.
2. Budget and funding source: The association receives funding from the Ministry of Children and Equality, and is financially accountable to the ministry.

1. Membership selection criteria: organizations and groups of youth with disabilities or with chronic conditions can become members of The Norwegian Association of Youth with Disabilities. The organization also needs to have a national scope/representation.
2. Age range of young people participating: Maximum age of 36.

Initiatives to increase the diversity of participating young people / measures for inclusivity. The association has a particular focus on youth and

1. User participation.
2. Health.
3. Work.
4. Education
5. Housing.
6. Assistive devices, supportive means and inclusive aids.

The Norwegian Association of Youth with Disabilities' role in policy-making:

1. The association cannot independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
2. The top level branch of the association is a regular hearing agent and expert consultant on proposed policy measures affecting youth with disabilities.
3. The association's decisions are usually not binding on policy-makers.

The Norwegian Association of Youth with Disabilities is the biggest and most important consultative actor in the hearing processes of new policy initiatives that address youth and disability related issues.

General distribution of responsibilities

This section is about the general distribution of responsibilities between top-level and regional/local authorities.

Norway has a predominantly centralized political/administrative system of governance, which means that most, if not all, overarching political strategies are made at state level, and then implemented top-down.

The two lower levels of government, counties and municipalities, are the lower level implementers of general state policy. This is true to the implementation of youth policy as well. The exception is where the central government has its own implementing bodies at regional level for core services and institutions (e.g. hospitals, universities, police, prisons, and courts).

Both counties and municipalities have increased their autonomy towards *the way* government funding is being used to obtain the desired means and goals, by utilizing so-called free funding [*'frie midler'*] – sometimes called non-earmarked funding.

Municipalities also have local funding schemes, to where e.g. youth and volunteer organizations can apply for support.

Youth policy implementation will vary from municipality to municipality, due to the

1. Diversity of the services offered.
2. Quality of the services offered.
3. Level of inter-municipal cooperation.
4. Level of cooperation/coordination with county and central government services – if present.
5. Priority of youth policy areas versus other policy areas.

...which again is dependent on the:

1. Amount of 'free funding' that is transferred.
 2. Overall economy of the municipality.
 3. Size of the municipality in terms of population, demographic makeup, and population density.
1. Size and quality of knowledge and training of the municipal administration.
 2. Political priority (municipal politicians may not reflect the political priorities of the central government).
 3. Level of civic engagement and private actor focus on youth in general.

The rationale behind the municipalities' increased autonomy is to encourage a more relevant and adapted service to the municipalities' population.

The decisions and allocation/prioritizing of funds are taken closer to its relevant sectors/actors as possible. This in turn should strengthen democratic influence, and facilitate more efficient utilization of government transfers.

Main allocation of responsibilities of health care services

In general: all citizens who are registered in the National Registry [Folkeregisteret] with a home address in a Norwegian Municipality, have a right to a General Practitioner (GP) [[Fastlegeordningen](#)].

To youth specific services: School nurses, youth health stations, and health services in through youth houses are usually provided by municipalities. (In Norwegian: [Helsestasjons- og skolehelsetjenesten](#))

Counselling services in school [Pedagogisk-psykologisk tjeneste (PPT eller PP-tjenesten)] are either under county municipal [Fylkeskommunal], or municipal [kommunal] responsibility.

Lastly, the hospitals in Norway are run by four regional health authorities [Regionalt Helseforetak (RHF)]. The actual performance is done by subsidiary health trusts (HF) that usually consist of one or more hospitals.

The regional health authorities are state owned enterprises, and responsible for specialist healthcare in Norway. The main responsibilities of the regional health authorities are:

1. Patient treatment.
2. Education of medical staff.
3. Research and training of patients and relatives.

Operations are areas of performance include the

1. Hospitals.
2. Psychiatric wards and hospitals, mental health care.
3. Ambulance services.
4. Operation of pharmacies at the hospitals.
5. Emergency telephone number.
6. Laboratories.

The regional health authorities are appointed by, and report back to [the Norwegian Ministry of Health and Care Services](#).

Cross-sectorial cooperation

There is no formalized cross-sectoral cooperation exclusively on top-level for health and health services, but there is one on social inclusion, which includes youth health and health services:

The 0-24 Cooperation Project for Vulnerable Children and Youth [[Samarbeid om utsatte barn og unge mellom 0 og 24 år](#)] is one mechanism of cross-sectorial cooperation between Departments, and Agencies involved in defining top-level policies and measures on social inclusion measures, alongside youth employment and entrepreneurship.

The overarching goal is to lay the foundation to protect vulnerable children and youth between the ages of 0 – 24, through:

1. Strong societal inclusion and participation.
2. Lasting labour market involvement.

Areas of focus are:

1. Cross-sectoral rules and regulation.
2. Sectoral plans and schemes shall be considered in unison.
 - a) Considering potential for simplification and streamlining.
3. Cooperation in the education and training arenas for refugees and asylum seekers.
4. Sectorial cooperation for children and youth with specific learning disabilities.
5. Children and youth apprenticeships with minority background and/or physical disabilities.

The main goal of the cooperative measure is to increasing the completion rate in upper secondary school [videregående skole].

The 0-24 Cooperation Project is appointed by a joint letter of commission [oppdragsbrev] from

1. [The Ministry Education and Research](#).
2. [The Ministry of Labour and Social Affairs](#).
3. [The Ministry of Children and Equality](#).
4. [The Ministry of Health and Care Services](#).

The joint letter of commission is addressed to

1. [The Norwegian Directorate for Education and Training](#).
2. The Directorate for Labour and Welfare [[Arbeids- og velferdsdirektoratet](#)].

3. [The Norwegian Directorate for Children, Youth, and Family Affairs.](#)
4. [The Norwegian Directorate for Health.](#)

The above mentioned directorates (executive agencies of the various ministries) cooperate and coordinate the work and measures [tiltak] that are directed towards vulnerable children and youth between the ages of 0 – 24.

The 0-24 Cooperation Project is active as of 2015 – 2020. The Norwegian Directorate is leading the steering group, and has amended a mid-evaluation of the project as of 2016 [[assignment in Norwegian](#)].

The 0-24 Cooperation Project is affiliated with [the government's strategy against child poverty 2015-2017](#). See [4.3 Strategy for the Social Inclusion of Young People](#).

7.3 Sport, youth fitness and physical activity

National strategy(ies)

#Youth health – the Norwegian Government's strategy for youth health 2016 – 2021 [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)].

Type of official document: Strategy plan.

Introduction and timeframe: 2016-2021.

Main elements: To ensure that all public sectors contribute to good upbringing conditions, to enforce good mental and physical health, and reduce unfavourable demographic health outcomes. Furthermore:

1. Strengthen low-threshold youth health services, and inter-sectorial cooperation, with focus on the patient/client.
2. Increase user-involvement in the crafting of health services.
3. Focus on availability and coordination to digital health service platforms.
4. Strengthen the knowledge and research foundation on which youth health policies are based on.

Key objectives: Inter-ministerial government strategy plan identifying the current/future policies on youth health. No direct connection to the EU Physical Activity Guidelines.

Target groups: Youth age 13-25.

Responsible governmental authority: [The Norwegian Ministry of Health and Care Services](#), [The Norwegian Ministry of Children and Equality](#), [The Norwegian Ministry of Education and Research](#), [The Norwegian Ministry of Labour and Social Affairs](#), [The Norwegian Ministry of Justice and Public Security](#), [The Norwegian Ministry of Culture](#), [The Norwegian Ministry of Local Government and Modernisation](#).

Monitoring/assessment/evaluation: Not applicable at strategy plan level.

Major revisions/updates: New strategy plan – no major revisions or updates.

Promoting and supporting sport and physical activity among young people

The promotion and support of sports and physical activity among young people is described in the following documents:

1. [Sport Policy Document](#) by The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF).
2. [Report No. 18 \(2015-2016\)](#) Outdoor Recreation – Nature as a source of health and vitality.

Sport Policy Document by The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF). [Idrettspolitisk dokument 2015-2019 \[in Norwegian\] \(pdf\)](#).

Type of measure: Plan for all organized sports in Norway.

Timeframe: 2015-2019.

Main objectives: To offer and make available a varied set of sports and physical activity to all children (for our purpose: youth under the age of 18). The activities shall be adapted to the child (youth under 18) developmental ability, and in a safe and stimulating environment. The plan shall secure a broad effort in recruiting to all activity, support the establishment and continuation of these activities, and further recruit particular talents for those who wish to pursue a future career in professional sports. The plan also stressed the importance of preventing recidivism in organized youth sports [fracfall] [anchor link – national glossary]. Lastly, the plan is targeting low-threshold services, availability in spite of financial means, absolute non-discrimination, and respect to diversity.

Main outcomes: Broadly speaking, and for youth in particular: to increase the general level of physical activity. The plan sets and overarching goal to reach 40 percent of 13-year-olds at the recruitment level, and have 35 percent of all 19-year-olds at the established/continued activity level, through a regular organized physical activity or sport activity.

Connection to the EU Physical Activity Guidelines: No direct connection.

Specific target groups: Universal – particular focus on children and youth. Youth are further defined to be between the ages of 13 to 19 - young adults between the ages of 20 to 35.

Public funding: Not applicable at strategy level.

Mechanisms for monitoring and evaluation: Not applicable at strategy level. Monitoring and evaluation usually takes place through grant scheme reporting or through the annual report/audit.

Report No. 18 (2015-2016) Outdoor Recreation – Nature as a source of health and vitality. [Meld. St. 18(2015-2016) Friluftsliv – Natur som kilde til helse og livskvalitet].

Type of measure: White paper.

Timeframe: Signed March 11th 2016 – in effect.

Main objectives: Increase the general level of physical activity, with particular emphasis on the recruitment of children and youth. The recruitment of outdoor recreation activity is increasingly taking place in the volunteer and organizational sector, in favour of the family arena. The government suggests an increase in the grant schemes to accommodate this trend. Schools are also highlighted as an important arena to recruit children and youth, with particular focus on the school institutional facilitation of such activities, and teacher/staff training.

Main outcomes: Increase the general level of physical activity - by recommendation of the Norwegian Directorate for Health (2014) to a minimum of 60 minutes per day, where of three times a week this activity should be of high intensity.

Connection to the EU Physical Activity Guidelines: No direct connection.

Specific target groups: Universal – particular focus on children and youth. Additional focus on immigrant children and youth, and children and youth in low income families.

Public funding: Not applicable at strategy level.

Mechanisms for monitoring and evaluation: Not applicable at strategy level. Monitoring and evaluation usually takes place through grant scheme reporting or through the annual report/audit.

Physical education in schools

This section describes whether and how physical education and sport are incorporated in curricula and the time spent in schools for general and vocational education at upper secondary level. For the latter, jump to '[Teaching Hours.](#)'

Physical education and sports are incorporated into the National curricula, is mandatory, and taught as a separate subject. The official description of the subject can be accessed in detailed description (in English and Norwegian) through the website of the Norwegian Directorate for Education and Training:

[Curriculum for Physical education \(KRO1-04\)](#) [[Læreplan i kroppsøving \(KRO1-04\)](#)].

The physical education is to: 'help pupils acquire knowledge about exercise and training, lifestyle and health, and motivate them to have an active life and continue physical training into adulthood.' ([Directorate for Teaching and Training, KRO01-04/purpose](#)).

The subject has been structured into main subject areas for which competence aims have been formulated. The main subject areas complement each other, and should be viewed in relation to one another.

Physical education is a common core subject for all the education programmes in upper secondary education. Learning in this subject shall therefore be as relevant as possible by adapting each subject to its education programme, as much as possible.

Physical education has competence aims after the fourth, seventh and tenth year levels in primary and lower secondary school and after Vg1, Vg2 and Vg3 in upper secondary education.

There are currently no top-level guidelines, recommendations, or large-scale initiatives on the inclusion of physical activities

1. Outside the curriculum, but within the school day (e.g. in school breaks).
2. On extracurricular sports activities in school.

Figure 7.3 Curriculum for Physical Education in Norway – main subject areas ([The Norwegian Directorate for Education and Training, 2017](#)).

Figure 7.3 Curriculum for Physical Education in Norway - main subject areas.

NORWEGIAN CURRICULUM FOR PHYSICAL EDUCATION				
Year Level	The main subject area			
1–4	Physical activity in various environments and settings			Primary school
5–7	Sports activities	Outdoor life		
8–10	Sports activities	Outdoor life	Exercise and lifestyle	Lower secondary school
Vg1 – Vg3	Sports activities	Outdoor life	Exercise and lifestyle	Upper secondary school

Source: The Norwegian Directorate for Education and Training

Teaching hours

Teaching hours are given in 60-minute units:

Primary school

Year levels 1–7: 478 hours

Lower secondary school

Year levels 8–10: 223 hours

Upper secondary school:

PROGRAMMES FOR GENERAL STUDIES, EXCEPT FOR
THE PROGRAMME FOR MUSIC, DANCE AND DRAMA

Vg1: 56 hours

Vg2: 56 hours

Vg3: 56 hours

VOCATIONAL EDUCATION PROGRAMMES

Vg1: 56 hours

Vg2: 56 hours

Pedagogical tools and support provided to teachers responsible for physical education, including specific training programmes, web tools etc.

1. The Norwegian Directorate for Education and Training (Udir) provides some pedagogical tools and support through their website [[Kroppsøving-Utdanningsdirektoratet](#)] where acquired skills and recommended tests and approaches are reviewed.

2. The Norwegian National Centre for Food, Health and Physical Activity [[Nasjonalt senter for mat, helse og fysisk aktivitet](#)] is one of several national centres under The Norwegian Directorate for Education and Training, and The Ministry of Education and Research. This Centre is also under The Norwegian Directorate of Health and the Ministry of Health Care Services, and helps kindergartens, schools, public health centre services, and Universities and University Colleges to implement and execute national health- and education policy.

The centre is responsible for:

1. Developing and disseminating knowledge and experience-based support and guidance material, as well as examples of good practice to the target groups.
 2. Strengthening the work with food, meals and physical activity in kindergartens and school.
 3. Strengthening the curricular subjects of food and health, and physical education in primary, secondary and upper secondary education.
1. Showing how nutrition and physical activity can be naturally integrated across disciplines.
 2. Contributing to building networks and cooperation across disciplines and educations.

The centre has a resource platform dedicated to physical education and outdoor leisure activity [[Læringsressurser kroppsøving](#)].

3. The 'Open Educational Resources for Secondary Schools'

[The Norwegian Digital Learning Arena](#) (Nasjonal digital læringsarena) is a joint enterprise operating on behalf of the county councils in Norway. Its aim is to develop and publish high quality, internet-based open educational resources (OER) in subjects taught at upper secondary school level and make these freely available.

The Norwegian Digital Learning Arena offers pedagogical tools and support through their platform: [Nasjonal digital læringsarena – NDLA Kroppsøving](#).

Collaboration and partnerships

There is currently no separate top-level authority support collaboration, or partnership between schools youth workers, health professionals and sports organizations that promotes youth fitness and physical activity among young people.

There is however the 0-24 Cooperation Project for Vulnerable Children and Youth [[Samarbeid om utsatte barn og unge mellom 0 og 24 år](#)] which is a mechanism of cross-sectorial cooperation between Departments, and Agencies involved in defining top-level policies and measures on social inclusion measures (including youth health), alongside youth employment and entrepreneurship.

The overarching goal is to lay the foundation to protect vulnerable children and youth between the ages of 0 – 24, through:

1. Strong societal inclusion and participation.
2. Lasting labour market involvement.

Areas of focus are:

1. Cross-sectoral rules and regulation.
2. Sectoral plans and schemes shall be considered in unison.
 - a) Considering potential for simplification and streamlining.
3. Cooperation in the education and training arenas for refugees and asylum seekers.
4. Sectorial cooperation for children and youth with specific learning disabilities.
5. Children and youth apprenticeships with minority background and/or physical disabilities.

The main goal of the cooperative measure is to increasing the completion rate in upper secondary school [videregående skole].

The 0-24 Cooperation Project is appointed by a joint letter of commission [oppdragsbrev] from

1. [The Ministry Education and Research](#).
2. [The Ministry of Labour and Social Affairs](#).
3. [The Ministry of Children and Equality](#).
4. [The Ministry of Health and Care Services](#).

The joint letter of commission is addressed to

1. [The Norwegian Directorate for Education and Training](#).
2. The Directorate for Labour and Welfare [[Arbeids- og velferdsdirektoratet](#)].
3. [The Norwegian Directorate for Children, Youth, and Family Affairs](#).
4. [The Norwegian Directorate for Health](#).

The above mentioned directorates (executive agencies of the various ministries) cooperate and coordinate the work and measures [tiltak] that are directed towards vulnerable children and youth between the ages of 0 – 24.

The 0-24 Cooperation Project is affiliated with [the government's strategy against child poverty 2015-2017](#). See [4.3 Strategy for the Social Inclusion of Young People](#).

The financial support framework, and source of funding is not publicly available.

7.4 Healthy lifestyles and healthy nutrition

National strategy(ies)

#Youth health – the Norwegian Government’s strategy for youth health 2016 – 2021 [**#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021**].

Type of official document: Overarching strategy plan describing all health measures directed towards youth.

Introduction and timeframe: 2016-2021.

Main elements: To ensure that all public sectors contribute to good upbringing conditions, to enforce good mental and physical health, and reduce unfavourable demographic health outcomes. Furthermore:

1. Strengthen low-threshold youth health services, and inter-sectorial cooperation, with focus on the patient/client.
2. Increase user-involvement in the crafting of health services.
3. Focus on availability and coordination to digital health service platforms.
4. Strengthen the knowledge and research foundation on which youth health policies are based on.

Key objectives: Inter-ministerial government strategy plan identifying the current/future policies on youth health. No direct connection to the EU Physical Activity Guidelines.

Target groups: Youth age 13-25.

Responsible governmental authority: [The Norwegian Ministry of Health and Care Services](#), [The Norwegian Ministry of Children and Equality](#), [The Norwegian Ministry of Education and Research](#), [The Norwegian Ministry of Labour and Social Affairs](#), [The Norwegian Ministry of Justice and Public Security](#), [The Norwegian Ministry of Culture](#), [The Norwegian Ministry of Local Government and Modernisation](#).

Monitoring/assessment/evaluation: Not applicable – this is a strategy plan describing all major universalistic plans and policies with particular focus on youth health.

Major revisions/updates: Not applicable – this is a strategy plan describing all major universalistic plans and policies with particular focus on youth health.

The national strategy includes the below described top-level programmes and policies countering healthy lifestyles and healthy nutrition.

Encouraging healthy lifestyles and healthy nutrition for young people

The following strategy and action plans address the support of health lifestyles and healthy nutrition for young people in Norway:

1. a) [Health and sexual health](#).
2. b) [Healthy lifestyles/ healthy eating and nutrition](#).
3. c) [Risky behaviour and substance abuse](#).

a)Health and sexual health

The Future of the Children - National Strategy for Health and Environment for Children and Youths 2007-2016. [**Barns framtid - Nasjonal strategi for barn og unges miljø og helse 2007-2016**].

Main elements: The strategy plan maps out the most prevalent health and environmental risks and challenges for children and young people. The challenges are to be met through inter-sectorial efforts (cross-disciplinary).

Main focus areas are:

1. Better surveillance of spatial, and social factors that affect children and youth.

2. Better adaptation and concern to children and young people's needs:
 - a) Where they live.
 - b) Where they go to school.
1. To protect children and young people from health-, and environmental hazardous components and products.
2. More participation and impact on issues regarding children and youth governmental decision making processes.

The strategy came about following the WHO's conference in Budapest 2004, where all membership countries signed the declaration of [Children's Environment and Health Action Plan for Europe \(CEHAPE\)](#).

Key objectives: environmental and health prevention/protection, participation and decision-making power and impact, sustainability.

Target groups: Children and youth between the ages of 0 and 20.

Responsible governmental authority: [The Norwegian Ministry of Health and Care Services](#), [The Norwegian Ministry of Children and Equality](#), [The Norwegian Ministry of Education and Research](#), [The Norwegian Ministry of Labour and Social Affairs](#), [The Norwegian Ministry of Justice and Public Security](#), [The Norwegian Ministry of Culture](#), [The Norwegian Ministry of Local Government and Modernisation](#).

Monitoring/assessment/evaluation: Not applicable – this is a strategy plan describing all major universalistic plans and policies with particular focus on youth health and living conditions.

Major revisions/updates: Not applicable – this is a strategy plan describing all major universalistic plans and policies with particular focus on youth health and living conditions.

“Talk about it! Sexual Health Strategy (2017 – 2020)” “Snakk om det! Strategi for seksuell helse (2017 – 2020)”

Type of official document: Strategy plan.

Introduction and timeframe: 2017 – 2020.

Main elements: This is a universalistic strategy plan on sexual health. The plan frames sexual health through a positive lens, and stresses the need to strengthen and encourage more communication and informative measures to ensure good sexual health.

Key objectives: For teens and youth in particular: prevention of STIs and unwanted pregnancies, the need for better sex education, sexual rights (particularly to harassment, sexual abuse, and rape), and consent.

Target groups: Universalistic, with emphasis on the part of the population that is particularly active and/or vulnerable: youth. Additionally: all workers in health and care professions, health policy makers, teacher and educational staff, interest organizations.

Responsible governmental authority: [The Norwegian Ministry of Health and Care Services](#).

Monitoring/assessment/evaluation: New strategy plan – have not been evaluated.

Major revisions/updates: New strategy plan – no major revisions or updates.

b) Healthy lifestyles/ Healthy eating and nutrition

National action plan for a better diet (2017-2021). [[Nasjonal handlingsplan for bedre kosthold \(2017-2021\) – Sunt kosthold, måltidsglede og god helse for alle!](#)].

Type of official document: Action plan.

Introduction and timeframe: 2017 – 2021.

Main elements: This is an inter-ministerial action plan to focus on the general tendencies of the population and its health connected to food and nutrition. The strategy plan discusses current evidence based knowledge, current trends and recommendations to a healthy diet – with particular focus on the family, school, and early arena of consciousness to good eating habits.

Child obesity and inactivity is increasingly becoming a concerns. Other topics are mentioned, like the increase of Diabetes type II, and behavioural problems that may come from malnutrition. The strategy plan discusses ways of cooperation and control monitoring between the government and commercial actors of the food industry.

Another focus is directed at greater regulation on advertisement on high sugar products directed towards children and youth.

Key objectives: strengthen consciousness around a healthy diet, education and evidence based knowledge, more cooperation, targeted regulation of commercial agents aiming sales towards children and youths.

Target groups: Universalistic – children and young people. Parents, teachers, health workers, commercial agents and government.

Responsible governmental authority: [The Norwegian Ministry of Health and Care Services](#).

Monitoring/assessment/evaluation: New strategy plan – have not been evaluated.

Major revisions/updates: New strategy plan – no major revisions or updates.

c) Risky behaviour and substance abuse

Proposition to the Storting [parliament] 2015-2016. Plan to strengthen efforts in drug prevention and rehabilitation (2016-2020). [Prop. 15 S (2015-2016) [Opptappingsplanen for rusfeltet \(2016–2020\)](#)].

Type of official document: Action plan.

Introduction and timeframe: 2016 – 2020.

Main elements: The prevention plan is a description of the program of drug prevention and rehabilitation of 2015, and the government's continuation of the program towards 2020.

The prevention plan has five main goals:

1. Secure user influence through:
 - a) Free choice of rehabilitation.
 - b) Stronger user influence on the services that are provided.
1. Early detection and intervention for children and youth at risk of developing a drug problem.
2. The rehabilitation service is to be readily available, varied, and holistically applied.
3. A universalistic goal of an active and meaningful life for all children and young people (prevention).
4. Develop and increase the use of alternative means of penalty.

Key objectives: Early intervention, treatment, and a solid follow-up service to ex-users.

Target groups: Universalistic, with a particular focus on children and youth who are at risk, or have been affected by drug use and drug related challenges.

Responsible governmental authority: [The Norwegian Ministry of Health and Care Services](#).

Monitoring/assessment/evaluation: Not applicable at strategy plan level.

Major revisions/updates: New strategy plan – no major revisions or updates

National strategy plan against tobacco 2013-2016. [En Fremtid uten tobakk. Nasjonal strategi for arbeid mot tobakkskader 2013-2016].

Type of official document: Strategy plan.

Introduction and timeframe: 2013 – still in effect (expanded to 2017).

Main elements: The strategy plan sums up the current tobacco preventive work status at the time of the plan's publishing year (2013). In 2013, Norway was at fourth place of a total of 31 European countries, in preventive tobacco efforts (World Bank, [Association of European Cancer Leagues' Tobacco Control Scale](#)).

Norway remains one of the strong leaders in tobacco control in Europe since the 1960s. Norway introduced pictorial health warnings in 2011 and has the highest cigarette prices in the world: 13,25 euro a pack in 2016 in a kiosk/at a newsstand.

Key objectives: The World Health Organization has given recommendations (areas of improvement) following a report in 2010, of which The Ministry of Health and Care Services had as a main focus area in this strategy plan:

1. Increase the resources allocated in tobacco prevention work.
 2. Re-introduce annual mass media campaigns against tobacco.
 3. Universal right to be protected against second-hand smoking (banning work place smoking rooms).
1. Mass media campaigns to raise awareness about children's right to be protected against second-hand smoking.
 2. Higher priority on services to help people quit smoking.

In addition, the strategy plan has quite high ambitions in its efforts towards children and youths:

1. Children and young people born after 2000 shall not begin tobacco use of any kind.
2. The percentage of youth tobacco use between the age of 16-24 shall not surpass 6 %.
3. The daily use of snus (2011: 11 % women/25 % men) has to be reduced.

Key objectives: continued focus on tobacco preventive work, particularly towards children and passive smoke exposure, and youths in bringing down the trend of snus use*.

* Snus is still legal in Norway. The sale of snus is illegal in the European Union (except for Sweden).

Specific target groups: Parents and children, youths, employers, youth at risk to start smoking.

Responsible governmental authority: [The Norwegian Ministry of Health and Care Services](#).

Monitoring/assessment/evaluation: To be evaluated in 2018.

Major revisions/updates: No major revisions or updates.

Health education and healthy lifestyles education in schools

This section describes how topics linked to health education are incorporated in formal education in general, and vocational education at upper secondary level, in particular to:

- a) [Health education](#).
- b) [Sex education and personal relationships education](#).

a) Health education

The term "health education" is used here in a broad term, referring to health education as part of specific subject, but also as a selection of topics that are included in formal education in a cross-curricular manner.

In Norway in upper secondary school, health education is an integral part of Physical education and sports which is incorporated into the National curricula. The official description of the subject can be accessed in detailed description (in English and Norwegian) through the website of the Norwegian Directorate for Education and Training:

[Curriculum for Physical education \(KRO1-04\) \[Læreplan i kroppsøving \(KRO1-04\)\]](#).

The physical education is to: 'help pupils acquire knowledge about exercise and training, lifestyle and health, and motivate them to have an active life and continue physical training into adulthood.' ([Directorate for Teaching and Training, KRO01-04/purpose](#)).

The subject has been structured into main subject areas for which competence aims have been formulated. The main subject areas complement each other, and should be viewed in relation to one another.

Physical education is a common core subject for all the education programmes in upper secondary education. Learning in this subject shall therefore be as relevant as possible by adapting each subject to its education programme, as much as possible.

b) Sex education and personal relationships education

Sex education and personal relationships education usually include biological as well as emotional aspects of sexuality such as knowledge of sexual health and responsible sexual behaviour, awareness of different sexual orientations, the processes of human reproduction, contraception, pregnancy and birth (EACEA/Eurydice, 2010).

Sex education is primarily given in primary and lower secondary school. Sex education is not taught as a separate subject, but as a part of the subjects of

1. Science.
2. KRLE – Philosophy and ethics.
3. Social Sciences.

Sex education is described as a part of the national curriculum descriptions of the above-mentioned subjects ([The Norwegian Directorate for Education and Training – National Curriculum](#)).

Figure 7.4. Benchmarks on sexual health education in primary and lower-secondary school. ([The Norwegian Ministry of Health and Care Services, 2017](#)).

Figure 7.4

Benchmarks on sexual health education in primary and lower-secondary school

<p>Primary school</p> <p>2nd grade</p> <p>Science - Body and health</p> <ul style="list-style-type: none"> - on setting limits - understanding and respecting ones own body/other's body <p>4th grade</p> <p>KRLE - Philosophy and ethics</p> <ul style="list-style-type: none"> - UN Convention on the Rights of the Child - rights and equality. Be able to find examples in the media and the Internet. <p>Social Sciences</p> <ul style="list-style-type: none"> - On different types of family constellations, relations, and tasks in the families - On sexuality, setting limits, violence/harassment, and respect.
<p>Lower secondary school</p> <p>7th grade</p> <p>Science - Body and health</p> <ul style="list-style-type: none"> - on puberty, and the variation of gender and sexual identity <p>KRLE - Philosophy and ethics</p> <ul style="list-style-type: none"> - on ethics and family constellations, gender relations, gender identity, and generational relations. - on the UN Human Rights and their implications <p>Social Sciences</p> <ul style="list-style-type: none"> - on love and respect, variation to sexual orientation and relations/family constellations, and the repercussions of not respecting these variations. - on how gender roles and sexuality is presented in different media, and possible expectations that can be generated from that.
<p>10th grade</p> <p>Science - Body and health</p> <ul style="list-style-type: none"> - formulate and discuss issues connected to sexuality, sexual orientation, gender identity, setting limits and respect, sexually transmitted infections, contraceptions and abortion. <p>Social Sciences</p> <ul style="list-style-type: none"> - how perceptions of love and sexuality vary between cultures - be able to analyze gender roles through a lens of sexuality - know the difference between consented sexual contact/interaction, and sexual abuse.

Source: The Norwegian Ministry of Health and Care Services:Talk about it! Sexual Health Strategy (2017 – 2020).

Peer-to-peer education approaches

Norway does not have any top-level guidelines, programmes, projects or initiatives facilitating or relying on peer-to-peer education as a form of non-formal or informal learning to health education/healthy lifestyles.

Collaboration and partnerships

Norway does not have an official policy or legal framework that instruct top-level authorities to support the collaboration and the formation of partnerships between schools, youth workers and health professionals in the promotion of youth health.

Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

This section concerns policy measures, counselling and information campaigns related to raising awareness on healthy lifestyles and factors affecting the health and well-being of young people.

Information providers / counselling structures

The main public authority responsible for disseminating information about youth health and related areas are:

1. The Norwegian Directorate of Health [Helsedirektoratet].

See a description of the areas of responsibility: [7.2.Administration and governance](#), The Norwegian Directorate of Health [Helsedirektoratet] and The Department of Public Health, Unit for upbringing and aging [Divisjon folkehelse – Oppvekst og aldring].

2. The Norwegian Institute of Public Health (NIPH) [Folkehelseinstituttet].

See a description of the areas of responsibility: [7.2.Administration and governance](#), The Norwegian Institute of Public Health (NIPH) [Folkehelseinstituttet]

3. The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) is the main information provider in terms of a dedicated website to youth health: ung.no

The website answers a wide range of topical questions, including health-related issues. The first quarter of 2017 the site had a total of 18 228 questions posted from youth, of which 9 633 (about 53 percent) were health-related (body, health, identity). (The Norwegian Directorate for Children, Youth and Family, ung.no Statistics 1st quarter 2017).

The desk consists of trained personnel within their field, including a certified nurse.

1. School nurses/municipal youth health stations.

Youth health services are offered at municipal level usually, and are key informational providers to youth – especially on sexual health, and mental health. Health services at upper secondary schools are usually funded by the regional county municipalities [Fylkeskommunene].

Colleges, universities and other institutions of higher education may also offer student health services, through their respective student welfare organizations [Studentsamskipnadene].

The municipalities, county municipalities, and institutions of higher education are not required by law to offer youth health services or informational services.

Read more on the principle of municipal autonomy at '[1.4 Youth Policy Decision-Making](#),' 'Structure of Decision-making,' and 'Commentary: the relationship between central and local authorities.'

Norway does not have a top-level framework for youth information on counselling structures on youth health.

Youth-targeted information campaigns/actors

Sex og samfunn – senter for ung seksualitet [Sex and community/society – center for young sexuality]. 'Sex og samfunn' is an independent foundation run by sexual health workers.

Type of initiative/action: awareness raising initiative, online resources, classes on STIs and prevention, youth sexual health clinic (Oslo), sex education programmes for schools, sex counselling hotline and chat services for youth. Offers the mandatory sex education for 95 percent of all 10th graders in Oslo.

Timeframe: started off in 1971 as the clinic 'Sosialistiske legers forenings klinikk for seksuell opplysning (SOSLF)'; from 2007 as the organization Sex og samfunn – senter for ung seksualitet, and finally as is the independent foundation 'Sex og samfunn' from January 2014. The initiative is ongoing.

Main objectives: To offer and make available information and services on sexual health for youth and young people.

Main outcomes: Good, healthy and positive sexual health practices. Lower the number of STI infections, and unwanted pregnancies.

Target groups: Teenagers and young adults.

#ikkegreit [**#not_OK**] Information campaign (ongoing) by the Norwegian Directorate for Children, Youth, and Family Affairs (Bufdir) and Ung.no: on domestic violence, 'date rape' and sexual assault, and unsolicited sharing of private content online.

Type of initiative/action: public campaign/awareness raising initiative.

Timeframe: February 3rd 2017, and ongoing.

Main objectives: To prevent and inform about domestic violence, rape, and violation of privacy among youth. Inform about services that offer help and support.

Main outcomes: To lower the prevalence of domestic violence, rape, and violation of privacy among youth.

Target groups: teenagers and young adults between the ages of 15 and 23. Ung.no's target group is generally between the ages of 13 and 20.

Skoleprogrammet FRI – the school programme "Free."

Information campaign and dedicated website for youth on tobacco and drug use. The website is run by the Norwegian Directorate for Health, in cooperation with the Norwegian Directorate for Education and Training.

Type of initiative/action: public campaign/awareness raising initiative. Dedicated website for youth on tobacco usage.

Timeframe: 2006 – ongoing.

Main objectives: Information and prevention of tobacco and drug usage.

Main outcomes: Information and prevention of tobacco and drug usage, and to lower the numbers of youth being recruited to tobacco and drug usage.

Target groups: youth in lower secondary school (age 12 to 16). Also a resource for teachers, trainers, and health workers who work with youth – and their parents.

Skjønnhetstyranniet [**The tyranny of unobtainable beauty standards**] Information campaign on beauty standards, marketing, and body dysphoria.

Type of initiative/action: public campaign/awareness raising initiative run by Norwegian Women's Public Health Association [Norske Kvinners Sanitetsforening].

Timeframe: 2014 – ongoing.

Main objectives: Information and campaigning on the difference between a commercialized beauty standard, and a healthy body image.

Main outcomes: General campaigning and information, to prevent body dysphoria, poor mental health and body shame, and prevent eating disorders. Also prevent the tendency of the increase of plastic surgery among teen girls, and young women.

The TV campaign 'Tired of being fooled' [**'Lei av å bli lurt'**] on the advertisement business practice of picture modification/enhancements and manipulation (retouched ads). The organization is working towards the mandatory advertisement labelling of modified pictures in ads and commercials.

Target groups: A particular focus on young girls. Resources for teachers, advice to parents.

Kondom-ordningen (Free Condoms by mail)

Type of initiative/action: The Norwegian Directorate for Health offers free condoms. Condoms can be ordered online, and will be shipped to the person/organizations address by mail. Private persons, as well as organizations and interest organizations/ health stations etc. can order free condoms.

Main outcomes: To lower and prevent STIs and HIV.

Target groups: Youth and young adults under the age of 25, sex workers, refugees and asylum seekers, men who have sex with men, people who live with HIV and their partners, prison inmates.

7.5 Mental health

National strategy(ies)

#Youth health – the Norwegian Government’s strategy for youth health 2016 – 2021 [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)].

Type of official document: Strategy plan.

Introduction and timeframe: 2016-2021.

Main elements: To ensure that all public sectors contribute to good upbringing conditions, to enforce good mental and physical health, and reduce unfavourable demographic health outcomes. Furthermore:

1. Strengthen low-threshold youth health services, and inter-sectorial cooperation, with focus on the patient/client.
2. Increase user-involvement in the crafting of health services.
3. Focus on availability and coordination to digital health service platforms.
4. Strengthen the knowledge and research foundation on which youth health policies are based on.

Particularly to the topic of youth mental health:

1. Establishing a municipal programme that targets youth mental health and drug preventive efforts.
2. Make a strategy on measuring life quality – co-operative effort between
 - a) The Norwegian Directorate for Health [Helsedirektoratet].
 - b) The Norwegian Institute of Public Health [Folkehelseinstituttet].
 - c) Statistics Norway [Statistisk Sentralbyrå].
3. Information and encourage cooperative efforts with volunteer organizations to address loneliness.

The Norwegian government grants 5 mill NOK [approx. 527 345 EUR] to the strengthening of efforts to better mental health for higher education students. These funds are made available through a new grant scheme that the Student welfare organizations [Studentsamskipnadene] may apply for. The grants scheme is effectuated by the Norwegian Ministry of Education [[Kunnskapsdepartementet- Styrking av studenters psykiske helse](#)].

Key objectives: Inter-ministerial government strategy plan identifying the current/future policies on youth health. No direct connection to the EU Physical Activity Guidelines.

Target groups: Youth age 13-25.

Responsible governmental authority: [The Norwegian Ministry of Health and Care Services](#), [The Norwegian Ministry of Children and Equality](#), [The Norwegian Ministry of](#)

[Education and Research](#), [The Norwegian Ministry of Labour and Social Affairs](#), [The Norwegian Ministry of Justice and Public Security](#), [The Norwegian Ministry of Culture](#), [The Norwegian Ministry of Local Government and Modernisation](#).

Monitoring/assessment/evaluation: Not applicable – this is a strategy plan describing all major universalistic plans and policies with particular focus on youth health.

Major revisions/updates: Not applicable – this is a strategy plan describing all major universalistic plans and policies with particular focus on youth health.

Improving the mental health of young people

The following action/strategy plans and projects are enacted to support the improvement of mental health of young people in Norway:

1. [Action plan in prevention of suicide and self harm 2014-2017](#).
2. [The Norwegian Council for Mental Health's strategy plan for 2017-2019](#).
3. [Projects and Initiatives addressing youth mental health](#).

Action plan in prevention of suicide and self harm 2014-2017. [[Handlingsplan for forebygging av selvmord og selvskading 2014-2017](#)].

Type of official document: Action plan.

Introduction and timeframe: 2014 – 2017.

Main elements: The main goal is to prevent, and bring down the numbers of suicide and self harm. The action plan drafts 29 suggested actions clustered under 5 guiding goals:

1. Secure good mental health and sense of mastery.
2. Early recognition and intervention of young people at risk.
3. Close monitoring of bereaved, dependents, and other affected.
4. Make evidence based knowledge, and good practices available to adults working with young people.
5. More and better knowledge – more research.

Key objectives: Children and young people at risk, prevention and education, bereaved/dependents/affected, health and school personnel training and awareness.

Specific target groups: Children and young people at risk, bereaved/dependents/affected, health and school personnel, parents/guardians, anyone working with children or young people.

Responsible governmental authority: [The Norwegian Ministry of Health and Care Services](#), The Norwegian Directorate for Health

Public funding: Not publicly available.

Monitoring/assessment/evaluation: To be evaluated in 2018.

Major revisions/updates: No major revisions or updates.

The Norwegian Council for Mental Health's strategy plan for 2017-2019. [[Rådet for psykisk helses strategi for 2017-2019](#)].

Type of official document: Strategy plan.

Introduction and timeframe: 2017 – 2019.

Main elements: The Norwegian Council for Mental Health has a particular focus on children and youth, as a part of their emphasis on early intervention and preventive work. The maintenance and expansion of existing services are highlighted, with a particular eye on interdisciplinary cooperation.

Key objectives:

Schools and youth health services/centres are identified as important arenas where youth are to be reached, and offered services and support. Teachers and school staff are

equally important as health workers, and interdisciplinary cooperation is stressed as an important success factor.

Particularly youth with substance abuse history need structure to succeed in mental health work, e.g. training, education, or employment. There should be close cooperation between the arenas of activity and treatment.

The Council works for the reduction of force and physical restraint, and a significant increase in user involvement.

Two other arenas of focus is the

1. Increase of research on mental health and drug abuse (emphasis on user involvement, and co-participatory research).
2. Increase of informational campaigns and networking.

Specific target groups: Universalistic. Youth are identified as a key target group as they are particularly vulnerable to stress management, suicide, and drug

Responsible governmental authority: The Council for Mental Health [Rådet for Psykisk Helse]. Norway's largest umbrella interest organization for the promotion of good mental health. One of the member organizations is the organization Mental Helse Ungdom [Mental Health Youth].

Public funding: Not applicable to the strategy plan.

Monitoring/assessment/evaluation: To be evaluated in 2019-2020.

Major revisions/updates: No major revisions or updates.

Projects and Initiatives addressing youth mental health

Ungsinn [translates roughly into Young Mind] Online resource with independent descriptions and evaluations on measures addressing youth mental health. The descriptions include well-being measures, preventive measures, and treatment measures.

Ungsinn is run by the Regional knowledge centre for children and youth [Regional kunnskapssenter for barn og unge, Nord (RKBU Nord) at the Arctic University of Norway (UiT), by appointment of the Norwegian Directorate for Health.

7.6 Mechanisms of early detection and signposting of young people facing health risks

Policy framework

The following documents constitute the policy framework for the mechanisms of early detection and signposting of young people facing health risks:

1. [Report 2011: 1. On preventive measures in mental health.](#)
2. [Plan to strengthen efforts in drug prevention and rehabilitation \(2016-2020\).](#)

See also: [General comments on early intervention and preventive work in Norway.](#)

The Norwegian Institute of Public Health Report 2011: 1. On preventive measures in mental health. [Folkehelseinstituttet Rapport 2011:1 Bedre føre var... Psykisk helse: Helsefremmende og forebyggende tiltak og anbefalinger.]

Type of measure: Report – guiding document on preventive measures in the Norwegian mental health sector.

Responsible authority: The Ministry of Health, and Executive agency The Norwegian Institute of Public Health.

Year of adoption and timeframe: 2011 – still in effect.

Main objectives:

Measures addressed particularly towards youth, include:

1. Preventive measures towards bullying [Helsefremmende skoler].
2. Support groups, self-help groups, and psycho-educative programmes addressing anxiety and depression (including online-based support).
3. Addressing sleep-deprivation (cognitive behavioural therapy).
4. Supportive measures towards parents.

Target groups: The report addresses the whole population, with focus on vulnerable sub-population – youth being a particular focus group.

Monitoring/assessment/evaluation: Not applicable at level of policy recommendation.

Major revisions/updates: New report – no major revisions or updates.

Proposition to the Storting [parliament] 2015-2016. Plan to strengthen efforts in drug prevention and rehabilitation (2016-2020). [Prop. 15 S (2015-2016) [Opptappingsplanen for rusfeltet \(2016-2020\)](#)].

Type of official document: Action plan.

Introduction and timeframe: 2016 – 2020.

Main elements: The prevention plan is a description of the program of drug prevention and rehabilitation of 2015, and the government's continuation of the program towards 2020.

The prevention plan has five main goals

1. Secure user influence through:
 - a) Free choice of rehabilitation.
 - b) Stronger user influence on the services that are provided.
1. Early detection and intervention for children and youth at risk of developing a drug problem.
2. The rehabilitation service is to be readily available, varied, and holistically applied.
3. A universalistic goal of an active and meaningful life for all children and young people (prevention).
4. Develop and increase the use of alternative means of penalty.

Key objectives: Early intervention, treatment, and a solid follow-up service to ex-users.

Target groups: Universalistic, with a particular focus on children and youth who are at risk, or have been affected by drug use and drug related challenges.

Responsible governmental authority: [The Norwegian Ministry of Health and Care Services](#).

Monitoring/assessment/evaluation: Not applicable at strategy plan level.

Major revisions/updates: New strategy plan – no major revisions or updates.

General comments on early intervention and preventive work in Norway

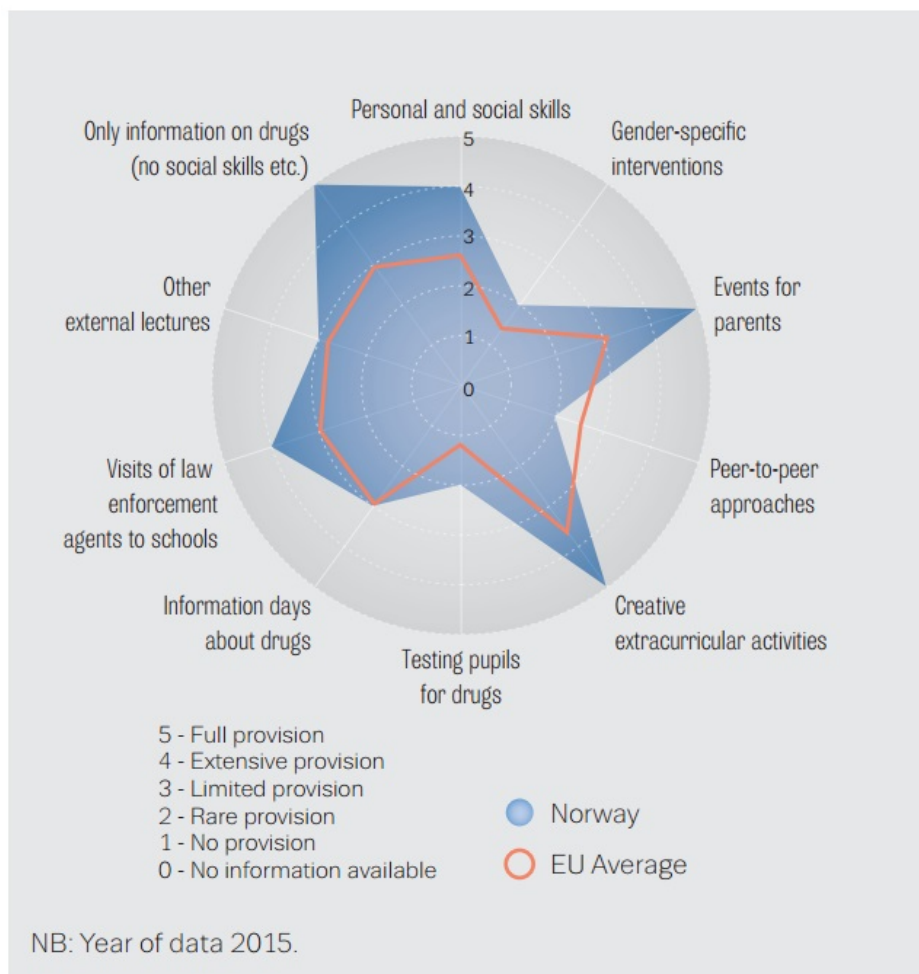
Prevention interventions encompass a wide range of complementary approaches. Environmental and universal strategies target entire populations, selective prevention targets vulnerable groups that may be at greater risk of developing drug use problems and indicated prevention focuses on at-risk individuals.

Environmental prevention measures in Norway focus primarily on regulating access to alcohol and medicines, with the municipalities having a key role in the area of controlling access to psychoactive substances, predominantly alcohol, at a local level.

In schools, priority is given to universal prevention activities that are comprehensively integrated into a learning environment, while the implementation of curricular school-based prevention programmes is decreasing. Programmes to integrate parents into prevention activities are also supported. It is worth mentioning that Norway executes less peer-to-peer approaches than the EU average.

Figure 7.5. Provision of interventions in schools in Norway (expert ratings). ([European Drug Report, 2017](#)).

Figure 7.5 Provision of interventions in schools in Norway (expert ratings)



Source: European Drug Report 2017.

(<http://www.emcdda.europa.eu/system/files/publications/4510/TD0116916ENN.pdf>)

Stakeholders

Main stakeholders designated and mobilised at local level:

Funded and run by the municipalities:

1. School teachers and personnel
2. Social workers
3. Youth workers (particularly in youth clubs/youth houses, and organizational/volunteer work)
4. School nurses
5. Youth health station and sexual health stations

Run and funded through health trusts [helseforetak]:

1. Doctors and health practitioners

Municipal services are usually the arenas that youth meet adults that can detect and accommodate to potential health risks. The front-line services may then refer to specialists or longer term follow-up care/support, should it be required or requested by the youth themselves.

Guidance to stakeholders

Various guides and online resources are offered to the above mentioned stakeholders (a & b):

a) Guide on early intervention on drug abuse (part of the above mentioned action plan) – [[Tidlig intervensjon på rusområdet](#) – Fra Bekymring til handling – En veileder om tidlig intervensjon på rusområdet]

Type of measure: Guide [veileder]

Responsible authority: The Norwegian Directorate for Health.

Year of adoption and timeframe: 2010 – still in effect.

Main objectives: The guide gives an overview with references to more in-depth information:

1. Protection and risk factors.
 2. Describes signs and symptoms.
 3. Critical transitional phases.
 4. Description on the role of the person intervening/responding to a youth at risk.
1. Knowledge review on routines and proper procedures to preventive interventions.
 2. Available methods of intervention and preventive measures.
 3. Overview of supportive and related public services /cross-sectoral cooperation and communication).

b) Forebygging.no [prevention.no], and in particular:

Forebygging.no is a comprehensive online resource that offers information, work models, articles, research findings, and an information bank on involved actors and stakeholders in connection with preventive work in Norway.

Training offered to stakeholders

Training on the mechanisms of early detection and signposting of young people facing health risks is offered as a part of the general programme of education for

1. School teachers and personnel
2. Social workers and youth workers
3. School nurses
4. Health personnel and health practitioners in general

Later specialized or focus training may be offered as specialization, or as continuation training.

Awareness-raising campaigns for stakeholders

There are currently no awareness-raising campaigns or designated events targeted towards stakeholders, on the mechanisms of early detection and signposting of young people facing health risks.

Target groups

1. Anyone who can be vulnerable to excluding or discriminating behaviour/ bullying (ethnic minorities, LGBT, youth with disabilities, girls).
2. Youth of low income families

3. Families where domestic violence and/or drug abuse has been present
4. Domestic and/or sexual abuse survivors
5. Youth with disabilities
6. Youth who display tendencies of isolation, recidivism, or criminal behaviour.

Funding

Source of public financial support: Municipal funding

Municipal services (health provision, youth clubs etc) usually receive funding in bulks, meaning there are no separate budget posts on mechanisms of early detection and signposting of young people facing health risks. Detection and prevention measures and efforts are usually integrated as a part of larger measures and efforts targeting youth.

Source of public financial support: Grant schemes for specific projects or programmes

Municipal, county municipal and state agents all offer topic specific grant measures, og which first-line service actors can apply for specific programmes, efforts, or projects.

The main state-level actors that offer grant schemes are (health-specific measures):

The Norwegian Directorate for Health – [landing page for health grants schemes \[in Norwegian\]](#).

Potential beneficiaries of these grant schemes are:

1. Municipalities.
2. County Municipalities.
3. Voluntary organizations and NGOs.
4. Foundations [stiftelser].
5. Private actors or businesses.

Type of activities supported

Type of activities supported to mechanisms of early detection and signposting of young people facing health risks vary greatly, but examples may be:

1. Coordinating functions/staff that helps youth access and utilize already existing services.
2. Specific programmes and/or activities containing well-being, preventive, or treatment measures/initiatives towards youth health.
3. Support to youth organizations working with youth health (youth representation/participation, and activities).
4. Measures that support and educate youth workers.

7.7 Making health facilities more youth friendly

Norway currently has no top level policies, programmes, projects or initiatives aiming to make health facilities more youth friendly.

7.8 Current debates and reforms

Youth health (in terms of new policy and reforms) is discussed in context of new policy and reform for the entire population. Norway does not have a separate youth law, and by proxy youth are judicially (and most often politically) addressed as either children or adults.

When youth health is the main locus of political deliberation or reform/policy suggestion, 'youth health' is for the most part a segment of other relating and contributing factors, like social inclusion measures, education, or preventive measures that includes volunteering, sports, employment, or training.

Said differently, new youth health policy debates or suggested reforms are very seldom dealt with isolated, but in tandem with other policy fields.

The current debate on youth health focuses on:

1. Psycho-social measures in school to prevent bullying and discrimination.
2. Psycho-social measures in school to reduce the figures of early school leavers, and increase the standardized time to complete upper-secondary school [see below: [New Possibilities - cooperation strategy plan on assistance to youth](#)].
3. Efforts to support youth who struggle psychologically, and efforts to prevent and treat stress ([#Youth health – the Norwegian Government’s strategy for youth health 2016 – 2021](#)).

Youth health initiatives and reform measures in connection with other contributing factors are addressed in, among others, the three following core guides, reports, and strategy plans:

Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment. [[NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø](#)]

Brief summary: This prevention plan is about the prevention of bullying, harassment, discrimination, neglect, and isolation. Considering youth health, the report includes well-being, preventive, and treatment measures.

Status: On-going initiative. Has had a significant expansion of focus due to an increase in reported incidents of bullying, and incident-related suicides of children.

The government’s strategy against child poverty 2015-2017. [Barn som lever i fattigdom. [Regjeringens strategi mot barnefattigdom 2015 - 2017](#)].

Type of document: Action plan [‘handlingsplan’]

Time of introduction and timeframe: May 2015 (2015-2017)

Status: On-going initiative. Discussing expansion of efforts and services.

New Possibilities - Cooperation strategy plan on assistance services to youth. [[Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom](#)]

Type of document: Guide [‘eksempelsamling’].

Time of introduction and timeframe: March 2014 – in effect.

Status: New initiative, due for evaluation.

Current ,ongoing, and suggested new initiatives in youth health policy are also described in:

#Youth health – the Norwegian Government’s strategy for youth health 2016 – 2021 [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)].

8. Creativity and Culture

Introduction

The Norwegian government clusters art, culture, sports and volunteering [[Kultur, idrett og frivillighet](#)] as interrelated societal arenas. The Norwegian Ministry of Culture defines these three arenas/activities as ‘kulturlivet’ which translates into ‘the life with culture’, or ‘the culture life’. With that said, different ministries and executive agencies still have the top-level responsibility for their respective policy domains. See Youth Wiki [8.2 Administration and governance and Main Actors](#).

The two largest sectors/areas of cultural initiatives towards youth are found through Norwegian schools via the national strategy 'The Cultural Schoolbag' and through local initiatives in the voluntary and youth work sector at municipal or regional level (see [8.4 Promoting culture and cultural participation](#) and [8.5 Developing cultural and creative competences](#) - b) Non-formal learning and youth work.

8.1 General context

Main trends in young people's creativity and cultural participation

Youth have traditionally been the cohort who most frequently use or participate in cultural activities and events, both as audiences and as performers. This was reported in the government's national report back in 2003 ([Ministry of Children and Family Affairs, 2003](#)), and is still the case today (See segment on [the Norwegian Cultural Barometer below](#)).

Children and young people are a priority target groups in government policy for most art and cultural institutions.

a) The Norwegian Cultural Barometer

The main national survey on culture in Norway is a full population survey run every four years (2000 and onwards) by Statistics Norway [[Statistisk Sentralbyrå - Norsk kulturbarometer](#)] The age cohorts available in the statistics generating site are: 9 – 15 years, 16 – 24 years, and 25 – 44 years (capturing the 'youth' population between the ages of 13 and 30) ([Statistics Norway, 2017](#)).

For the purpose of this section, the cohort of 16 – 24 (youth) will be compared to the cohort of 25 – 44 (adults).

As mentioned earlier, youth have traditionally been the cohort who most frequently use or participate in cultural activities and events. The trend is reflected in in Figure 8.1, displaying the percent of the cohort that participated at least once during the last 12 months in a cultural activity or event.

Figure 8.1 The Norwegian cultural barometer: User of cultural activities and events in the last 12 months (by per cent). Youth (16-24) compared to adults (25-44). ([Statistics Norway, 2017](#)).

Figure 8.1 The Norwegian cultural barometer

User of cultural activities and events in the last 12 months (by per cent)

Youth (16 - 24) compared to adults (25 - 44)

Cultural activity	Per cent			
	2012		2016	
	Age 16 - 24	Age 25 - 44	Age 16 - 24	Age 25 - 44
<small>Users of different kinds of cultural activities last 12 months.</small>				
Art exhibition	23	34	27	33
Cinema	91	74	90	81
Culture festival	44	38	48	35
Sports event	61	59	63	63
Library	44	50	46	49
Museum	36	41	47	46
Opera	5	6	5	5
Dance performance	15	15	17	14
Music concert	75	61	64	64
Theater, musical theater, stand-up etc	41	41	50	48
Religious event	28	27	31	31

Source: Statistics Norway - Norwegian cultural barometer (Create your own tables and graphs)

As shown in figure 8.1, sports events and sport activity is addressed as a cultural activity in Norwegian political context. In the Youth Wiki sports are addressed under the chapter on Health and Well-Being.

For more on sports in Norway, see chapter [7.3 Sport, youth fitness and physical activity](#).

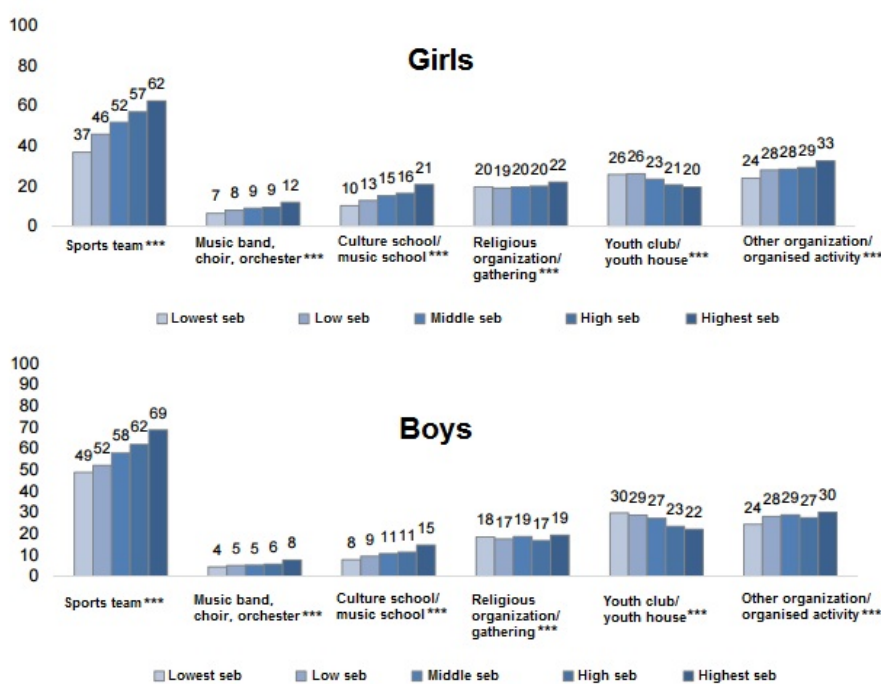
b) The Ungdata Survey

Ungdata is a cross-national data collection scheme, designed to conduct youth surveys at the municipal level in Norway. The surveys have been conducted annually since 2010, and 439.200 respondents between the ages of 13-19 have participated since then ([Ungdata, 2017](#)).

One section of the survey asks the youth about free time activities, and of which they participate at least once during the last month. The results are reported by gender and by low to high socio-economic background ([NOVA, 2016: Ungdata](#)).

Figure 8.2 Youth Leisure time – participation at least once within the last month. By gender and socio-economic background (seb). ([NOVA, 2016: Ungdata](#)).

Figure 8.2 Youth Leisure time - participation at least once within the last month. By gender and socio-economic background (seb).



Note: Ungdata 2014–15 (8. trinn – VG3). N_{gutter}=52.160. N_{jenter}=53.996. Signifikanstest: * p<0,05, ** p<0,01, *** p<0,001

Source: Bakken, A. and Frøyland, L.R., og Sletten, M.(2016). *Sosiale forskjeller i unges liv. Hva sier Ungdata-undersøkelsene*. [Youth socio-economic differences – Reports from the 2016 Ungdata Survey]

The findings from the Ungdata survey show that there is a positive relationship between what is defined as 'culture and creativity' activities in this chapter (mainly music/band activity and culture/music schools). The same goes for the relationship between sports activity and socio-economic background. See Youthwiki on Chapter 7 Health and Well-being and [7.3 Sport, youth fitness and physical activity](#).

Youth clubs and youth houses are mostly targeted through the volunteer sector (See Youthwiki on [Chapter 2 Volunteering](#)), but here we see the opposite relationship between socio-economic background and participation. Whether it is local cultural programmes

that succeed in capturing lower-socio-economic positioned youth, is hard to distil on a national level, as local programmes and services within the youth houses/clubs differ greatly.

Main concepts

The Norwegian government clusters art, culture, sports and volunteering [[Kultur, idrett og frivillighet](#)] as interrelated societal arenas. The Norwegian Ministry of Culture defines these three arenas/activities as 'kulturlivet' which translates into 'the life with culture', or 'the culture life'.

With that said, different ministries and executive agencies still have the top-level responsibility for their respective policy domains. See Youth Wiki [8.2 Administration and governance and Main Actors](#).

The main formal strategy towards youth and culture (music, the arts, theatre, creativity) are found in the intersecting policy domains of culture and formal education. See [8.3 National strategy on creativity and culture for young people](#), and 'The Cultural Schoolbag (TCS).'

Other cultural activities for youth are often organized at the municipal level – activities that are usually funded by municipal or national grants, and reliant on further volunteering. Youth clubs/ youth houses may or may not be found under this policy umbrella, depending on how much the municipal administration regards 'cultural activity' before other target areas.

The remaining measures and approaches on 'youth culture life,' are found within sports and volunteering. Examples may here again be youth clubs/ youth houses, and volunteer organization clustered under Norwegian policy on volunteering.

See Youthwiki on

1. [Chapter 2 Volunteering](#).
2. Chapter 7 Health and Well-being and [7.3 Sport, youth fitness and physical activity](#).

In Norway, children's and youth sports have historically and currently relied extensively on volunteering.

The concept of "access to culture" is conceptualised in national legislation through the Educational Act. As of 1997, all municipalities were required by law to establish music schools. By 2001, all but three municipalities had established music schools in their set of educational provision. The availability of artistic and cultural programmes in schools has steadily increased since 2001.

The government has its main focus on youth culture and creativity through cultural programmes and strategies in the formal education sector.

"Cultural heritage" as defined within the educational sector, are: "based on fundamental values in Christian and humanist heritage and traditions, such as respect for human dignity and nature, on intellectual freedom, charity, forgiveness, equality and solidarity, values that also appear in different religions and beliefs and are rooted in human rights". ([The Education Act, Chapter 1, section 1-1](#)).

8.2 Administration and governance

Governance

Main Actors

The Norwegian Ministry of Culture and its executive agencies are responsible for the generalist crafting and deployment of culture policy, and by that, also youth culture policy.

Second, the Norwegian Ministry of Culture, and the Norwegian Ministry of Education and Research (and its underlying executive agencies), cooperate on drafting and implementing policy on youth culture, as many of the youth culture programmes are aimed towards young people in schools.

Lastly, the Norwegian Music Council and the Norwegian Children and Youth Council (LNU) (under non-public actors) manage several grant schemes supporting youth culture and creativity projects. LNU receives funding for these grants from both ministries mentioned above.

Main public actors

1. The Norwegian Ministry of Culture.

Executive and expert agencies:

- a) [Arts Council Norway.](#)
- b) [Arts for Young Audiences Norway.](#)

1. The Norwegian Ministry of Education and Research.

Executive and expert agencies:

- a) [The Norwegian Centre for Art and Culture in Education.](#)
- b) [The Norwegian Council for Schools of Music and Performing Arts.](#)
- c) [The Norwegian Federation for Arts in Education.](#)
- d) [The Norwegian Cooperative Forum for Subjects in the Arts.](#)

Main Non-Public Actors

- 1. **The Norwegian Music Council.**
- 2. **The Norwegian Children and Youth Council (LNU).**

General distribution of responsibilities.

Main public actors

1) The Norwegian Ministry of Culture [Kulturdepartementet] [[On the Ministry of Culture on government.no](#)]

The Ministry of Culture has the overarching responsibility for the policy areas of art, culture, copyright, church, the media, sport and the voluntary sector in Norway.

For policy delegation to the ministry's executive agencies, go to the section on Executive agencies and expert agencies under direction of the Norwegian Ministry of Culture.

The Ministry of Culture is divided into five departments, of which three are of particular relevance to youth policy:

Department of Civil Society and Sports

The department is responsible for state sports policy and generally for coordinating and harmonising the state's relations with the voluntary sector. The department administers the surplus generated by Norsk Tipping for sports purposes, socially beneficial and humanitarian organisations and the Frifond fund [[In Norwegian: frifond.no](#)]. Its general responsibility for voluntary-sector policy encompasses the value added tax compensation scheme for non-profit organisations, civil society and voluntary sector research, the Register of Non-Profit Organizations and simplification initiatives.

[Department of Media Policy](#)

The department is responsible for mass media, film, computer games, copyright legislation, gaming/lotteries and foundations.

[Department of the Arts and Museums](#)

The Department of the Arts and Museums is responsible for the development of national policy relating to music, the dramatic arts, the visual arts, museums and other cultural heritage matters. Its responsibilities also encompass culture and the business sector, artist finances, children and youth culture, cultural buildings, the voluntary cultural sector, Sami cultural objectives and culture in the High North. The department administers allocations and grants to state and non-state bodies and institutions, as well as laws and regulations in these fields.

The department consists of two underlying sections (of which both are of particular importance to policy on youth and culture):

KM2

The section is responsible for museum-related matters, the visual arts, general cultural objectives, artist negotiations, artist finances, cultural buildings and Sami-related matters.

KM1

The section is responsible for music, the dramatic arts, culture and the business sector, children and youth culture, [the Cultural Schoolbag](#), the voluntary cultural sector and culture in the High North.

Executive agencies and expert agencies under direction of the Norwegian Ministry of Culture:

1. [The Arts Council Norway \[Kulturrådet\]](#).
2. [Arts for Young Audiences Norway \[Kulturtanken\]](#).

Arts Council Norway [Kulturrådet]

[Arts Council Norway](#) is the main governmental operator for the implementation of Norwegian cultural policy.

The Arts Council acts as an advisory body to the central government and public sector on cultural affairs, and is fully financed by the Norwegian Ministry of Culture.

The Arts Council administers the Norwegian Cultural Fund and is in charge of a broad spectrum of administrative tasks and functions within the cultural field, including artists' grants, the Audio and Visual Fund and a number of other funding schemes.

The grants are awarded on the basis of artistic quality and activity, and applicants must be active professional artists with primary residence in Norway. The funds are allocated to the independent arts sector outside the major, publicly funded institutions. Children and young people are a highly prioritised target group within most of the funding schemes.

The Arts Council also manages government initiatives in the museum sector, including tasks previously performed by ABM-utvikling (the Norwegian Archive, Library and Museum Authority). It has a staff of around 120 people.

Lastly, the Arts Council has a key role in the EEA Grants in the cultural field. The Norwegian Cultural Contact Point for the EU Culture Programme Creative Europe is located to the Arts Council. The Arts Council is also involved in several other professional networks and projects at a European and international level.

Arts for Young Audiences Norway [Kulturtanken]

[Arts for Young Audiences Norway](#), or Kulturtanken, is the Norwegian Ministry of Culture's executive agency responsible for art and culture for school pupils.

This includes nationwide strategy The Cultural Schoolbag (TCS) [Den Kulturelle Skolesekken], the centrepiece of the government's policy for bringing culture to children and young people.

Kulturtanken was created in 2016 through the merger of Concerts Norway [Rikskonsertene] and the secretariat of The Cultural Schoolbag.

Although Kulturtanken is an agency of the Norwegian Ministry of Culture, it works very closely with the Norwegian Ministry of Education and Research, which is responsible for the institutions where TCS is implemented, namely schools.

The vision of Kulturtanken is to give all children growing up in Norway access to art and to a brighter future.

2) The Ministry of Education and Research [Kunnskapsdepartementet] [\[About KD at government.no\]](#)

The Ministry of Education and Research's task is to formulate future-oriented and coordinated policies for the education sector. The aim is to ensure that Norway has a good, efficient education system, as well as productive and creative research communities.

The Ministry of Education and Research funds the school libraries in Norway.

The ministry of Education transfer funds to the below mentioned councils and organizations, who in turn manages grant schemes. The grant schemes are designed broadly to strengthen the cooperation between the educational and cultural sector.

The councils and organizations are important profession-based and expert advisers on youth policy on culture in the educational sector.

- a) [The Norwegian Centre for Art and Culture in Education](#).
- b) [The Norwegian Council for Schools of Music and Performing Arts](#).
- c) [The Norwegian Federation for Arts in Education](#).
- d) [The Norwegian Cooperative Forum for Subjects in the Arts](#).

a) The Norwegian Centre for Art and Culture in Education [Nasjonalt senter for kunst og kultur i opplæringen].

[The Norwegian Centre for Art and Culture in Education](#) was established on 1st of January 2007 at University of Nordland. The centre is professionally positioned under the auspices of The Norwegian Directorate for Education and Training and hosted administratively by University of Nordland.

The aim is to facilitate higher quality in art and culture subjects in kindergartens and primary and secondary education.

As a national centre, their focus is to achieve more involvement and greater interest for education in the art and culture subjects. The centre is to offer kindergarten and school leaders, teachers, and pre-school teachers support and competence to strengthen their work on art and culture subjects in education. The centre cooperates with other relevant actors in these subjects at national and international level.

The centre has five core tasks:

1. National framework and teaching plan related activity.
2. Subject didactic activity and competence development.
3. Documentation, analysis and research.
4. Communication.

5. Alignment and co-operation.

b) The Norwegian Council for Schools of Music and Performing Arts [Norsk kulturskoleråd].

[The Norwegian Council for Schools of Music and Performing Arts](#) was founded in 1973, as The Norwegian Council for Music Schools. The organization has since its establishment been owned by Norwegian municipalities. In its early years, around 50 Norwegian municipalities offered music and art programs for children and youth.

As of August 2017, the organization has 419 municipalities as owners and members (Norway has a total of 428 municipalities).

The organization's efforts towards politicians and the education bureaucracy were instrumental in a legislative initiative that stated that all municipalities in Norway - alone or in cooperation with other municipalities – were to provide music and art programs for children and youth. ([The Education Act, Section 13-6. Provision of courses in music and other cultural activities](#)).

Parallel to the political effort, the organization continuously works towards the academic strengthening of the schools in music and performing arts. This is done through both multiannual programs and shorter projects and courses aimed towards the school leadership, the teachers and/or the students.

c) The Norwegian Federation for Arts in Education [[Fellesrådet for kunstfag i skolen \(fks\)](#)].

The Norwegian Federation for Arts in Education (FKS), is a federation between the organizations and unions:

1. 'Dance in the Schools' [[Dans i Skolen](#)]
2. 'Media Educators' [[Mediapedagogene](#)]
3. 'Drama and Theatre Educators' [[Drama- og teaterpedagogene](#)]

FKS was founded in 1992, and works for the strengthening and enhancement of subjects in the arts in the kindergartens, schools, and institutions of higher education. As of August 2017, the Federation has about 2 000 members.

FKS is profession-based expert, and political advisor to the government, school owners, and other relevant actors (academic institutions, co-operative agents etc).

d) The Norwegian Cooperative Forum for Subjects in the Arts [Samarbeidsforum for estetiske fag (SEF)].

The Norwegian Cooperative Forum for Subjects in the Arts (SEF), is a federation of the three membership organizations/unions:

1. 'Art in the Schools' [[Kunst i Skolen](#)]
2. 'Art and Design in the Schools' [[Kunst og design i skolen](#)]
3. 'Music in the Schools' [[Musikk i Skolen](#)]

SEF was founded in 2009, and have approximately 14 000 members (consisting of educators/teachers, schools, institutions of higher education, culture organizations, activity groups etc).

SEF is profession-based expert, and political advisor to the government, school owners, and other relevant actors (academic institutions, co-operative agents etc).

The federation works for the strengthening and enhancement of subjects in the arts in primary and lower/upper-secondary schools [grunnskolen og videregående skole], the Culture Schools, and in the Art Schools in higher education. SEF is also an expert advisor to the national strategy '[The Cultural Schoolbag.](#)'

Main Non-Public Actors

1) The Norwegian Music Council [Norsk Musikkråd].

The Norwegian Music Council is a cooperative network and interest organization for actors who are in music in Norway.

The Organization has 140 000 members, 33 local branches [lokallag], 18 music councils (at county municipal level [fylkesmusikkraad/kulturnettverk], and finally 150 local music councils at municipal level.

The Norwegian Music Council administers the grant scheme Frifond Musikk (See [8.4 Promoting culture and cultural participation](#)).

2) The Norwegian Children and Youth Council (LNU) [Landsrådet for Norges barne- og ungdomsorganisasjoner (LNU)].

[The Norwegian Children and Youth Council \(LNU\)](#) [Landsrådet for Norges barne- og ungdomsorganisasjoner (LNU)] is an umbrella youth organization, representing 95 youth organizations.

[Overview of the organizations that LNU represent – in Norwegian.](#)

Their main goals are to [[om LNU – in Norwegian](#)]:

1. Assists and offers expertise to their membership organizations
2. Be an important actor in lobbying for the interest of youth and children
3. Be a 'go to' consultant from the government in the processing of new laws and initiatives
4. Distribute grants by applicant basis [[støtteordninger](#)]
5. Co-operator with the county youth councils [[BUR-samarbeidet](#)]
6. Organise the annual children and youth parliament ([Barne- og ungdomstinget, BUT](#))

The legal framework: The Norwegian Children and Youth Council's (LNU) Statues [[in Norwegian: Vedtekter etter BUT 2015/Prinsippogram](#)].

1. LNU is an independent organization.
2. LNU does not have an overseeing body
3. As a consultative and representative body of youth, LNU is one of the three most important actors, alongside NSO and SSUN (See [5.3 Youth representation bodies](#)).
4. Budget and funding source: LNU receives funding from the Ministry of Children and Equality, and is financially accountable to the ministry.
5. LNU also administers a number of grant schemes: the bulk grants are provided by different ministries; among them the Ministry of Children and Equality, the Ministry of Knowledge and Research, and the Ministry of Culture (Frifond).
6. Membership selection criteria: volunteer, independent, democratic organizations that work with children and youth. The organization also needs to have a national scope/representation.
7. Age range of young people participating: up to whatever age range the organization defines as 'youth' [ungdom] – usually maximum 26-30.

LNU's role in policy-making

1. The organization cannot independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
2. The top level branch of the union is regularly consulted by policy-makers.
3. LNU's decisions are usually not binding on policy-makers.

General distribution of responsibilities

Norway has a predominantly centralized political/administrative system of governance, which means that most, if not all, overarching political strategies are made at state level, and then implemented top-down.

With that said, both counties and municipalities are quite free in *the way* government funding is being used to obtain the desired means and goals, by utilizing so-called free funding ['frie midler'] – sometimes called non-earmarked funding.

Municipalities also have local funding schemes, to where e.g. youth and volunteer organizations can apply for support.

Youth policy implementation will vary from municipality to municipality, due to the

1. Diversity of the services offered.
2. Quality of the services offered.
3. Level of inter-municipal cooperation.
4. Level of cooperation/coordination with county and central government. services – if present.
5. Priority of youth policy areas versus other policy areas.

...which again is dependent on the

1. Amount of 'free funding' that is transferred.
 2. Overall economy of the municipality.
 3. Size of the municipality in terms of population, demographic makeup, and population density.
-
1. Size and quality of knowledge and training of the municipal administration.
 2. Political priority (municipal politicians may not reflect the political priorities of the central government).
 3. Level of civic engagement and private actor focus on youth in general.

The rationale behind the municipalities' increased autonomy is to encourage a more relevant and adapted service to the municipalities' population.

The decisions and allocation/prioritizing of funds are taken closer to its relevant sectors/actors as possible. This in turn should strengthen democratic influence, and facilitate more efficient utilization of government transfers.

Cross-sectorial cooperation

The main mechanism of cross-sectorial cooperation between Ministries, Departments, Agencies involved in defining policies and measures on creativity and culture for young people, is through the national strategy [The Cultural Schoolbag \(TCS\)](#).

See also Youth Wiki on Social Inclusion and [4.2 Administration and Governance, and Governance, Mechanisms of cross-sectorial cooperation](#).

8.3 National strategy on creativity and culture for young people

Existence of a national strategy

Norway has one national strategy aimed towards creativity and culture for young people:

The Cultural Schoolbag (TCS) [Den kulturelle skolesekken].

Official document: White Paper no. 8 (2007-2008): "[A Cultural Schoolbag for the Future](#)" The Norwegian Ministry of Culture. [[St.meld. nr. 8 \(2007-2008\) Kulturell skolesekk for framtida](#)].

Scope and contents

The Cultural Schoolbag (TCS) is a national programme designed to ensure that all school pupils in Norway experience a wide variety of professional art and culture.

The Cultural Schoolbag has been part of the government's culture policy for children at primary and lower-secondary school since 2001, and more recently it has been expanded to cover sixth-form students. This means that all pupils – from years 1 to 10 of compulsory education, and from years 1 to 3 of sixth-form – are covered by the programme.

The programme aims to give pupils and schools the chance to experience, become familiar with, and develop an understanding of all kinds of professional artistic and cultural output.

The activities offered, which must be of a high quality, cover the whole cultural spectrum:

1. Performing arts.
2. Visual art.
3. Music.
4. Film.
5. Literature.
6. Cultural heritage.

The goals of the programme are to:

1. Help ensure that school pupils are given the chance to experience professional art and culture.
2. Make it easier for school pupils to experience, become familiar with and develop an understanding of all forms of artistic and cultural output.
3. Help ensure that artistic and cultural output become a fully integrated element of how schools achieve curricular goals.

The governing principles of the programme are to:

1. Be a permanent programme for school pupils, and have regular activities within even intervals.
2. Cater to all pupils in primary and secondary school, regardless of the school they go to and their financial, social, ethnic and religious background.
3. Help to achieve curricular goals/ achieve the education system's goals as expressed in the general section of the curriculum and in the various syllabuses.
4. Experience professional artistic and cultural output of a high artistic quality.
5. Include a variety of forms of art and culture rooted in different cultures and from varying eras.
6. Expose pupils to a wide variety of music, performing arts, visual art, film, literature and cultural heritage.
7. Promote good cooperation between the culture and education sectors at all levels.
8. Adapt the program to local considerations – in the individual school, municipality and county. This will help to generate enthusiasm locally and means that you can have many local variations on a theme, giving everyone a sense of ownership of the programme.

Responsible authority for the implementation of the strategy

The Cultural Schoolbag is a collaborative project between the Norwegian Ministry of Culture and the Norwegian Ministry of Education and Research. In 2016 'Arts for Young Audiences Norway' [Kulturtanken – Den kulturelle skolesekken Norge] (previously Concerts Norway) was given national responsibility for the scheme.

The Schools and school owners are responsible for giving the programme an educational framework, while the culture sector is responsible for the cultural content of The Cultural Schoolbag and for notifying what the content will be well in advance.

Cross-sectorial cooperation

The Cultural Schoolbag is a collaborative project involving the culture and education sectors at a national, regional and local level – covering all schools in Norway.

County councils [Fylkeskommune/fylkesrådene] are responsible for regional coordination, but municipalities may also develop their own programmes. The implementation of the programme varies a great deal from region to region and place to place.

Arts for Young Audiences Norway' [Kulturtanken – Den kulturelle skolesekken Norge] is the national body responsible for managing, quality assuring and developing the programme at the national level, as well as for distributing lottery funding.

Funding

The Cultural Schoolbag receives lottery funding allocated by the Norwegian Ministry of Culture. The total amount it received in 2017 was NOK 270 million [about 28,7 million EUR]. The funds are transferred annually after the Norwegian state lottery operator has distributed its profits in the spring.

Funds are allocated by the Norwegian Ministry of Culture to the county councils (from 2017 onwards funding will go via 'Arts for Young Audiences Norway' [Kulturtanken – Den kulturelle skolesekken Norge), based on a formula that takes into account geography, demographics and infrastructure.

A third of the funding goes directly to the municipalities, a third is managed by the county councils and the final third can be freely distributed by the county council.

Revisions/updates

The programme has not undergone any major revisions since its introduction in 2001.

8.4 Promoting culture and cultural participation

Reducing obstacles to young people's access to culture

In addition to the national programme '[The Cultural Schoolbag](#),' Norway has a number of national grant schemes, programmes, and initiatives that are designed to increase and encourage young people's cultural output.

1. [The Norwegian Youth Festivals of Art \(Ung kultur møtes - UKM\)](#).
2. [Musical instruments grant scheme for children and youth](#) [Instrumentfondet].
3. [Grant schemes by the Norwegian Children and Youth Council \(LNU\)](#).
4. [Grant schemes by the Norwegian Music Council](#).
5. [Grant schemes by Arts Council Norway \[Kulturrådet\]](#).
6. [Funding programme in increase accessibility to cultural events for youth with disabilities](#).

1. The Norwegian Youth Festivals of Art (Ung kultur møtes - UKM)

Brief description: [The Norwegian Youth Festivals for Art \(UKM\)](#) is a nationwide festival where youth can perform and express their artistic vision in front of an audience and each other. During the festivals, participants also attend workshops, where they can explore their interests and be inspired by the works of other artists.

UKM have 400 local and 19 regional festivals every year spread throughout the country. Through selection at the local and regional festivals, 24.000 participants become 500, selected by a jury to represent the diversity and quality of each region. They gather in a national festival for four days in June, giving a lot of performances and putting their mark on the city's cultural and social arenas.

Objectives and outcomes: To stimulate young people's creativity and make their cultural activity visible. The UKM is designed to be flexible and informal; it aims at tickling the participants' curiosity and help broaden their cultural horizon.

Target groups: Youth between the ages of 13 and 20.

Partnership with local institutions and funding: The management system of the UKM is made up of a network consisting of local municipalities, county councils, and UKM Norway, an independent body.

Funding: UKM Norway receives funding from the Norwegian Ministry of Culture.

2. The Instruments Fund [Instrumentfondet]

Brief description: The Norwegian Band Music Association [[Norges Musikkorpsforbund](#)] and the Norwegian Youth Orchestra Organization [UNOF – De unges orkesterforbund] administers a grant scheme to support school music bands to purchase musical instruments.

Objectives and outcomes: To co-finance the purchase of instruments for musical school bands.

Target groups: All musical school bands (by definition where $\frac{3}{4}$ of the participating members are between the ages of 7 and 19) and all school orchestras and youth orchestras (by definition where $\frac{3}{4}$ of the participating members are under the age of 26) in Norway can apply.

Partnership with local institutions and funding:

The Norwegian Youth Orchestra Organization [UNOF – De unges orkesterforbund] is a national organization for school orchestras and youth orchestras in Norway. UNOF has 4700 members between the age of 4 and 26, coming from 147 local orchestras all over Norway. The administration is located in Oslo.

The Norwegian Band Music Association has a national office and 8 regional affiliates. The regional affiliates cooperate with local private enterprises to co-finance their day to day activities. Local branches may also receive funding and support from municipal and county municipal grants. This applies to the running of local affiliates and the school musical bands themselves.

Nationally: The Norwegian Band Music Association and its Musical Instrument grant scheme receives funding from the Norwegian Ministry of Culture.

The total amount available and distributed in 2016 was approx. 15 million NOK [1,6 million EUR].

3. Grant schemes by the Norwegian Children and Youth Council (LNU).

Brief description: The Norwegian Children and Youth Council (LNU) offers grant schemes covering general cultural activities by and for youth: LNU Culture [LNU Kultur].

LNU also distributes grant schemes on behalf of Frifond:

1. Frifond Theatre [Frifond teater]
2. Frifond Children and Youth [Frifond barn og unge]

Objectives and outcomes:

The LNU Culture and Frifond grant schemes offer youth organizations financial support to arrange/create cultural events.

The Frifond Children and Youth and Frifond Theatre grant schemes are of support for youth who wish to create/arrange a theatre play, show, or performance (including dance), or a music event/concert.

No single participant is being financially compensated for their work. The grant scheme is meant to cover production costs etc., expecting related labour to be on a voluntary basis. Exceptions relate to hired experts and professionals who handle equipment that untrained youth may not service.

Target groups: Any youth organization or organized group (approved by LNU/Frifond) with a cultural event planned may apply. (Specific to Frifond Children and Youth, and Frifond Theatre: a minimum of 1/3 of the participants have to be under the age of 26 – and a total of 3 or more persons).

Partnership with local institutions: The youth organizations/applicants are encouraged to include cross-organizational cooperation, and cultural exchange.

Funding:

LNU Culture: Each applicant may apply for funding between 25 000 and 200 000 NOK. The total annual bulk of the grant scheme is approx. 3 million NOK [Approx. 319 200 EUR].

Frifond Children and Youth: Each applicant may apply for funding up to 35 000 NOK.

Frifond Theatre: Each applicant may apply for funding between 10 000 and 120 000 NOK [Approx. 1 060 – 12 760 EUR].

The annual bulk of the Frifond grants vary, as the funding comes from the surplus of the National Lottery [Norsk tipping]. Norsk Tipping is owned and administered by the Norwegian Ministry of Culture.

4. Grant schemes by the Norwegian Music Council [[Norsk Musikkråd](#)].

Brief description: The Music Council offers grant schemes covering general musical activities by and for youth, on behalf of Frifond: Frifond Music [[Frifond Musikk](#)].

Objectives and outcomes:

The Frifond Music grant scheme is meant to support youth who wish to create/arrange a music event/concert.

No single participant is being financially compensated for their work. The grant scheme is meant to cover production costs etc., expecting related labour to be on a voluntary basis. Exceptions relate to hired experts and professionals who handle equipment that untrained youth may not service.

Target groups: Any youth organization or organized group (approved by The Norwegian Music Council/Frifond) with a cultural event planned may apply. A minimum of 1/3 of the participants have to be under the age of 26 – and a total of 3 or more persons.

Partnership with local institutions: The youth organizations/applicants are encouraged to include cross-organizational cooperation, and cultural exchange.

Funding:

Frifond Music: Each applicant may apply for funding between 6 000 and 35 000 NOK [Approx. 640 – 3 720 EUR].

The annual bulk of the Frifond grants vary, as the funding comes from the surplus of the National Lottery [Norsk tipping]. Norsk Tipping is owned and administered by the Norwegian Ministry of Culture.

5. Grant schemes by Arts Council Norway [[Kulturrådet – støtteordninger barn og unge](#)]

Brief description: Arts Council Norway facilitates the participation of children and young people in high quality art and cultural experiences throughout Norway, both as audiences and co-workers in creative processes.

Objectives and outcomes: Art and culture play important roles in the development of individuals and in creating a common cultural foundation for the population as a whole. To a greater extent than for adults, children's access to art and culture is more dependent on their background and socioeconomic conditions. Therefore, Arts Council Norway pays a special attention to art and culture for children and young people through funding of artistic production and development, and contributing to critical reflection and discourse in this field.

Target groups: Primarily professional artists and producers of creative/artistic content, but with focus on projects aimed towards a young audience (children and youth).

Partnership with local institutions: Partnership with local schools and school owners where applicable, or other arenas where the performances take place.

Funding: Varies between the different grant schemes, but all are funded by the Norwegian Ministry of Culture, through the Arts Council of Norway.

6. Funding programme in increase accessibility to cultural events for youth with disabilities [Ledsagerordningen].

Brief description: A generalist scheme, but if anyone is in need of an attendant [ledsager] to attend a cultural event, the participant (youth participant in this case) will get a ticket at a reduced fee, and their attendant will get a free ticket.

Anyone in need of an attendant to participate at cultural events may apply to their home municipality to receive an attendant pass [ledsagerbevis]. An application will often ask for a doctor's evaluation, or other formal evaluation of the applicant's need for an attendant.

The pass needs to be presented with each ticket purchase.

Objectives and outcomes: To lower the actual cost of participation in cultural events to that equal of someone who are not reliant on bringing an attendant to participate.

Target groups: Anyone reliant on bringing an attendant to be able to participate at a cultural event.

Partnership with local institutions: Local municipal administrations.

Funding: Earmarked funding at municipal level.

Disseminating information on cultural opportunities

As of August 2017, Norway does not have a designated programme, project, or initiative that inform young people about opportunities to access cultural environments.

Norway's main generalist youth information website is ung.no [youth.no], and there is a segment on [youth culture \[In Norwegian only\]](#).

The website is financed by the Norwegian Directorate for Children, Youth, and Family Affairs (Bufdir), and run by an independent editorial staff within the agency. See Youth Wiki Chapter 1.4 Youth Policy Decision-Making and [The National Agency for Youth](#).

Knowledge of cultural heritage amongst young people

Top policy agencies responsible for informational initiatives regarding cultural heritage are with the Norwegian Ministry of Climate and Environment and [the Department for Cultural Heritage Management](#).

Furthermore, the outgoing awareness campaigning is lead by an underlying executive agency of the ministry, namely [The Norwegian Directorate for Cultural Heritage](#).

The Department for Cultural Heritage Management [Kulturminneavdelingen] is responsible for developing strategies and policies within the entire field of cultural heritage. Important topics are archaeology, building protection, cultural heritage as a

resource in developing urban areas and villages, vessel protection, cultural environments and cultural landscapes.

The department is responsible for governing the Directorate for Cultural Heritage, and also for the Ministry of Environment's contact with cultural heritage administration at the regional level. Following up and developing the Norwegian Cultural Heritage Fund is also the responsibility of the department.

The Norwegian Directorate for Cultural Heritage [Riksantikvaren] is responsible for the management of all archaeological and architectural monuments and sites and cultural environments in accordance with relevant legislation.

The directorate is further responsible to provide information about, and increase awareness in the general public about the value of cultural heritage.

The dissemination of information is run through a generalist programme, but a priority group for these informational campaigns are children and youth ([The Norwegian Directorate for Cultural Heritage Strategy 2017 – 2021](#)).

The directorate's goal is to maintain a high profile and play a valuable role in society by:

- a) Raising awareness of cultural heritage values in the public debate.
- b) Build up and communicate knowledge about the benefits society can derive from cultural heritage.
- c) Promote and support local participation and engagement, particularly among municipal authorities, voluntary groups and owners of cultural heritage properties and sites.
- d) Identify monuments and sites of national interest and encouraging counties and municipalities to identify monuments and sites of regional and local value.
- e) Generally build up knowledge about and engagement in cultural heritage through communication activities.

The Norwegian Directorate for Cultural Heritage receive its funding from the Norwegian Ministry of Climate and Environment.

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

a) Formal education

Cultural and creative competences is one of the fundamental elements and goals described in the Norwegian core curriculum. Developing cultural and creative competences should therefore be seen as a goal and aim in all subject matters being taught in Norwegian schools.

The core curriculum defines creative talent as:

“the ability to find new solutions to practical problems by untried moves and unused methods, by identifying new relationships through thinking and experimenting, by developing new standards for evolution and collaboration, or by originating novel forms of artistic expression.”

([The Norwegian Directorate for Education and Training, Core Curriculum pp. 11](#)).

The Norwegian core curriculum has been translated and is available in [English](#), [French](#), [German](#), [Russian](#), and [Chinese](#).

The Norwegian curriculum also describes **separate subjects** that has a particular focus on cultural and creative competences (the below description are for the purpose of example, and not pre-emptive):

Lower-secondary education

All lower-secondary schools shall offer the subject 'Arts and crafts' [Kunst og håndverk] which should total 150 hours throughout 8th through 10th grade.

Another mandatory subject is Music [Musikk] which should total 85 teaching hours throughout 8th through 10th grade.

Some subjects may only be offered in certain schools where specific teaching demand, and/or competences are available – examples being: Drama and percussion for the hearing impaired [MUS3-01], Duodji/duodje/duedtie [on the creative competences and expression of the Sami culture].

Upper-secondary education

Upper secondary education and training is organised in 12 different education programmes.

Programmes for General Studies:

1. Specialisation in General Studies.
2. Sports and Physical Education.
3. Music, Dance and Drama.

Vocational Education Programmes:

1. Building and Construction.
2. Design, Arts and Crafts.
3. Electricity and Electronics.
4. Health and Social Care.
5. Media and Communication.
6. Agriculture, Fishing and Forestry.
7. Restaurant and Food Processing.
8. Service and Transport.
9. Technical and Industrial Production.

Subjects in creative and cultural competences are predominantly found in the programmes on

1. Arts, Crafts and Design Studies.
2. Music Studies.
3. Dance Studies.
4. Drama Studies.
5. Sport and Physical Education Studies.
6. Media and Communication Studies.

Examples of creative subjects being taught in upper-secondary school (most only available through specific programmes):

On the arts and language of the antics (latin/greek), architecture and society, design and architecture, movement (music, dance, drama), on images (media), flower arrangement, bookbinding, creation of national costume [bunadtilverkerfaget Vg3], dance and technique, ergonomics and movement, photography and graphics, instrument, choir and composition, art and visual aids, art and creative work, and model building.

For more on attaining cultural and creative competences in formal education, see Youth Wiki on Education and Training Chapter [6.7 Skills for innovation](#).

b) Non-formal learning and youth work

The most significant initiatives/programmes/measures to support the learning of creative and cultural learning outside the formal education arena, are described under Youth Wiki section 8.4 Promoting culture and cultural participation – being in particular relevance to non-formal/informal learning:

1. [The Norwegian Youth Festivals of Art \(Ung kultur møtes - UKM\).](#)
2. [The Instruments Fund \[Instrumentfondet\].](#)
3. [Grant schemes by the Norwegian Children and Youth Council \(LNU\).](#)
4. [The Norwegian Music Council \[Frifond Musikk – Norsk Musikkråd\].](#)
5. [Funding programme in increase accessibility to cultural events for youth with disabilities.](#)

The remaining non-formal or in-formal measures and approaches on 'youth culture life,' are found within sports and volunteering. Grants and support may or may not be offered through local and/or municipal programmes, but this is to the discretion of each municipal administration to decide.

These measures may or may not include components or local initiatives on non-formal/informal arenas of acquiring cultural and creative competences. Examples may here again be youth clubs/ youth houses, and volunteer organization clustered under Norwegian policy on volunteering.

See Youthwiki on

1. Chapter [2 Volunteering](#).

Norway has a particular emphasis on formal learning, and this is reflected in the support and funding offered to learning programmes targeting creative and cultural learning in non-formal and informal arenas.

As of August 2017, Norway does not have any specific guidelines recognizing cultural or creative competences acquired through non-formal or informal learning.

Specialised training for professionals in the education, culture and youth fields

As of August 2017 - for teachers in formal education, and educators and youth workers - Norway does not offer specialised training (directly organised or funded by top-level authorities) for fostering the acquisition of cultural and creative skills amongst young people.

As for professionals in the cultural sector (e.g. artists, managers of cultural institutions, curators), the generalist education may include training for fostering the acquisition of cultural and creative skills.

Talent Norway

Talent Norway AS (founded in 2015) is an initiative aiming at helping young talents and artists advance further within their field, through structured talent development.

In cooperation with foundations, funds and companies, Talent Norway helps fund projects that work with talents at a high level. Talent Norway does not provide support to individual talents, but collaborates with talent developers from all cultural fields. By supporting talents from an early stage, Talent Norway wants to help more young artists acquire successful careers, both nationally and internationally.

Providing quality access to creative environments

Grant schemes, youth festivals, funding to art projects etc. aimed towards youth access to creative environments (incl. information on funding where available) are described in the Youth Wiki segment [8.4 Promoting culture and cultural participation](#).

8.6 Developing entrepreneurial skills through culture

Developing entrepreneurial skills through cultural activities

Formal education

For more on youth and entrepreneurial skills, go to Youth Wiki Chapter 3 on Employment and Entrepreneurship, and

3.8 Development of Entrepreneurship Competence, Formal learning, The incorporation of the entrepreneurship competence into curricula, and

a) [Upper Secondary Education \[Videregående opplæring\]](#).

3.8 Development of Entrepreneurship Competence, Formal learning, The incorporation of the entrepreneurship competence into curricula, and

b) [Vocational Education and Training \(VET\)](#).

3.8 Development of Entrepreneurship Competence, Formal learning, The incorporation of the entrepreneurship competence into curricula, and

c) [Higher Education \[Høyere utdanning\]](#).

Non-formal, informal learning and youth work

a) The Norwegian Council for Schools of Music and Performing Arts [Norsk kulturskoleråd]

The Norwegian Council for Schools of Music and Performing Arts offers a grant schemes to help fund cultural projects stimulating entrepreneurial skills in young participants.

'The Dream Stipend' [Drømmestipendet]

The grant scheme's purpose is to highlight youth work being done at municipal level in supporting cultural and creative youth projects.

Each municipality may nominate a candidate for the grant scheme (either a singular person, or a youth group) within one of the following categories: dance, music, creative writing, visual art, circus, theatre, or other. Eligible grant scheme recipients are between the ages of 13 and 20.

100 stipends are granted annually – each at 10 000 NOK [approx. 1 075 EUR].

b) Municipal youth houses

Some of the municipal youth houses in Norway have a particular focus on culture, creativity, and project work/entrepreneurship approaches to youth work.

Examples of the larger youth houses that offer a variety of cultural programmes are:

1. Riverside Youth House [[Riverside ungdomshus](#)], (Oslo)
2. X-ray Youth Culture House [[X-Ray Ungdomskulturhus](#)], (Oslo)
3. Eighteen Eighty Youth House [[Attenåtti Ungdomshuset](#)] (Bergen),
4. Metropolis – Youth Culture House [[Metropolis – de unges kulturhus](#)] (Stavanger),
5. Tvibit Youth House [[Tvibit ungdomshus](#)], (Tromsø)

Example on the content of activities offered: The Tvibit Youth House:

1. Office and youth deliberation space for the Municipal Youth Council [[Ungdomsrådet – Tromsø kommune](#)].
2. Youth health clinic [[helsestasjonen](#)].
3. Film/director centre for youth [[Filmveksthuset](#)].
4. International movie festival ([NUFF](#)).
- a) Exchange project between Norway, Kenya, and South Africa [[Screen](#)].
5. Youth developmental project with Tromsø's twin city Gaza City/Palastine [[Palestinaprojektet](#)].

6. Performance stages, and band rehearsal facilities [[musikk](#)].
7. Entrepreneur/project development services [[Prosjektvugga](#), [Yoghurt](#)].
8. [Mádji](#) – a group for Sami youth and culture.
9. Office for LHBT youth [[Skeiv ungdom Troms \(SkUTr\)](#)].
10. Inter-municipal cooperation with the youth houses [Bula](#) (Balsfjord Municipality) [Credo](#) (Karlsøy Municipality).
11. Co-operation with [Kulta](#) [in Norwegian], a centre for stage performance and production training.

Support young entrepreneurs in the cultural and creative sectors

As of August 2017, Norway does not have a national policy/programme/initiative that specifically support the creation and maintenance of young businesses in the cultural field.

Norway does have a national policy/programme/initiative that support the creation and maintenance of young businesses in general.

For more on youth and entrepreneurial skills, go to Youth Wiki Chapter 3 on Employment and Entrepreneurship, and

[3.9 Start-up Funding for Young Entrepreneurs.](#)

[3.10 Promotion of Entrepreneurship Culture.](#)

8.7 Fostering the creative use of new technologies

New technologies in support of creativity and innovation

As of August 2017, Norway does not have a policy, programme, or initiative for making new technologies readily available to empower young people's creativity and capacity for innovation.

See also Youth Wiki Ch. 6 Education and Training and 6.8 Media literacy and safe use of new media and [Media literacy and online safety through formal education](#).

Facilitating access to culture through new technologies

As of August 2017, Norway does not have a national policy aiming at attracting young people's interest in culture, the art and science through the use of new technologies.

Measures, programmes and initiatives attracting young people's interest in culture, the art and science through the use of new technologies are further found in

a) The National initiative: Norway Makers (2015).

b) At municipal level.

a) National initiative: Norway Makers

[Norway Makers \[in Norwegian only\]](#) is a non-governmental organization that aims to create spaces and initiatives that foster creation and innovation in the intersection between art, technology, and science.

Norway Makers further arranges festivals and conferences throughout the country to promote its work. The organization also directs its efforts towards policy initiatives in the field of culture, science and innovation.

The organization has as of August 2017 43 different partners offering maker's spaces, and they are well distributed throughout the country (See. Figure 8.3).

Of the 43 partner outlets, 14 independent members, 8 science centres [vitensenter], 6 libraries and culture houses, 4 schools in lower- and upper education, 8 higher education institutions, and 3 businesses/start-up businesses.

The initiative is not a youth programme per say, but offers its outlets in environments where youth and young professionals are spending a large bulk of their time – e.g. schools, libraries, and spaces in the higher education institutions.

Funding: Norway Makers received 3,2 million NOK in 2015 [approx.. 343 000 EUR] from the DNB Savings Bank Foundation [Sparebankstiftelsen] to start up the initiative.

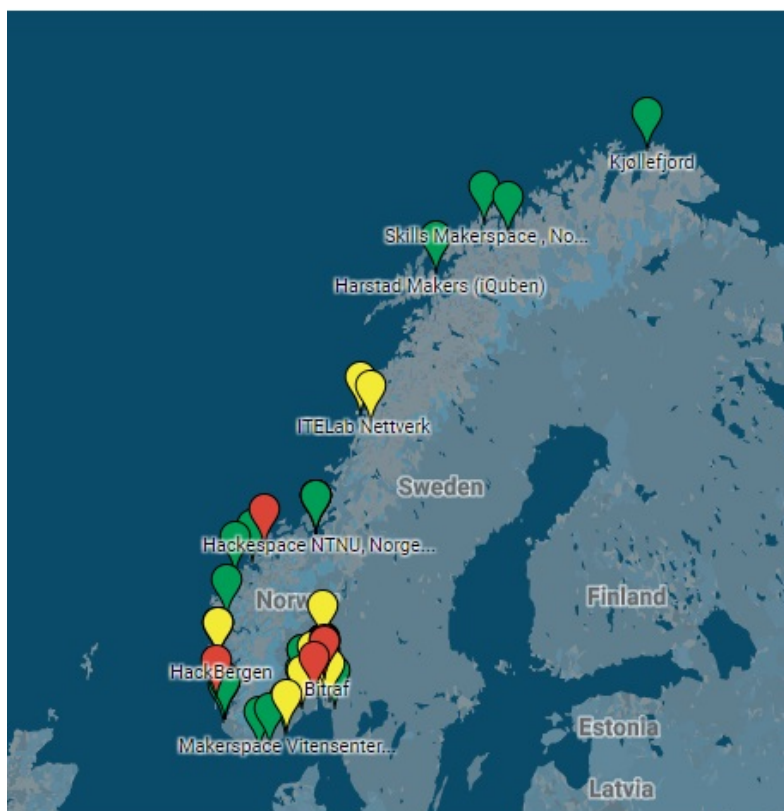
The regional centres are self-financed, and the remaining events, conferences etc. are financed on event-basis by sponsors and small grant contributions.

The organization is currently looking into more stable sources of funding.

Figure 8.3 Norwegian Maker's spaces as of March 2017. ([Norwaymakers, 2017](#))

Figure 8.3

Nowegian Maker's space as of March 2017



Source: norwaymakers.no/kart

b) At municipal level, organizations, colleges, youth houses, or municipal actors may offer initiatives that promote access to culture through new technologies, but a national overview of such services are not available.

8.8 Synergies and partnerships

Synergies between public policies and programmes

As of August 2017, no coordinating measures have been taken to ensure cross-sectoral synergies between public policies and programmes in promoting young people's creativity and capacity for innovation.

Partnerships between the culture and creative sectors, youth organisations and youth workers

As of August 2017, Norway has no dedicated policy/programme/initiative fostering cooperation and facilitation/partnership between stakeholders of the cultural sector (professionals, entrepreneurs, cultural institutions, associations) and youth organisations and youth workers.

The Cultural Schoolbag is the National programme that fosters cooperation and facilitation/partnership between stakeholders of the cultural sector (professionals, entrepreneurs, cultural institutions, associations) and children and youth in school (formal educational arena). See 8.3 National strategy on creativity and culture for young people, and [The Cultural Schoolbag \(TCS\) \[Den kulturelle skolesekken\]](#).

8.9 Enhancing social inclusion through culture

Fostering equality and young people involvement through cultural activities

Norway does not have specific *cultural* policies, programmes, projects and initiatives that contribute to building skills and self-confidence, enhancing self-esteem and identity and promoting social integration. Social integration policies, programmes, projects and initiatives like these are usually found under grant schemes fostering social inclusion in general.

These measures may or may not have cultural/creative approaches, methodologies, or content – but the grant scheme descriptions, requirements or quality assurance parameters are not contingent on the quality or content of cultural activity per say.

For general measures/policies promoting and safe-guarding social inclusion, go to Youth Wiki chapter 4 on Social Inclusion in Norway, and 4.4 Inclusive Programmes for Young People, and the main providers of the various inclusive programmes:

- a) [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#).
- b) [The Directorate of Integration and Diversity \(IMDi\)](#).
- c) [The Norwegian Directorate of Immigration \(UDI\)](#).
- d) [The Norwegian Directorate for Health](#).
- e) [The Norwegian Children and Youth Council \(LNU\)](#).

Combating discrimination and poverty through cultural activities

Norway does not have specific *cultural* policies, programmes, projects and initiatives that contribute to preventing and reducing poverty and overcoming cultural diversity and discrimination amongst young people. Poverty-prevention, cultural diversity, and anti-discrimination policies, programmes, projects and initiatives like these are usually found under grant schemes fostering social inclusion in general.

These measures may or may not have cultural/creative approaches, methodologies, or content – but the grant scheme descriptions, requirements or quality assurance parameters are not contingent on the quality or content of cultural activity per say.

For general measures/policies promoting and safe-guarding social inclusion, go to Youth Wiki chapter 4 on Social Inclusion in Norway, and 4.4 Inclusive Programmes for Young People, and the main providers of the various inclusive programmes:

- a) [The Norwegian Directorate of Children Youth and Family Affairs \(Bufdir\)](#).
- b) [The Directorate of Integration and Diversity \(IMDi\)](#).
- c) [The Norwegian Directorate of Immigration \(UDI\)](#).
- d) [The Norwegian Directorate for Health](#).

- e) [The Norwegian Children and Youth Council \(LNU\)](#).

8.10 Current debates and reforms

The Industrial-political council on creative and cultural business in Norway

The current government (2013-2017) appointed a industrial-political council to advise the government on how to support the cultural and creative sectors in Norway in generating commercial growth and development.

The Norwegian Ministry of Culture has thus far (August 2017) received three separate reports (June 21st 2016, March 6th 2017, June 19th 2017). The council's mandate is valid between 2015 – 2017.

Main suggested measures include (of which the below mentioned are of particular relevance to youth):

1. Special loan and capital provisions (particularly through Innovation Norway)
 2. Strengthen the knowledge on creative businesses in Innovation Norway
 3. Simplify and make the arrangement of sole proprietorship [Enkeltpersonforetak (ENK)] in Norway more attractive.
 4. Increase the number of admissions in interaction – and service design.
1. Establish a programme for young architects, to strengthen and establish their qualifications and innovative work.
 2. Encourage and strengthen the export of Norwegian cultural and creative products/productions/design.
 3. Establish and strengthen cross-sectorial and cross-ministerial cooperation

Arts Council Norway orders research on children's relationship to art and culture

Arts Council Norway has children and youth as a priority group between 2016 – 2018. ([The Norwegian Ministry of Culture, 2017](#))

Arts Council Norway has set aside a minimum of 4.25 million NOK [Approx. 460 000 EUR] research inquiring into the relationship children (under 18) have with culture and art. ([Kulturrådet vil forske på barns forhold til kunst og kultur, 2016](#))

Earlier research has had a project- or space/actor-specific focus, while the newly ordered research will be more useful in terms of generalizing the findings to future measures and initiatives/projects in youth and child-specific cultural programmes.

Specific topics include

1. The use of new media and communication tools.
2. The general role of art and cultural expression in young people's lives.
3. Children's competency and learning in areas of culture and the arts.
4. Investigate differences between children and youth of different ages, gender, ethnicity, and social and economic backgrounds.

The research project plans on arranging a panel in late 2017 to collect input and advice on what areas are most salient and of particular importance to research.

9. Youth and the World

Introduction

Norway does not have designated youth policy on participation and consultation on global policy making.

Global policy issues are for the most part integrated into other already existing youth policy areas, like formal education, volunteering, organizational activities etc.

Norway is a small country in a global sense, both in capacity to population, and economy, which makes global issues a prioritized topic. International relations and global topics are highly present – especially in the formal education system and curriculum – see [9.4 Raising awareness about global issues and formal learning](#).

NGO's and youth organizations in Norway are the main arenas where youth participate in issues that are directly or indirectly related to global issues. These are described under segment [9.4 Raising awareness about global issues and non-formal/informal learning](#).

9.1 General context

Main concepts

At global policy-making level, Norway has no regular consultative mechanisms to facilitate youth cooperation in, and participation in policy-making, implementation or follow-up. This is not to say that youth or youth organizations are not consulted in global policy issues, but they are done at a national level. So with global policy issues, the consultation process does not differ from other policy topics.

The involvement of young people or youth associations in the policy-making process in Norway

1. Happens mostly at county and municipal level.
2. Is always optional.
3. Is consultative, and not legally binding.

See also Youth Wiki on Youth Participation in Norway, 5.4 Young People's Participation in Policy-Making, and

1. [Formal mechanisms of consultation](#).
2. [Actors](#).
3. [Information on the extent of youth participation in the consultation process](#).

Youth organizations often address global issues like sustainable development, environmental issues, and human rights. Youth organizations are also the arenas of which youth potentially will have a voice (directly or indirectly) in policy making at the global level.

For further description on youth organizations in Norway, see Youth Wiki

1. [2.5 Youth Volunteering at national level](#).
2. [5.6 Supporting Youth Organisations](#).

Youth interest in global issues

As of September 2017, Norway has no surveys or studies documenting general trends and/or challenges related to young people's interest or participation in global issues and policy decision making.

NGO's and youth organizations in Norway are the main arenas where youth participate in issues that are directly or indirectly related to global issues. These are described under segment [9.4 Raising awareness about global issues and non-formal/informal learning](#).

9.2 Administration and governance

Governance

As of September 2017, Norway has no specific governance approach to youth's contribution to global processes of policy-making, implementation and follow-up, including youth cooperation at the global level.

Cross-sectorial cooperation

As of September 2017, Norway has no existing mechanism of cross/sectorial cooperation between Ministries, Departments, Agencies, involved in defining policies and measures regarding youth's contribution to global processes of policy making, implementation and follow-up, including youth cooperation at the global level.

9.3 Exchanges between young people and policy-makers on global issues

Global issues exchanges with policy-makers at the domestic level

As of September 2017, Norway does not have a specific or dedicated top-level policy, programme, project or initiative facilitating the exchange of views of young people regarding global issues.

For a general description of youth participation and consultation, see Youth Wiki on Participation in Norway, and:

1. [5.2 Youth participation in representative democracy.](#)
2. [5.3 Youth representation bodies.](#)
3. [5.4 Young People's Participation in Policy-Making.](#)

Global issues exchanges with policy-makers at the international level

As of September 2017, Norway does not have a specific or dedicated top-level policy, programme, project or initiative facilitating the exchange of views of young people regarding global issues.

For a general description of youth participation and consultation, see Youth Wiki on Participation in Norway, and:

1. [5.2 Youth participation in representative democracy.](#)
2. [5.3 Youth representation bodies.](#)
3. [5.4 Young People's Participation in Policy-Making.](#)

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

a) Formal Learning

a1) List of global issues covered in subject curriculums in upper-secondary school:

1. Globalism.
2. Environment and pollution.
3. Sustainable development.
4. Mass movements and historic events.
5. Migration.
6. Conflict.
7. Power dynamics.
8. Wealth distribution (poverty/affluence).
9. Cultural exchanges, encounters, identities.
10. World religions.
11. International relations.
12. Bi-/multi-lateral cooperation, institutions and corporations.
13. Humanism, ethics, moral philosophy.

a2) Separate subjects taught: One elective subject in upper-secondary school has an explicit subject focus on global issues:

1. **International Cooperation** – elective subject ([ISA1-01](#)) On society and culture:

- a) Exchange information about the natural environment, world views, entertainment, sports and culture with pupils living in other countries
- b) Exchange viewpoints on the differences and similarities between one's own culture and interests and the culture and interests of others

The elective subject of International Cooperation: 57 teaching hours per year. Teaching hours are given in 60-minute units.

a3) Subjects with global issues integrated: The following subjects in upper-secondary school have a significant focus on global issues:

Communication and Culture - programme subject in programmes for specialization in general studies ([KKM1-01](#)) communication and societal structures, power structures, models on modes of communication, internationalization, cultural identity and cultural differences.

English – programme subject in programmes for specialization in general studies ([ENG4-01](#)) – international English, Social Studies English, English literature and culture.

Geoscience - Programme subject in programme for Specialization in General Studies ([GFG1-01](#)) international cooperation and crisis management/surveillance.

Geography - common core subject in programmes for general studies ([GEO1-01](#)) landscape and climate, resources and industry, demographics and development (migration, wealth distribution etc).

History - common core subject in programmes for general studies ([HIS1-02](#)) key economic, social, political and cultural characteristics and developments, migration, cultural encounters – ancient history through modern history (VG2-3).

Natural Science ([NAT1-03](#)) Sustainable development, energy for the future, biotechnology.

Religion and Ethics - common core subject in programmes for general studies ([REL1-01](#)) (VG3) Knowledge of the major religions: Christianity, Islam, Judaism, Hinduism, Buddhism. Knowledge of Philosophy, ethics and views on life/humanism. Other topics covered: human worth, human rights and equality, between local and global society: social and ecological responsibility, technological challenges, peace work and democracy.

Social studies (SAF1-03) (VG1-2) Knowledge of and theories on the individual, society and culture, Working and commercial life, Politics and democracy, international affairs. Subtopics under international affairs are: concepts and definitions of power, globalization, the EU and Norway's relationship to EU, conflict, human rights, the UN, poverty and wealth distribution/disparities, terrorism.

a4) Operation Day's Work (ODW) [Operasjon Dagsverk (OD)]

Operation Day's Work (ODW) is an annual student organization driven campaign focusing on international aid and societal issues. The ODW information campaign takes place in lower and upper-secondary school, and the ODW day's work at the student's venue and activity of choice to raise money for the say year's campaign recipient.

ODW consists of two interconnected components: the information campaign "International Week" (IW) and the ODW day. International Week usually takes place in mid-October every year when schools abandon their normal curriculum and focus on global issues like poverty, inequality and development. At the end of IW students volunteer to carry out "a day's work" and donate their salary to the ODW project.

ODW supports education projects in more than 60 countries in Asia, Africa and Latin America. ODW is the largest youth campaign in Norway with over 4000 volunteers. The

annual general meeting (AGM) of the School Student Union of Norway chooses the annual ODW campaign.

Countries involved: Norway, and the country/countries receiving aid.

Monitoring of participation, target groups: Information is not publicly available. For detailed information, contact the above linked organization.

b) Non-formal and informal learning

In the context of non-formal/informal learning in Norway, global issues are promoted through

The Erasmus + Youth in Action [Erasmus+ Aktiv ungdom] programme, and it's national agency in the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir). See Youth Wiki and Norway on [2.7 Raising Awareness about Youth Volunteering Opportunities](#).

Youth organizations and interest organizations particularly focusing on issues of a global character (e.g. environment/sustainable development, and human rights). For further description on youth organizations in Norway, see Youth Wiki:

[2.5 Youth Volunteering at national level](#).

[5.6 Supporting Youth Organisations](#).

Beyond this, and as of September 2017, Norway does not have any national/top-level programmes establishing, encouraging, or supporting education projects related to the promotion of non-formal/informal acquired knowledge or understanding of global issues among young people.

Educator's support

In the context of formal learning, the core curriculum covers and emphasises the importance of global understanding:

Education must counteract fragmentary and compartmentalized learning. Concrete facts are necessary, but by themselves are not enough - a holistic knowledge of the sciences and ecology is also needed. To them must be added the insights provided by social studies, economics and politics informed by ethics. Students must learn to discern the relationships between things and to attain perspective - learn to look ahead in life and out into the world. Education must awaken their faith in the efficacy of joint efforts and collective action to solve the formidable global problems facing them ([The Norwegian Ministry of Education and Research \(2011\) Core Curriculum, pp. 38](#)).

In the context of continuous training and certification related to the promotion of global issues among young people, educators are offered resources and teaching material through the website '[Global skole](#)' [[in Norwegian only](#)] [Translates into 'global school', or 'global education'].

The website 'Global skole' is run by the mother website 'Globalportalen' [Translates into the Global Portal], which in turn run by an independent editorial, and owned by

1. NORAD - The Norwegian Agency for Development Cooperation.
2. The Norwegian Ministry of Foreign Affairs.
3. The Norwegian Ministry of Climate and Environment.

The website offers teaching materials and approaches to tackle global issues. The content is provided by organizations who work with global issues, and who receive grant support from NORAD - The Norwegian Agency for Development Cooperation.

'Global skole' is meant to be a supplement and support to the material taught in the subjects of

1. Natural Science.
2. Religion and Ethics.
3. Social Studies.
4. Geography.
5. Other related subjects.

The teaching materials have the following topics covered:

1. Human rights [Menneskerettigheter].
2. Wealth and poverty [Rikdom og fattigdom].
3. Cultural understanding [Kulturforståelse].
4. International actors [Internasjonale aktører].
5. Sustainability and environmental issues [Bærekraft, klima og miljø].
6. Trade and finance/global economy [Handel og økonomi].
7. Imperialism and globalisation [Imperialisme og globalisering].
8. 'Norway in the world' [Norge i verden].
9. War and conflict [Krig og konflikt].

Informal learning – 'learning by doing'

As of September 2017, Norway has no designated programme or actions that aim to help young people to learn about global issues 'by doing' per say, but are indirectly taught in the arenas that have global features, like environmentalism and migration.

In the context of informal learning, the main programmes or actions that aim to help young people to learn indirectly about global issues 'by doing,' are run by volunteer and/or youth organizations. This is in particular the case with environmental organizations - which have a broad membership base among youth in Norway.

The topic of global interconnectedness is taught through the global nature of climate change, and thus offers the aspect of 'learning by doing' of global issues in environmental organizational work.

For further description on youth organizations in Norway, see Youth Wiki

[2.5 Youth Volunteering at national level.](#)

[5.6 Supporting Youth Organisations.](#)

List and description of the largest youth environmental-social justice/equity organizations in Norway

[Natur og Ungdom \(NU\)](#) [Nature and Youth – Young Friends of the Earth Norway] Nature and Youth is the largest environmentalist youth organisation in Norway, working actively for protection of the environment. The organization has 7 600 members distributed through 80 local groups. Members need to be under the age of 25.

[Greenpeace Norway](#)

Greenpeace Norway has a large young membership base, and works in particular towards the closure of the Norwegian oil production, to protect the particularly vulnerable environment in the Arctic, and to stop Arctic pollution and waste dispersion. A major membership group of Greenpeace Norway is under the age of 30.

[Changemaker.](#) The Youth organization Changemaker aims to erase the fundamental causes of global injustice. By giving youth options for action against injustice, Changemaker wants to engage youth in the struggle for a just world.

[Framtiden i våre hender \[The Future in Our Hands\]](#) The organization is committed to the global environment and a globally fair distribution of wealth. The Future in Our

Hands believes the two are inseparably linked, in a way that requires us to work on both subjects in an integrated way. The organization has about 24.500 members in Norway, of which a substantial part of is youth. The organizations focuses on information and setting good examples on fair and sustainable consumption, ways of fair wealth distribution, and sound business ethics.

[Spire \[Translates into Sprout/Shoot\]](#)

Spire was formed when [the Development Fund](#) received [Operation Day's Work \(OD\)](#) in 2003, and is a youth organization working for a just and sustainable distribution of the world's resources. Spire aims to examine the big connections that create injustice, focusing on the environment, food safety and international trade.

Youth-targeted information campaigns on global issues

a) Operation Day's Work (ODW) is an annual student organization driven campaign focusing on international aid and societal issues. [The ODW information campaign](#) takes place in lower and upper-secondary school, and the ODW day's work at the student's venue and activity of choice to raise money for the say year's campaign recipient. Read more: [a4\) Operation Day's Work \(ODW\) \[Operasjon Dagsverk \(OD\)\]](#).

b) Amnesty International's annual Nordic Youth Conference. For members of Amnesty International between the ages of 16 and 25, informing, defending, and rallying for the human rights in general, and specific human right campaigns abroad in particular.

c) Plan International Norway Youth [Plan International Norge Ungdom]. Targeting youth between the ages of 13 and 19. Ongoing campaign called #PlanChallenge where youth in Norway are invited to do live chats with youth in countries that have other experiences with e.g. the climate crisis, poverty, safety, and disease comparatively to Norwegian youth.

Plan Int. Norway Youth also facilitates youth-driven charity campaigns, and facilitates informational campaigns (also driven by and for youth) regarding human rights with a particular focus on climate, poverty, and education. The latter campaign has a designated website called [Uro \[In Norwegian only\]](#)[Translates into 'Unrest']

d) SAIH – Students' and Academics' International Aid Fund. [\[SAIH -Studentenes og Akademikernes Internasjonale Hjelpesfond\]](#) All Norwegian student are offered the possibility to pay an additional 10 NOK [a little more than a Euro] of their annual/semester fee to support SAIH's foreign aid and development projects. SAIH also has local membership groups of which students may engage actively towards informational projects, and engagement in SAIH's foreign aid and development projects. SAIH arranges between 200 – 300 events and gatherings nation wide.

SAIH receives funding from the Norwegian Agency for Development Cooperation – Norad.

e) LNU's Campaigns. Annual campaigns from [the Norwegian Children and Youth Council \(LNU\)](#). LNU, The Norwegian Children and Youth Council, is an umbrella organisasjon for shy of one hundred Norwegian children and youth organisations. Their member organisations are democratic and voluntary, and represent a vast diversity of activities and interests.

The annual campaigns include north/south topics, like migration and refugees in 2016 [\[LNUmatch – in Norwegian only\]](#), climate change in 2015, the POST 2015 project in 2014 (sustainability and youth), and underage asylum-seekers in Norway in 2013.

f) Norsk Folkehjelp Ungdom – Norwegian People's Aid Youth.

Youth is an important and dominant membership mass of the Norwegian People's Aid, and one of sub-groups of the organizations is dedicated to youth engagement and activism for anti-racism, international solidarity, prevention and alleviation of armed conflicts, and migration and refugees/asylum seekers. These activities and campaign initiatives are

organized through the Solidarity Youth segment of the organization [[Solidaritetsungdom](#)].

g) Press – Save the Children Norway [Press - Redd Barna].

'Press' is the youth organization for Save the Children Norway, targeting youth between the ages of 13 and 25. Focus issues originate from the UN Universal Declaration of Human Rights, and especially for the rights of the child (under the age of majority). Press has two annual campaigns.

h) Red Cross Youth Norway [Røde Kors Ungdom].

Ongoing: The campaign '[Leve – ikke vente](#)' [Translates into 'Live – not wait'] is aimed towards youth who wishes to help to improve the quality of the waiting time young asylum seekers experience currently in Norway. The campaign encourages day-to-day activities that help establish ties and relationships between young refugees and local youth, and improve the overall life quality of underage and young refugees that are currently waiting for their cases to be tried.

i) FK Norway - The Norwegian Peace Corps [Fredskorpset].

The main activity of FK Norway is to support the exchange of employees and members between businesses and organisations in Norway, Africa and Asia.

Through innovative collaboration, FK Norway's partners share knowledge, learn from each other, and build stronger bonds of cooperation. FK Norway is exclusively financed by the Norwegian National Budget, forms part of the governmental Norwegian developmental policy and is directly subordinated the Norwegian Ministry of Foreign Affairs.

Most exchanges made are done by youth and young adults (between the ages of 22 and 35), through partner organizations (similar to the EVS programme). ([FK Norway, 2017: What is an FK-exchange?](#))

As of September 2017, FK Norway has 93 projects with 298 participants from 26 countries.

The projects especially focuses on education, participation, the improvement of vocational schools, skills and entrepreneurship training, pollution, health provision, and community based rehabilitation ([FK Norway, 2017: Project descriptions](#)).

j) KFUK/KFUM Norway.

Dedicated groups and campaigns/activities targeted towards Youth between 14-19 year olds, and young adults 19+, of which again two initiatives are explicitly dedicated to global issues [[Ledere i vekst Global](#)] and [[Communication for Change \(CFC\) \[In Norwegian only\]](#)].

The organization offers a youth leadership course that address global issues like 'faith and value-based encounters with an unjust world', to topics that are global by nature (migration, environment, wealth distribution, trade), and how to be a leader in both a local and global context. The training ends with the possibility to do a one week trip to a selected country in Asia or Africa. The primary age group is youth between 14 and 19.

[The Communication for Change \(CFC\)](#) programme is a pure exchange programme for youth between 19 and 25.

See also Youth Wiki and Norway on [2.6 Cross-Border Mobility Programmes \(i\) other cross-border programmes](#).

Information providers

Norway does not have a specific public authority or body responsible for disseminating information on global issues among young people.

Norway does not have a youth specific/dedicated website to disseminating information on global issues among young people.

Key initiatives

See description above on [‘Youth-targeted information campaigns on global issues’ – sub-segments a – j.](#)

9.5 Green volunteering, production and consumption

Green volunteering

As of September 2017, Norway has no designated youth programme or actions that aim to protect, restore or improve the natural environment, including any wildlife inhabiting it.

Green volunteering, and green production and consumption issues are for the most part addressed for youth through volunteer organizations.

For further description on youth organizations in Norway, see Youth Wiki

[2.5 Youth Volunteering at national level.](#)

[5.6 Supporting Youth Organisations.](#)

List and description of the largest youth environmental-social justice/equity organizations in Norway.

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Greenpeace Norway has a large young membership base, and works in particular towards the closure of the Norwegian oil production, to protect the particularly vulnerable environment in the Arctic, and to stop Arctic pollution and waste dispersion. A major membership group of Greenpeace Norway is under the age of 30.

[Changemaker.](#) The Youth organization Changemaker aims to erase the fundamental causes of global injustice. By giving youth options for action against injustice, Changemaker wants to engage youth in the struggle for a just world.

[Framtiden i våre hender \[The Future in Our Hands\]](#) The organization is committed to the global environment and a globally fair distribution of wealth. The Future in Our Hands believes the two are inseparably linked, in a way that requires us to work on both subjects in an integrated way. The organization has about 24.500 members in Norway, of which a substantial part of is youth. The organizations focuses on information and setting good examples on fair and sustainable consumption, ways of fair wealth distribution, and sound business ethics.

[Spire \[Translates into Sprout/Shoot\]](#)

Spire was formed when [the Development Fund](#) received [Operation Day's Work \(OD\)](#) in 2003, and is a youth organization working for a just and sustainable distribution of the world's resources. Spire aims to examine the big connections that create injustice, focusing on the environment, food safety and international trade.

Green production and consumption

See above.

9.6 Intercontinental youth work and development cooperation

Intercontinental youth work cooperation

Norway has one main programme or action that aims to promote intercontinental cooperation and exchanges between:

1. Organizations.
2. Individuals and organizations.
3. Individuals active in youth work.

1. UNESCO and the Norwegian UNESCO-commission

United Nation body UNESCO is responsible for coordinating international cooperation in education, science, culture and communication.

The Norwegian National Commission for UNESCO (2017-2020) consists of 8 members appointed by the Norwegian Ministry of Education and Research. All members have special skills in at least one of UNESCO's four disciplines.

Each year Norwegian non-profit organizations can apply to the National Commission for [grants](#). The grants are used to implementing UNESCO projects supporting the National Commission's priorities. In addition to allocating economic support, the National Commission is an advisory body to Norwegian authorities on UNESCO issues. Co-operation with other National Commissions and international actors is a priority for the Commission.

Norway participates in the Associated Schools Project Network ([ASPnet](#)).

Development cooperation activities

Norway has two main programmes or actions that aim to provide development cooperation activities among young people:

1. **Operation Day's Work (ODW)**.
2. **The Norwegian Peace Corp Youth**.

1. Operation Day's Work (ODW) [Operasjon Dagsverk (OD)]

ODW consists of two interconnected components: the information campaign "International Week" (IW) and the ODW day. International Week usually takes place in mid-October every year when schools abandon their normal curriculum and focus on global issues like poverty, inequality and development. At the end of IW students volunteer to carry out "a day's work" and donate their salary to the ODW project.

ODW supports education projects in more than 60 countries in Asia, Africa and Latin America. ODW is the largest youth campaign in Norway with over 4000 volunteers. The annual general meeting (AGM) of the School Student Union of Norway chooses the annual ODW campaign.

Countries involved: Norway, and the country/countries receiving aid.

Timeframe: The project was established through the School Student Union of Norway in 1964, and is still ongoing. Each year a new project is launched, and each project last approximately 5 years.

Target groups: Students in lower- and upper secondary school in Norway, and their youth recipients in each project.

Funding: approximately 100,000 youth earn 30 million NOK (app. 3,2 million EUR) annually in order to provide youth in the Global South with educational opportunities. The funds are channelled through Norwegian NGOs which specialize in education programs for youth. The projects last about 5 years.

Management and promotional funding is provided by the Norwegian Ministry of Education and Research.

2. The Norwegian Peace Corp Youth [Fredskorpset – Fredskorpset Ung]

FK Youth funds more than 20 different exchange programs, including south-south exchanges. The different partners of FK are in charge of recruiting, and have the executive responsibility of participants and projects.

An exchange consists of three different parts: Preparation course, the stay abroad, and follow-up work in the participant's home countries.

Objectives of the exchange

1. Developing young leaders
2. Increase capacity in partner organizations
3. Each partnership is to agree on goals related to their thematic field (e.g. advocacy, health, education, entrepreneurship)

Countries involved: Norway, and the countries receiving aid/exchanges.

Target groups: teenagers and young adults (20-35).

Timeframe: FK Norway was founded in 1963. The exchange programmes are ongoing.

Funding: Funded by the Norwegian Ministry of Foreign Affairs.

9.7 Current debates and reforms

There are no current debates or reforms on youth and the world in Norway.

Glossary

Allmennyttige siktemål	Goals catering to the common good.
Barnetrinnet	Primary level (education). Consists of lower primary level (småskoletrinnet): years 1-4 (age 6 to 10) and upper primary level (mellomtrinnet): years 5-7 (age 10 to 12).
Barnevernsinstitusjon	Child welfare institution.
Bevegelser	Community movements.
Bokmål	Norwegian bokmål. (One of the two official forms of written Norwegian)
Bostedskommune	Municipality of domicile.
Brukermedvirkning	User participation / user involvement. The latter is used by the Research Council of Norway in their Knowledge-building Project with User Involvement (KMB).
Brukerstøtte	User support.
Brukertilgang	User access.
Brukertilpassede undervisningstilbud	User-adapted courses.
Departement	Ministry.
Direktorat	Directorate (executive agency /expert agency under ministry).
Drøfting	Consultation/ discussion.
Dugnad	Voluntary work.

Eksempelsamling	Guide.
Etatsledelse	Agency management.
Fag	Discipline/ subject.
Fagbrev	Craft certificate. (This entitles someone to practice the trade concerned.)
Fastlegeordning	Regular GP Scheme. (All citizens who are registered in the National Population Register in Norway are entitled to get a regular GP.)
Folkeopplysning	Public education.
Flertall	Majority.
Folkeregister	National Population Registry Office.
Folkeuniversitet	Adult Education Association.
Foretak	Company/ business/ enterprise.
Frafall	Directly translated as 'recidivism.' 'Frafall' is used in Norwegian to describe early school leaving, and children/youth who quit participating in activities in general.
Frie midler	Free funding, or non-earmarked funding.
Friluftsliv	Outdoor recreation.
Frivillighetsarbeid	Volunteer work.
Frivillighetssentralene	The County Volunteer Centrals.
Frivillige virksomheter	Volunteer businesses that are catering to the common good (non-profit).
Fylke(skommune)	County (municipality).
Fylkesmannen	The county governor's office (the central government's representative at regional level).
Grasrotandelen	Fund with the national lottery [Norsk Tipping].
Handlingsplan	Action plan.
Hefte	Coordinating/informational document/pamflett.
Ikke anses allmenntilgjengelig	That which is not considered to be catering to 'the common good.'
Ikke fortjenestebasert	Non-profit.
Inngangskrav	Entry requirements.
Kommune	Municipality.
Konsultasjon	Consultations are suggestions from the Ministry which are sent to affected parties (public and private institutions, organisations, and other ministries). The purpose is to assess economic and administrative consequences of public measures.
Kontantstøtte	Cash-for-care benefit: provided for parents who wish to stay at home with their children when between the ages of one and two (as an alternative to kindergarten).
Kulturminnevern	Cultural heritage.
Lag/ forening	Local branches of an organization, or a local/grassroot organization.
Lovlighets- og finansielt tilsyn	Legal and financial auditing.
Musikk og kulturskoler	Music and culture schools.
Naturvern	Land conservation and environmental protection.

NOU (Norges offentlige utredninger)	Official Norwegian Reports (NOUs) are produced by committees and working groups constituted by the Ministry. They often form the basis of a bill or white paper. NOUs are sometimes, but not always based on previous reports and plans. Most NOUs have a comprehensive literature review, of which a substantial amount of references are made to research done in the field.
Nynorsk	Norwegian: New Norse (One of the two official forms of written Norwegian).
Ombud/ombudsmann	Ombudsperson/ ombudsman.
Omfangsundersøkelse	Point prevalence survey.
Rapport/plan/handlingsplan	Reports and (action)plans are generally produced by external researchers or committees, and encompass reports, analyses and documentation presented to the ministry.
Regelverk	Set of rules – often related to official documents, legislation, grant schemes, etc.
Regionalt helseforetak (RFH)	Regional health authorities.
Regjering	Cabinet.
Rettslig handlingsvene	Legal capacity.
Rundskriv	Circular notes are information from the Ministry to affected parties about interpretations of laws and regulations.
Stiftelse	Foundation.
St.Meld (Stortingsmelding)	Draft resolutions, bills and white papers (Report to Storting/the Norwegian Parliament.) are documents that the Government presents to the Storting. White papers are almost always based on previous reports, plans, or official reports (NOUs), which again utilizes research literature actively.
Storting	The Norwegian Parliament.
Stortingsrepresentant	Member of the Norwegian Parliament (MP).
Strategi(plan)	Strategy (plan).
Tilskuddsordning	Grant scheme.
Tiltak	Measure.
Veileder/ brosjyre	Handbooks and brochures give an overview of the Government's policies and practice, and are written with the general public in mind.
VG1/VG2/VG3	The three levels/years of upper secondary school.
Videregående skole	Upper secondary school.

Other public dictionaries:

The Norwegian-English/English-Norwegian [Dictionary](#) for the Primary and Secondary Education Sector

The Norwegian Association of Higher Education Institutions (UHR) [Termbase](#) for Norwegian higher education institutions

[Glossary of the Norwegian Parliament's](#) [Stortinget] titles, offices, and positions.

[Dictionary](#) and explanations of terms that are frequently used in the Norwegian Parliament.

References

Legislation and official policy documents

Act No. 25 of 20 June 2014 relating to Holidays ([The Annual Holidays Act](#)) [Ferieloven] The purpose of the act is to ensure that employees have annual holidays and holiday pay.

Act No. 61 of 21 June 2013 relating to a prohibition against discrimination on the basis of disability ([Anti-Discrimination and Accessibility Act](#)) [Lov om forbud mot diskriminering på grunn av nedsatt funksjonsevne ([diskriminerings- og tilgjengelighetsloven](#))].

Act No. 60 of 21 June 2013 relating to a prohibition against discrimination on the basis of ethnicity, religion and belief ([Ethnicity Anti-Discrimination Act](#)) [Lov om forbud mot diskriminering på grunn av etnisitet, religion og livssyn ([diskrimineringsloven om etnisitet](#))].

Act No. 59 of 21 June 2013 relating to Gender Equality ([the Gender Equality Act](#)) [Lov om likestilling mellom kjønnene ([likestillingsloven](#))].

Act No. 58 of 21 June 2013 relating to a prohibition against discrimination on the basis of sexual orientation, gender Identity and gender expression ([Sexual Orientation Anti-Discrimination Act](#)) [Lov om forbud mot diskriminering på grunn av seksuell orientering, kjønnsidentitet og kjønnsuttrykk ([diskrimineringsloven om seksuell orientering](#))].

Act No. 09 of 27 January 2012: Act relating to labour disputes ([The Labour Disputes Act](#)) – unofficial translation [[Arbeidstvistloven](#)].

Act No. 09 of 26 March 2010 relating to guardianship for persons who are legally incapable ([The Guardianship Act](#)) [[Lov om vergemål for umyndige \(Vergemålsloven\)](#)]

Act No. 35 of 15 May 2008 on the entry of foreign nationals into the Kingdom of Norway and their stay in the realm [[Immigration Act](#)] Lov om utlendingers adgang til riket og deres opphold her [[Utlendingsloven](#)].

Act No. 88 of 29. June 2007 About the registry for voluntary activity [Lov 29. juni 2007 nr. 88 om register for frivillig virksomhet ([frivillighetsregisterloven](#))]

Act No. 20 of 16 June 2006 regarding the Labour and Welfare Administration ([The Labour and Welfare Administration Act/ The NAV Act](#)) [Lov om arbeids- og velferdsforvaltningen/NAV-loven].

Act No. 131 of 21 December 2005 No. 131 [the General civil penal code](#) [[Almindelig borgerlig Straffelov \(Straffeloven\)](#)]

Act No. 90 of 17 June 2005. The General Disputes Act [[Lov om mekling og rettergang i sivile tvister \(tvisteloven\)](#)]

Act No. 62 of 17 June 2005 relating to working environment, working hours and employment protection, etc. ([the Working Environment Act](#)) As subsequently amended last by Act of 14. December 2012 no. 80 [Lov om arbeidsmiljø, arbeidstid og stillingsvern mv. ([arbeidsmiljøloven](#))]

Act No. 37 of 3 June 2005. Act on Educational Support. [[Lov om Utdanningsstøtte](#) (utdanningsstøtteloven) LOV-2005-06-03-37].

Act No. 15 of 1 April 2005. [Act relating to universities and university colleges](#). [Lov om universiteter og høyskoler ([universitets- og høyskoleloven](#))].

Act No. 76 of 10 October 2004 regarding labour market services (The Labour Market Act) [[Arbeidsmarkedsloven](#)].

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