



Youth Wiki national description

Youth policies in Norway

2019

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 <https://eacea.ec.europa.eu/national-policies/en/youthwiki>

Norway	7
1. Youth Policy Governance.....	9
1.1 Target population of youth policy	9
1.2 National youth law	10
1.3 National youth strategy.....	10
1.4 Youth policy decision-making.....	11
1.5 Cross-sectoral approach with other ministries	13
1.6 Evidence-based youth policy	13
1.7 Funding youth policy	16
1.8 Cross-border cooperation	18
1.9 Current debates and reforms	18
2. Voluntary Activities	21
2.1 General context	21
2.2 Administration and governance of youth volunteering	22
2.3 National strategy on youth volunteering	23
2.4 Youth volunteering at national level	23
2.5 Cross-border mobility programmes	24
2.6 Raising awareness about youth volunteering opportunities	25
2.7 Skills recognition.....	25
2.8 Current debates and reforms	26
3. Employment & Entrepreneurship	27
3.1 General context	27
3.2 Administration and governance	28
3.3 Skills forecasting	31
3.4 Career guidance and counselling.....	33
3.5 Traineeships and apprenticeships.....	49
3.6 Integration of young people in the labour market.....	54
3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities	59
3.8 Development of entrepreneurship competence	62
3.9 Start-up funding for young entrepreneurs.....	67
3.10 Promotion of entrepreneurship culture.....	68
3.11 Current debates and reforms	68
4. Social Inclusion	70
4.1 General context	70
4.2 Administration and governance	72
4.3 Strategy for the social inclusion of young people	88

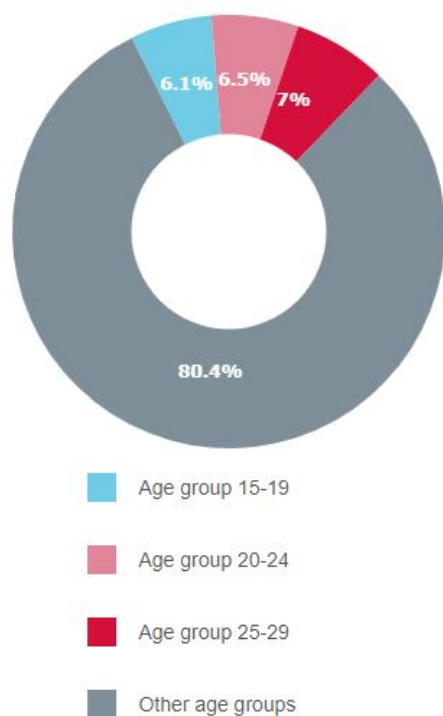
4.4 Inclusive programmes for young people.....	119
4.5 Initiatives promoting social inclusion and raising awareness	136
4.6 Access to quality services	140
4.7 Youth work to foster social inclusion	147
4.8 Current debates and reforms	149
5. Participation	151
5.1 General context	151
5.2 Youth participation in representative democracy.....	155
5.3 Youth representation bodies.....	157
5.4 Young people's participation in policy-making	171
5.5 National strategy to increase youth participation	177
5.6 Supporting youth organisations	178
5.7 “Learning to participate” through formal, non-formal and informal learning.....	185
5.8 Raising political awareness among young people.....	190
5.9 E-participation	192
5.10 Current debates and reforms	192
6. Education and Training.....	193
6.1 General context	193
6.2 Administration and governance	197
6.3 Preventing early leaving from education and training (ELET)	198
6.4 Validation of non-formal and informal learning	199
6.5 Cross-border learning mobility.....	200
6.6 Social inclusion through education and training.....	201
6.7 Skills for innovation	203
6.8 Media literacy and safe use of new media.....	205
6.9 Awareness-raising about non-formal and informal learning and quality youth work.....	207
6.10 Current debates and reforms	208
7. Health and Well-Being.....	209
7.1 General context	209
7.2 Administration and governance	210
7.3 Sport, youth fitness and physical activity.....	212
7.4 Healthy lifestyles and healthy nutrition	213
7.5 Mental health	215
7.6 Mechanisms of early detection and signposting of young people facing health risks.....	216
7.7 Making health facilities more youth friendly	218
7.8 Current debates and reforms	218

8. Creativity and Culture.....	219
8.1 General context.....	219
8.2 Administration and governance	220
8.3 National strategy on creativity and culture for young people	220
8.4 Promoting culture and cultural participation.....	221
8.5 Developing cultural and creative competences	222
8.6 Developing entrepreneurial skills through culture	223
8.7 Fostering the creative use of new technologies.....	223
8.8 Synergies and partnerships	224
8.9 Enhancing social inclusion through culture.....	224
8.10 Current debates and reforms	225
9. Youth and the World	226
9.1 General context.....	226
9.2 Administration and governance	227
9.3 Exchanges between young people and policy-makers on global issues	227
9.4 Raising awareness about global issues.....	227
9.5 Green volunteering, production and consumption.....	233
9.6 Intercontinental youth work and development cooperation	234
9.7 Current debates and reforms	235
10. Youth Work.....	236
10.1 General context.....	236
10.2 Administration and governance of youth work	236
10.3 Support to youth work	237
10.4 Quality and innovation in youth work.....	238
10.5 Youth workers	239
10.6 Recognition and validation of skills acquired through youth work.....	240
10.7 Raising awareness about youth work.....	240
10.8 Current debates and reforms	240
References.....	241
Glossary	259
Archive.....	263

Norway

Young People in Norway

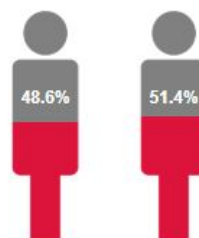
Ratio of young people in the total population on 1st January



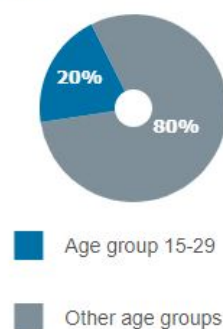
Total number of young people:

1 035 904

Ratio of men and women in the youth population



Ratio of young immigrants in all immigrants from non-EU countries



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

The [Ministry of Children and Families](#), which is the main responsible authority for children and young people, generally defines youth as those aged between 13 and 26. This aligns with the [regulations relating to national grants for voluntary child and youth organisations](#) which triggers grants for organisations with counting members up to the age of 26.

A 2011 Official Norwegian Report (NOU) on youth influence and participation in Norway, [NOU 2011: 20 Ungdom, makt og medvirkning](#), defined 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

However, the definition of youth is broad and changeable across sectors and policy initiatives. The category 'children and young people' is in many contexts defined up until the age of 24.

The "[0-24 cooperation](#)" is a cross-sectoral initiative of the Directorate of Health, the Directorate for Children, Youth and Family Affairs, the Directorate of Labour and Welfare, the Directorate for Integration and Diversity and the Directorate for Education to support and strengthen coordination and cooperation at the national level for the benefit of children and young people between 0 and 24. This is aligned with the so called [young person's right](#) laid down in the [Education Act](#) which establishes the statutory right to upper secondary education and training for young people until the school year starting when they turn 24.

In addition, the [Government's 2015 plan on child and youth policy initiatives](#) provides an overview of initiatives for children and adolescents aged 0-24.

1.2 National youth law

Existence of a National Youth Law

Norway does not have a youth law. The following laws relate specifically to the rights of children and adolescents under the age of 18, and in some cases up to the age of 24:

- The Children's Act [[Barneloven](#)] covers legislation on parenthood, parental responsibility, attendance and maintenance obligations. The Act also contains rules on parental mediation and the handling of parenting disputes in the courts.
- [The Guardianship Act](#) [[Vergemålsloven](#)] applies to persons under guardianship and their right to take legal action or to dispose of their own funds. The Act also applies to guardians of persons under guardianship and the competence of the guardian to take legal action or to dispose of funds on behalf of the person he or she is guardian of. However, for guardians of minors, the law applies only to the extent that the competence is not covered by the parental responsibility under the Children's Act.
- The [Child Welfare Act](#) [[Barnevernloven](#)] relates to the Child Welfare Services.
- [The Education Act](#) relates to rights pertaining to primary and secondary education.
- The UN Convention on the Rights of the Child has been embedded in Norwegian legislation in the [Human Rights Act](#), cf. [Item 2](#).

There are no specific references to youth in the constitution, but the rights of children below the age of majority are specifically mentioned in the [Norwegian Constitution](#) (§ 104).

Scope and contents

Not applicable, as Norway currently does not have a youth law.

Revisions/updates

Not applicable.

1.3 National youth strategy

Existence of a National Youth Strategy

No single strategy covers all aspects of Norwegian youth policy. Instead, several policy documents target different aspects of young people's lives within different sectors as described in the underlying YouthWiki chapters.

The Government's youth policy is described in relevant draft resolutions and bills [[Proposisjoner til Stortinget](#)] that form the basis for the Parliament's consideration of proposed resolutions, new legislation or amendments to legislation, the budget, or other matters that require a decision by the Parliament. The budget spells out the Government's priorities in all sectors, including youth policy.

Most ministries are responsible for measures affecting children and youth, either directly or indirectly. The ministries cooperate in many areas, and often put forward joint initiatives, through action plans, strategies and parliamentary announcements. The current Government's 2015 Plan on child and youth policy initiatives [[Trygghet, deltakelse og engasjement – regjeringens arbeid for barn og unge](#)], was drawn up in collaboration between by the Ministry of Children and Families, Ministry of Health and Care Services, Ministry of Culture, Ministry of Education and Research, Ministry of Justice and Public Security and Ministry of Labour and Social Affairs. It presents the overall goals and focus areas of the Government's children and youth policy but does not include all measures. For more information about the plan see section [1.4 Youth policy decision making](#).

Scope and contents

Not applicable.

Responsible authority for the implementation of the Youth Strategy

Not applicable.

Revisions/updates

Not applicable.

1.4 Youth policy decision-making

Structure of decision making

At the central level:

The responsible authority for overall youth policy is the [Ministry of Children and Families](#). The Ministry is responsible for [children and young people's participation](#) and provides basic support for national and international work in voluntary youth organisations. However, strategies and measures affecting different aspects of young people's lives may lie with other ministries or are often devised and implemented cross-sectorally. The following ministries are the most important ones in terms of responsibility for policies and services affecting youth:

- Ministry of Culture
- Ministry of Education and Research
- Ministry of Labour and Social Affairs
- Ministry of Health and Care Services
- Ministry of Justice and Public Security

The division of tasks and responsibilities demands cooperation and coordination between ministries and among different levels of administration. The Ministry of Children and Families and its underlying agency the [Directorate for Children, Youth and Family Affairs](#) often coordinate state efforts for children and youth.

At the local level:

Norway is divided into 11 counties and 356 municipalities. Practical implementation of national child and youth policy priorities lies primarily at the municipal level through the provision of services. The main responsibilities of the municipality relating to youth are primary education (until 10th grade), youth health stations and school health services, outpatient health services, unemployment and other social services and economic development.

Many national youth policy goals are not enshrined in legal regulations and do not trigger earmarked funds. Therefore, the municipalities have much freedom in how they implement and finance national policy goals, such as in youth work. Child and youth organisations are important collaborating actors at the municipal level.

Main themes

The [Government's 2015 Plan on child and youth policy initiatives](#) presents the overall goals and focus areas of the Government's child and youth policy but does not include all measures. The plan is based on the following goals and principles:

- A safe upbringing in family and in the local community
- Equal rights and opportunities

- Participation and influence
- High quality services for everyone

Key focus areas of the plan are:

- Family and community
- Kindergarten, school and working life
- Health and welfare
- Culture and leisure

The strategies and measures relevant to the youth population described in the document are covered in detail in the YouthWiki chapters where applicable and if still relevant. For recent developments in these areas see section [1.9 Current debates and reforms](#).

The national agency for youth

There is no National Agency for Youth. However the [Norwegian Directorate for Children, Youth, and Family Affairs](#) is the governmental office for the welfare and protection of children and families. Its main objective is to provide services of high and accurate quality to children, young people, and families. The directorate hosts the website [Ung.no](#), targeting young people aged 13 – 20 with public information and guidance about rights, opportunities and obligations.

The following agencies also play an important role in the implementation of youth policy goals:

[The Norwegian Directorate for Education and Training](#) is responsible for the development of primary and secondary education. The Directorate is the executive agency for the Ministry of Education and Research. In this capacity the Directorate has the overall responsibility for supervising education and governance of the education sector, as well as the implementation of Acts of Parliament and regulations. The objective of the Directorate is to ensure that all pupils and apprentices receive the high-quality education they are entitled to.

[The Norwegian Integration and Diversity Directorate](#) implements the government's integration policies. The directorate is tasked with strengthening the municipalities, sector authorities, and other collaborative partners' competence in the field of integration and diversity.

Some of the directorate's key responsibilities include:

- Resettlement of refugees
- Facilitating to assist immigrant participation in the labour force and in local communities
- Efforts against negative social control, forced marriage, and female genital mutilation
- Provide professional and knowledge-based recommendations for further development of integration policy and ensure good coordination in the field of integration
- Manage grant schemes aimed at municipalities and voluntary organizations
- Produce and disseminate research, analysis, statistics, and best practice

[The Norwegian Labour and Welfare Administration](#) administers one third of the national budget through schemes such as unemployment benefits, work assessment allowances, pensions, sickness benefits, child benefits and cash-for-care benefits. The local authorities and central government cooperate to find good solutions for users through 456 NAV offices in municipalities and city boroughs. Each local authority and NAV agree on what local authority services their office should provide. The services provided by a NAV office will thus vary from local authority to local authority.

Policy monitoring and evaluation:

The policies and measures relating to youth are devised and implemented cross-sectorally. Evaluation may be conducted by a ministry or agency or they may choose to make the evaluation subject to competition. In most instances, analyses, consultancy services, and evaluations are subject to [procurement rules](#). [Doffin](#) is the Norwegian national notification database for public procurement. The website assists the authorities to create and publish notices in accordance with the regulations and makes it easy for suppliers to find relevant competitions in the public sector.

In connection with suggested laws to regulate people's rights and duties, suggested changes in how the public administration is organised (for instance relocation) and jurisdiction changes, public consultations are initiated by the Government to allow the public, civil society, and the business community to state their opinion, and to control how the public administration works and performs their tasks. Public consultations are also used after the publication of Official Norwegian Reports (NOUs) that report on different aspects of Norwegian society, laws or administrative practice, and which often suggest new policy or legislative measures.

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

Norwegian youth policy is cross-sectoral with emphasis on collaboration and coordination between ministries, local and central authorities, and with the voluntary sector. In addition, children and young people's participation is emphasised. The [Government's 2015 Plan on child and youth policy initiatives](#) was drawn up in collaboration between by the Ministry of Children and Families, Ministry of Health and Care Services, Ministry of Culture, Ministry of Education and Research, Ministry of Justice and Public Security and Ministry of Labour and Social Affairs.

The cross-sectoral approach is reflected in the "[0-24 cooperation](#)", a cross-sectoral initiative of the Directorate of Health, the Directorate for Children, Youth and Family Affairs, the Directorate of Labour and Welfare, the Directorate for Integration and Diversity and the Directorate for Education to support and strengthen necessary coordination and cooperation in counties and municipalities, for the benefit of children and young people and their families.

1.6 Evidence-based youth policy

Political Commitment to Evidence- Based Youth Policy

The commitment to evidence-based policymaking is high. Draft resolutions, bills and white papers presented to Parliament are often based on reports, plans, or Official Norwegian Reports (NOUs). All reports and plans are generally produced by appointed individuals or committees. For example, NOU reports are produced by committees and working groups constituted by the Government or a ministry to report on different aspects of society. The purpose of the NOU reports is to present and discuss the evidence base and possible choices of action or strategies for the development and implementation of public measures. [Instructions for Official Studies and Reports](#) [Utredningsinstruksen] aimed at ministries and the underlying activities of the state administration was first established by Royal Decree on February 18, 2000 and revised in 2005 and 2016. The purpose of the instructions is to provide a sound basis for decisions on state measures by identifying economic, administrative, and other significant consequences of reforms and measures. The underlying agencies of the state administration also conduct knowledge production as the basis of professional advice to the ministries and may commission research and development projects. Research and development activities vary from sector to sector and according to annual funding allocations.

The [Research Council](#) is an administrative body with special authorizations under the Ministry of Education and Research. It distributes funding for research and serves as the chief advisory body for research policy issues. It has responsibility for strategic planning for the research institute sector in which the provision of basic funding is the most important instrument in this regard. Basic funding is divided into two parts consisting of a basic allocation and strategic institute initiatives. To qualify for basic funding, research institutes must conduct research of interest to Norwegian trade and industry, government administration or society at large. All ministries may allocate funding for strategic institute initiatives in selected areas. At present, only the environmental institutes, the primary industry institutes, and the foreign policy institutes are receiving funding under this part of the scheme.

The Ministry of Children and Families' [Research Strategy for 2016 – 2020](#) is aimed at expanding and increasing the quality and availability of the evidence base for policy making in the area of children, youth and families, including through participation in programmes administered by the Research Council. The strategy also seeks to increase research-based evaluations of major grant schemes, reforms, and services.

Cooperation between policymaking and research

Many research institutes carry out research sought by the authorities. For some institutes, a core activity is providing the knowledge and evidence base for policy development. Research may be ordered, either as mandated administrative tasks, through assignments directly to the institutes, or indirectly through programmes administered by the [Research Council of Norway](#). Regional research institutes often provide commissioned research on youth related topics. They have a two-part role in the Norwegian research and development system. They are a part of national social science institutes and participate in the same competition arenas as these. In addition, the regional institutes also have a role as regional research and development actors. The most important characteristic of the regional institutes is that they have a social science structure, that they maintain a "regional function" and that they are spread throughout the country.

The [Center for Welfare and Labor Research](#) (SVA) at Oslo Metropolitan College (OsloMet) consists of four research institutes that conduct commissioned research on working life, consumption, city and regions, upbringing and aging, as well as the services and organization of the welfare society; the Work Research Institute (AFI), Norwegian Social Research (NOVA), the Norwegian Institute for Urban and Regional Research (NIBR), and the Consumption Research Norway (SIFO). The [NOVA](#) youth research section conducts multi-disciplinary empirical research based on local and regional qualitative and quantitative studies, as well as national representative surveys. Main research topics are youth culture and leisure activities, school adjustment, transitions from school to employment, alcohol and drug use, delinquency and conduct problems, intergenerational relations and issues concerning ethnicity and the multi-cultural society.

Top level authorities commission research on relevant policy themes regularly and sometimes fund projects commissioned by committees constituted by the government to report on different aspects of society. Some recent examples are:

- Two research projects were commissioned by a committee ([#UngIDag-utvalget](#)) constituted by the Government reporting on equality challenges for children and young people in everyday life. The committee [presented an Official Norwegian Report](#) to the Minister of Culture in 2019. The research projects that informed the report investigated [gendered patterns in youths' leisure activities](#) and [leisure activities for children and youth in a gender equality perspective](#). The research was funded by the Ministry of Children and Families and conducted by Norwegian Social Research (NOVA).
- The Ministry of Children and Families is funding a research project conducted at Norwegian Social Research (NOVA) on [parenting in ethnic and religious minority contexts in Norway](#). The background for the project is a concern about public family and childhood services and institutions being premised on majority families' norms and

values. There is also concern on the part of public authorities relating to gender equality and lack of autonomy for children and young people in some minority families. The aim of the project is to develop research-based knowledge about different forms of parenthood that co-exist in Norway, based on parents' own perspectives. This knowledge can contribute to developing public services that are adapted to different families' needs.

- The Ministry of Children and Families has funded a research project on [the consequences of growing up in low-income families](#). The project reviewed existing research on the consequences of growing up in low-income families in Norway. The project focused on the timing and duration of exposure to low-income as well as family-relations, health, neighbourhood, housing, social participation, education, and transition to work.
- The Norwegian Directorate of Health funded a project about [characteristics of adolescents attending municipal youth clubs in terms of well-being](#). By using material from the national [Ungdata-survey](#) the project combined information on social background, gender, age and immigrant background with adolescents' self-reported health, well-being, behaviour problems, drug abuse, engagement in recreational activities and social support.

The purpose of the study was to investigate municipalities' potential to actively use youth clubs to promote issues concerning adolescents' health and well-being.

National statistics and available data sources

[Statistics Norway](#) is the national statistical institute of Norway and the main producer of official statistics. The institute is responsible for collecting, producing, and communicating statistics related to the economy, population and society at national, regional and local levels. The Institute reports to the Ministry of Finance and is subject to the provisions of [the Statistics Act](#). However, the institute is a professionally autonomous organisation. It provides statistics relevant to the [child and youth sector](#) in the areas of demographics, families, health, crime, leisure, education, labour market, income and child welfare services.

[Ungdata](#) is a cross-national data collection scheme, designed to conduct youth surveys at the municipal level in Norway. Ungdata is financed through the national budget, Norwegian Social Research (NOVA) is responsible for the national coordination of the project, while the regional Drug and Alcohol Competence Centers [KoRus] are responsible for conducting the municipal surveys. A [national report](#) is published every year on selected topics.

Ungdata cover various aspects of young people's lives such as relationship with parents and friends, leisure activities, health issues, local environment, well-being, and school issues. The surveys also include questions about tobacco and drug use, and participation in various forms of antisocial behaviour such as violence and bullying. The data is often used in municipal planning and developmental work related to public health and preventive measures aimed at young people.

Underlying agencies to the ministries also present statistic and analysis on relevant topics for youth:

- [The Directorate of Education and Training](#) is responsible for all national statistics concerning kindergarten, primary and secondary education. The directorate provides data about basic education through an online portal <https://skoleporten.udir.no/>. The purpose of the portal is for schools and municipalities to have easy access to relevant and reliable information to conduct local quality assessment work. The portal contains data in the areas of learning outcomes, learning environment, implementation in upper secondary education, resources, and school facts. Users of the portal can create their own reports and export data to spreadsheets.

- The [Norwegian Directorate for Children, Youth and Family Affairs \(Bufdir\)](#) provides [statistics and analysis](#) on welfare and living conditions for children and youth, the child welfare services, disability, ethnicity and religion, gender equality and LHBTIQ.
- Norway has many good quality health registries. Data from these are collected, along with information from Statistics Norway and Norwegian health studies, into the online [the municipal statistics bank](#) and the [Norhealth statistics bank](#). Every year, the [Norwegian Institute of Public Health](#) releases public health profiles for municipalities and counties. Profiles are published between January and March. The public health profiles for municipalities and counties are used actively by the municipalities. The reports are also popular with the media who use them to compare the health of the local population with the rest of Norway. The data includes indicators relevant for the youth sector in the areas of population, childhood and living conditions, environment, injuries and accidents, health-related behaviours, and health conditions.

Budgetary Allocations Supporting Research in the Youth Field

There is no specific budget allocation for research in the youth field.

Research and development as well as monitoring and evaluation of policy reforms are part of the ministerial budgets. The Ministry of Children and Families' budget was strengthened in 2020 to increase research on the effects of preventative measures and services for children, young people, and families. In 2020 the Ministry of Children and Families transferred approx. NOK 29 million to the [Research Council](#) to support research in the following areas:

- the effects of measures and services for children, young people, and families through the family protection offices
- effects of preventive work and various services and measures aimed at children, young people, and families
- research programme on welfare, working life and migration
- research programme on health, care, and welfare services

1.7 Funding youth policy

How Youth Policy is funded

There is not a specific budget for youth policy. Initiatives and measures directed at youth are integrated within the overall national policy measures across different sectors. This is reflected in the annual budget proposals by each ministry. In Norway, the youth population is often described as those aged 13-26, but this may vary according to the issues being addressed, or by sector. As many services, initiatives and measures target children and young people as one group and because young people over the age of majority enjoy rights and access to welfare services as adults it is not possible to report on a separate budget/public expenditure for youth specifically.

What is funded

Ministries allocate grants to municipalities to carry out projects targeting the child and youth population. The Directorate for Children, Youth and Family Affairs spent approximately NOK 684 million in grants to municipalities in 2019, out of which the largest grant was NOK 365 million for the strengthening of municipal foster homes. The grant scheme run by the Directorate of Health which aims to strengthen mental health and substance abuse prevention among children and young people had a budget of NOK 77 million in 2019. In the 2020 national budget NOK 422.1 million was allocated to a grant scheme aimed at strengthening and developing municipal health stations and school health services.

Support to youth organizations provides another indication of the overall commitment to youth. In 2019 the Directorate for Children, Youth and Family Affairs spent NOK 153.6 million for youth organizations and NOK 224 million for organizations representing persons with disabilities. 13 of 15 ministries provide grants to voluntary organizations annually, many of them youth organizations or organizations with projects aimed at or run by youth.

Financial Accountability

The [Office of the Auditor General](#) (OAG) provides the parliament with a comprehensive and independent audit of the government. The tasks of the OAG are to:

- audit the central government accounts
- carry out systematic performance audits of the finances, productivity, achievement of goals and effects based on parliamentary decisions
- monitor the management of the state's proprietary interests in companies
- contribute to the prevention and detection of irregularities and errors
- advise the government administration to prevent future errors and omissions

The Parliament can instruct the OAG to initiate special audits.

Use of EU funds

There is no information on EU funds that have been used for youth policy at top-level. Norway does take part in several EU programmes relevant to the youth sector such as:

Horizon 2020

Total budget: approx. 77 billion euro for 2014-2020.

Norwegian contact: [The Research Council of Norway](#)

Erasmus+

Total budget: approx. 14,7 billion euro for 2014-2020.

National agencies:

- The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku)
- The Norwegian Directorate for Children, Youth and Family Affairs – Erasmus+ Youth in Action Unit

EU's Third Health Programme

Total budget: approx. 449 million euro for 2014-2020.

Norwegian contact: [The Norwegian Directorate for Health](#)

EU program for Employment and Social Innovation – EaSI

Total budget: approx. 923 million euro for 2014-2020.

- Norwegian contact for Eures: [the Norwegian Labour and Welfare Administration \(NAV\)](#)
- Norwegian contact for Progress: [the Norwegian 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 Norwegian Ministry of Local Government and Modernisation](#)

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.

Norway participates in a wide range of cooperation at both the Nordic and European level:

[The Nordic Committee for Children and Young People \(NORDBUK\)](#) is the Nordic Council of Ministers' Advisory and Co-ordinating body for matters relating to children and young people.

The [Council of the Baltic Sea States \(CBSS\)](#) supports regional cooperation on education and culture between Denmark, Estonia, Latvia, Lithuania, Finland, Russia, Germany, Poland, Sweden, Norway, and Iceland

The [Barents Youth Coordination Office \(BYCO\)](#) 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.

International cooperation

Norway, as a signatory of the European Cultural Convention (ETS No. 18), participates in the [European Steering Committee for Youth \(CDEJ\)](#). The CDEJ supervises a programme of activities involving policy makers, youth researchers and youth work practitioners and focuses particularly on the development of youth policies in its member states.

Non-governmental organisations (NGOs) may apply to the [European Youth Foundation \(EYF\)](#). The EYF fund was established in 1972 by the Council of Europe to provide financial and educational support for European youth activities.

Within the framework agreement between the European Union and Council of Europe, Norway takes part in the [European Knowledge Centre for Youth Policy \(EKCYP\)](#) which 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.

1.9 Current debates and reforms

Across the Government's key focus areas for children and youth described in section [1.4 Youth policy decision-making](#) recent policy developments across ministries include:

Family and community: A new collaborative strategy for children and young people growing up in low-income families is being developed. The Ministry of Children and Family Affairs is leading the work in collaboration with the Ministry of Culture, the Ministry of Labour and Social Affairs, the Ministry of Education, the Ministry of Health and Care Services and the Ministry of Local Government and Modernization. An advisory youth panel has been set up to provide insights and proposed measures for the strategy. The strategy will be presented in 2020.

School and working life: A committee was set up in 2017 to assess the strengths and weaknesses of higher education as well as propose changes in its structure, organization, and professional composition. This resulted in two Official Norwegian Reports; [NOU 2018: 15](#) assessing whether upper secondary education has the structure and content to ensure that as many as possible complete upper secondary education. The second report [NOU](#)

[2019: 25](#) considered various models for upper secondary education and proposes concrete changes in structure and subject composition. Another [committee](#) was appointed in 2017 to look at the regulations for primary and secondary education. [NOU 2019: 23](#) proposes a new Education Act, which is intended to replace today's Education Act. The committee also proposes principles for regulatory governance. The reports form the basis for ongoing public consultations and consideration by the Government and Parliament. A third [committee](#) that was set up in 2017 to provide an evidence-based assessment of Norway's future skill needs. This assessment will form the basis for planning and strategic decision making of both authorities and in the labour market, regionally and nationally. The committee work until 2020 has been to assess national and international research. A total of three reports have been submitted to the Ministry of Education and Research; [NOU 2018: 2](#), [NOU 2019: 2](#) and [NOU 2020: 2](#). The Committee will continue from 2020 to 2026 but will no longer produce Official Norwegian Reports. It has the following task for the next six years:

- Analyse and assess the available knowledge base and give the best possible evidence-based analysis and assessment of society's future skill needs, including the education system's ability to cover these needs.
- Provide an analysis and assessment of the future skill needs both for the short, medium, and long term.
- Facilitate and stimulate open dialogue and discussion about society's skill needs with different stakeholders and society more generally. The Committee is to highlight the input from the social partners.
- Produce at least one report every second year with analysis and assessment of Norway's future skill needs, nationally and regionally. The Committee may on its own initiative raise issues that concern skill needs in separate reports, articles, or other documents.
- The Committee's work and products should be made relevant to the development of skill policies by national and regional authorities, including planning in the education sector.

For more on youth policy related to education and training see YouthWiki chapter [6. Education and Training](#).

Health and welfare: The [Government's strategy on young people's health 2016 – 2021](#) covers the age group 13–25 years and sets out several goals related to mental health, healthy lifestyles and sexual health among youth. The governments [Sexual Health Strategy \(2017-2020\)](#) includes activities for increasing young people's knowledge and skills to safeguard their own sexual health. The Government has also initiated a drug reform process with the goal of transferring responsibility for society's response to the use and possession of illegal drugs for personal use from the justice sector to the health sector. For more on youth policy related to health and well-being see YouthWiki chapter [7. Health and Well-Being](#).

The Government has initiated a collaborative effort between municipalities, the voluntary sector, and top-level authorities to ensure that all children and youth, regardless of their parents' social and financial situation, can participate regularly in recreational activities. In addition, the Government has initiated a 'Recreation Card' trial, with the aim of giving children and young people 6 to 18 years the opportunity to participate in organised leisure time/recreational activities regardless of economic resources. The aim is to develop a national universal scheme.

Culture and leisure: The Government is developing a White Paper on children and youth culture. For more on youth policy related to creativity and culture see YouthWiki chapter [8. Creativity and Culture](#).

Equality and social inclusion are central to Norwegian youth policy. This involves equitable access to services so that no one experiences discrimination and exclusion. Recent policy developments include:

- The Government's [strategy for the equality of persons with disabilities for the period 2020–2030](#) and the Government's [Action Plan for Universal Design](#).
- The [Government's action plan against discrimination based on sexual orientation, gender identity and gender expression 2017-2020](#).
- Two Official Norwegian Reports on gender and young people were released during 2019; one describes gender differences in school performance and educational attainment, another overall gender equality challenges among children and young people. The reports propose various measures to address identified issues. The reports form the basis for ongoing public consultations and consideration by the Government and Parliament.
- The [Action Plan to Combat Negative Social Control, Forced Marriage and Female Genital Mutilation 2017-2020](#) includes operational measures to liberate children and young people in Norway from negative social control and various forms of coercion.
- In 2019 the Government began work on a national action plan against discrimination and hatred against Muslims. The goal is to prevent racism and discrimination against Muslims and against people who are believed to be Muslims.

For more on social inclusion see YouthWiki chapter [4. Social Inclusion](#).

2. VOLUNTARY ACTIVITIES

Introduction

Volunteer organizations and different forms of volunteer work [dugnad, frivillighetsarbeid, lag, bevegelse], 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

In Norway the first, and perhaps the largest, voluntary policy initiatives came in the 1830s and 1840s when formal barriers to organizational formation were removed. From the mid-1800s, there was a significant growth in social movements in both rural and urban areas.

The expansion of the welfare state following WW2 into fields that had previously been run by voluntary organizations included areas such as health and social work, culture, sports, and recreation. However, this did not result in the diminishment of the voluntary sector, and the number of voluntary organisations continued to increase. During the 1960s there was a growth in children's and youth organizations, particularly within culture, recreation and sports.

Public policy has and continues to emphasise the role of the state, counties and municipalities in facilitating the independent and self-contained work of voluntary organisations.

Main concepts

White Paper No. 10 (2018 – 2019) which defines Government policy for the voluntary sector [[Frivilligheita - sterk, sjølvstendig, mangfaldig - Den statlege frivilligheitspolitikken](#)] describes the sector as fulfilling an important role distinct from the public or for-profit sectors by:

- Consisting of organizations and activities that are created and developed by the participants themselves.
- Representing an innovating force in the provision of vital social services, often based on values and public profiles distinct from the public or for-profit sectors.
- Providing the infrastructure for the development of a vibrant civil society.

There is no formal definition of the voluntary sector or voluntary activities. Nevertheless, the state has been instrumental in defining the sector through:

- The Act governing the Public Registry for Voluntary Activity [[Lov 29. juni 2007 nr. 88 om register for frivillig virksomhet \(frivillighetsregisterloven\)](#)], which defines non-profit activity as voluntary activity.

- The [satellite account for non-profit institutions](#), produced by Statistics Norway, which provides an overview of the sector and shows the organizations' contribution to the gross domestic product, how their activities are funded and the value of volunteer work.
- National grant schemes that delineate target groups and objectives.

2.2 Administration and governance of youth volunteering

Governance

Voluntary engagement has a central place in the Government's policy platform and is an integral component of almost all policy areas. Furthermore, it has issued a letter of intent on interaction with the voluntary sector [[Frivillighetserklæringen](#)].

Voluntary organisations are supported through [state grant schemes](#) which are administered through the relevant ministry according to sector, or on behalf of the relevant ministry by underlying government agencies or civil society organisations. The [Ministry of Culture](#) has published a cross-ministerial guide [[Veileder: Forenkling av statlige tilskuddsordninger for frivillige organisasjoner](#)] to make it easy for voluntary organisations to apply for and report on state grants. The [Ministry of Children and Families](#) provides basic support to voluntary youth organisations. Grants to youth organisations are administered by the Grant Allocation Committee, whose secretariat is at the [Directorate for Children, Youth and Family Affairs](#). The grants are regulated by the Regulations concerning grants to voluntary youth organisations of 29 November 2007, amended on 15 September 2009.

Most municipalities and counties have funds to which local volunteer organisations, foundations, ad-hoc groups and individuals can apply for funding.

The value added tax compensation scheme [[momskompensasjon for frivillige organisasjoner](#)] aims to promote voluntary activities. The scheme is intended to compensate for costs that voluntary organisations incur for VAT when purchasing goods and services.

There is a Public Registry for Voluntary Activity [[Frivillighetsregisteret](#)] established by law [[Lov 29. juni 2007 nr. 88 om register for frivillig virksomhet \(frivillighetsregisterloven\)](#)]

The purpose of the registry is to

- Strengthen the knowledge base regarding the voluntary sector in Norway.
- Simplify the dialogue between voluntary organisations and the government.
- Lay the foundation for policy development.

Organisations, foundations, or actors who receive funding from the National Lottery [Norsk Tipping] are obliged to register with the Public Registry for Voluntary Activity. Organisations, foundations, or actors who register may also apply for VAT deduction through the value added tax compensation scheme.

Main actors

The [Ministry of Culture](#) is responsible for policy related to the voluntary sector. The [Ministry of Children and Families](#) is responsible for youth policy areas and youth organisations.

The main non-public actors taking part in the development of policies that have a bearing on youth volunteering are:

- The association of NGOs in Norway [[Frivillighet Norge](#)] which is an umbrella organization for more than 300 member organizations that together have more than 50,000 local branches throughout Norway. Many of the member organizations are youth organisations. 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 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. As mentioned earlier in this chapter the organization administers the project support scheme [Mangfold og inkludering](#) [Diversity and Inclusion] on behalf of the Ministry of Children and Families.
- The Norwegian association of youth with disabilities [[Unge Funksjonshemmede](#)] is an umbrella organization representing 37 organizations for children and youth with disabilities or chronic disease.

The Norwegian Association of Local and Regional Authorities [KS – [Kommunenes sentralforbund](#)] and the Association of NGOs in Norway [[Frivillighet Norge](#)] have signed a joint platform defining principles and actions to strengthen the relationship between the public and voluntary sectors in Norway. Local organizations, municipalities and county municipalities are encouraged to establish similar collaborative platforms at the local level.

Volunteer centres [[Frivillighetssentraler](#)] are local meeting places that link individuals and organizations together to create a good voluntary environment and activities. This is done in collaboration with local public authorities. There are currently 463 volunteer centres in operation in Norway, distributed among 307 municipalities. The volunteer centres have received operating grants through the national budget but as of 2017, the responsibility for allocating funds to the volunteer centres has been transferred from state to municipality.

Cross-sectoral cooperation

The letter of intent on interaction between the government and the voluntary sector [[Frivillighetserklæringen](#)] described earlier in this chapter sets the framework for dialogue and interaction with the voluntary sector, regardless of ministry, directorate or agency, and shall contribute to a comprehensive and cross-sectoral volunteer policy.

2.3 National strategy on youth volunteering

Existence of a National Strategy

In Norway, there is no national strategy for youth volunteering.

Scope and contents

Not applicable

Responsible authority

Not applicable

Revisions/ Updates

Not applicable

2.4 Youth volunteering at national level

National Programme for Youth Volunteering

Norway has no national programme for youth volunteering.

Funding

Not applicable as Norway has no national programme for youth volunteering.

Characteristics of youth volunteering

Youth organisations were the fastest growing subgroup of volunteer organisations up until 1980. This period of growth was followed by two major declines in youth organisation memberships, the first from 1982 to 1986, and the second from 1990 to 1998. The decline of membership subsequently stabilized in the 2000s, with a slight increase from 2000 to 2009, and then stabilized again.

[Ungdata](#), a cross national collection scheme designed to conduct youth surveys at the municipal level, and which is financed through the national budget, shows that most children and young people participate in various types of organized activities, including voluntary activities. Nine out of ten have participated in an organisation, club or team after they turned ten.

Support to young volunteers

Norway does not have a national programme to support young volunteers and there are no youth volunteering initiatives at national level. However, as described in section [2.2 Administration and governance of youth volunteering](#) the Government supports civil society organisations and youth organisations through [several state grant schemes](#) which are administered through the relevant ministry according to sector, or on behalf of the relevant ministry by underlying government agencies or civil society organisations. In this way young volunteers are indirectly supported.

Quality Assurance (QA)

There is no national quality assurance system available for evaluation of voluntary activities for young people.

Organisations that receive funding through the grant schemes described above have to report to the relevant ministry or underlying agency/civil society organisation administering the scheme. This may include annual progress reports and a final report with accounting figures, information on activities, and the outcomes of activities.

Target groups

Not applicable, as there are no youth volunteering initiatives at national level. However, as described in section [2.2 Administration and governance of youth volunteering](#) the Government supports civil society organisations and youth organisations through grants schemes. The Government seeks to facilitate breadth and diversity through these schemes. For example, some grants specifically emphasize that project funds must promote diversity, inclusion and participation.

2.5 Cross-border mobility programmes

EU programmes

[The European Solidarity Corps](#) replaced the European Voluntary Service (EVS) in 2018. Norway is not a Participating Country but takes part in certain actions under the programme as a Partner Country. Norwegian organisations can participate as partners in [Volunteering Projects](#), but cannot apply for funding. Norwegian organisations are required to find host organisations in the EU, Turkey, Iceland or Macedonia that are responsible for funding and reporting.

Other Programmes

[NOREC – the Norwegian Agency for Exchange Cooperation](#), an agency administratively subject to the Ministry of Foreign Affairs and funded through the national budget, funds volunteer exchange projects. Some projects have a specific youth focus and are meant to contribute to contact and cooperation between a variety of youth-oriented organisations and institutions in Norway and in developing countries, based on reciprocity, equality and

solidarity. Cooperating counties must be approved by OECD / DAC as recipients of Official Development Assistance. Specific target groups are identified in each project.

Legal framework applying to foreign volunteers

VISAs and residency permits are regulated by chapter 2 and 3 of The Immigration Act [[Lov om utlendingers adgang til riket og deres opphold her \(utlendingsloven\)](#)].

Visitors from most countries outside of the Schengen area will have to apply for a VISA to work as a volunteer in Norway. The Norwegian Directorate for Immigration provides information about entry requirements and visas: <https://www.udi.no/en/want-to-apply/>.

2.6 Raising awareness about youth volunteering opportunities

Information providers

Since there is no single public authority responsible for the voluntary sector, there is no single contact point or national website providing information on volunteering for young people.

The Association of NGOs in Norway [[Frivillighet Norge](#)] described in section 2.2 [Administration and governance of youth volunteering](#) provides information about volunteering in general, including links to youth organisations. It also provides a toolkit for establishing and running voluntary organisations. The association publishes an annual survey [[Frivillighetsbarometeret](#)] which presents important key figures on participation and attitudes towards volunteering, with questions about local community volunteering and barriers to participation. The association has also created a website [frivillig.no](https://om.frivillig.no) to make it easier for people to become voluntary and easier for organizations to find volunteers. The site has a dedicated page for young volunteers: <https://om.frivillig.no/ung-frivillig>

The Volunteer centres [[Frivillighetssentraler](#)], also described in [section 2.2 Administration and governance of youth volunteering](#), raise awareness about local youth volunteering opportunities.

Key initiatives

On 5. December 2019 Association of NGOs in Norway [[Frivillighet Norge](#)] marked International Volunteer Day by organizing a large scale conference, [Frivillighetens Dag](#), with support from the National Lottery [[Norsk Tipping](#)], the Ministry of Culture, Microsoft, Stiftelsen Dam and the Norwegian Association of Local and Regional Authorities [[KS – Kommunenes sentralforbund](#)]. While the event does not focus specifically on youth volunteering, youth volunteering and youth volunteers were highlighted through the programme.

2.7 Skills recognition

Policy Framework

Norway has no policy framework 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.

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.

2.8 Current debates and reforms

White Paper No. 10 (2018 – 2019) [[Frivilligheita – sterk, sjølvstendig, mangfaldig – Den statlege frivilligheitspolitikken](#)] defines the Governments policy for the voluntary sector, including youth volunteering, and spells out four policy objectives:

1. Expand participation

Anyone should be able to access and benefit from the voluntary sector, regardless of age, gender, ethnicity, income, level of function or field of interest.

2. A strong and independent sector

The Government will facilitate a strong and independent sector. This means, among other things, to strengthen grant schemes, make the criteria for allocation transparent and facilitate possibilities for volunteers to access funds from other sources, such as private individuals and businesses.

3. Simplification

It should be easy to run a voluntary organization. It should be easy for volunteers to apply for, receive and report on public support. Effective management and digitization are among the tools to achieve simplification.

4. A coordinated voluntary policy

The voluntary sector is diverse. Voluntary policy is a responsibility across sectors and ministries. Good coordination between sectors will contribute to achieving the other policy objectives. This also applies locally.

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 nonetheless 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:

- Youth.
- Immigrants.
- People with reduced capacities for work.
- Long term unemployed.

See more on [3.6 Integration of Young People in the Labour Market](#).

3.1 General context

Labour market situation in Norway

The Norwegian labour market model is characterized by tripartite cooperation at the national level between a strong trade union movement, centralised employers' associations, and the state. The [Norwegian Working Environment Act](#) [Arbeidsmiljøloven] protects workers' rights while emphasising workers' obligations to participate in creating a sound working environment. A cooperative system of industrial relations became institutionalised in 1935 with the signing of the first 'Basic Agreement' by the employers' organisation Norsk Arbeidsgiverforening (N.A.F.) (today The [Confederation of Norwegian Enterprise](#), NHO) and Arbeidernes Faglige Landsorganisasjon (today The [Confederation of Norwegian Trade Unions](#), LO). This agreement has subsequently been part of all collective agreements between the parties. Wage setting is the domain of the bargaining parties, and no national statutory minimum wage exists. Trade unions and employers' organizations play a decisive role in the evolution of the labour market. There is broad political consensus in Norway for this model.

Norway has a high level of employment, significantly due to the high employment rate among women. According to [Statistics Norway](#) the number of employed people in Norway has increased each year since the 1990s. Notable exceptions are the period after the financial crises in 2008 and the drop in the oil prices in 2014. During the period 2007-2017 the level of the employment rate (employed persons divided by the entire population in the same age group) has either decreased or been stable. The employment rate began to increase again after 2017. According to the 2018 OECD report [Investing in Youth: Norway](#) recent trends and challenges for the youth population (15-29) are:

- the youth employment rate has declined by 7 ppts since its peak in 2008, reflecting rapid youth population growth because of high immigration
- the absolute number of young people in work has increased, but so has the number of young people not in employment, education or training (NEET)
- The NEET rate in Norway is one of the lowest across OECD countries (9% vs. OECD average of 14%)

- 2/3 of NEETs are inactive and this share is growing; these young people are generally further from the labour market, and often not in touch with public services
- young people without an upper-secondary degree account for 56% of all NEETs in Norway, a much greater share than in the OECD on average (36%)
- Those without an upper-secondary degree face a risk of being NEET that is seven times higher than for university graduates (numbers for 25-29 year olds)
- 6% of all young people receive incapacity benefits – this is three times the OECD average and more than in any other OECD country

Since the beginning of the corona crisis in Norway, employees in several sectors have been affected. This was especially the case for employees in the tourism, transportation, and services sectors. The Revised National Budget for 2020 indicates that due to the high number of lay-offs, registered unemployment has climbed to levels not seen in 75 years. Unemployment is forecast to rise from 2.2 percent in 2019 to 5.9 percent this year. The unemployment rate is estimated to increase from 2.2 percent in 2019 to 5.9 percent in 2020.

Main concepts

Social dialogue and tripartism are specific concepts describing the Norwegian labour market model. The 2019 report [Getting and staying together: 100 years of social dialogue and tripartism in Norway](#), financed by the ILO and the Norwegian Ministry of Labour and Social Affairs, examines the role of tripartism and social dialogue in Norway.

Information about unemployment in Norway is provided through two sources.

- The Norwegian Labour and Welfare Administration (NAV) compiles statistics on unemployed persons at the Employment Offices. Government measures to promote employment are compiled by NAV based on registers of unemployed persons and applicants for work.
- Statistics Norway runs an annual survey – the [Labour Force Survey](#) (LFS) to provide data on employment and unemployment, and data on the labour force participation in different sections of the population. The figures on unemployment based on the LFS differ from the figures on unemployed persons registered at the Employment Offices because the LFS-figures also include unemployed persons not registered at the Employment Offices, some of the participants in government measures to promote employment and some of the disabled persons. On the other hand, some of the registered unemployed are not classified as unemployed in the LFS, based on the information given on seeking and availability for work. Concepts and definitions used in the LFS are in accordance with recommendations given by the International Labour Organization (ILO) and EU/Eurostat. Concepts describing employment status and aspects of work are described [LSF home page](#).

3.2 Administration and governance

Governance

The [Norwegian Ministry of Labour and Social Affairs](#) is responsible for:

- Labour market policy
- Working environment and safety policy
- Pensions policy
- Welfare and social policy

The ministry is the main top-level governmental authority responsible for youth employment and entrepreneurship.

[The Norwegian Labour and Welfare Administration](#) (NAV) administers one third of the national budget through schemes such as unemployment benefits, work assessment allowances, pensions, sickness benefits, child benefits and cash-for-care benefits. The local authorities and central government cooperate to find good solutions for users through 456 NAV offices in municipalities and city boroughs. Each local authority and NAV agree on what local authority services their office should provide. The services provided by a NAV office will thus vary from local authority to local authority.

[The Directorate for Labour and Welfare](#) [Arbeids- og velferdsdirektoratet] is the central government agency/directorate for NAV under the Ministry of Labour and Welfare. The directorate works on all the Norwegian Labour and Welfare Service Administration's (NAV) policy areas, and runs nationwide support functions for NAV.

[The Labour Court of Norway](#) deals with disputes concerning the interpretation, validity and existence of collective agreements between employer's federations and a trade union federations concerning pay and working conditions, cases of breach of collective agreements and the peace obligation and cases of claims for damages arising from such breaches and unlawful industrial action. The Labour Court has territorial jurisdiction over the whole country and is the highest court in its domain.

[The Equality and Anti-Discrimination Ombudsman](#) has its mandate and role stipulated under the Norwegian Anti-Discrimination Ombud Act. In addition, the Ombud can provide guidance on how to bring a case to the [Equality and Anti-Discrimination Tribunal](#), which was established in 2018. The Tribunal is a complaints body and makes final, legally binding decisions on harassment and discrimination cases. It can also award compensation. Discrimination and harassment are prohibited pursuant to anti-discrimination regulations if they are on the basis of gender, pregnancy, leave in connection with childbirth or adoption, care responsibilities, ethnicity, religion, belief, disability, sexual orientation, gender identity, gender expression, age or combinations of these factors. In an employment relationship, the prohibition also includes differential treatment based on political views and membership of a trade union (section 13-1 first paragraph of the Working Environment Act).

[Skills Norway](#) is an underlying agency of the Ministry of Education and research. The agency works in the following areas:

- adult learning opportunities
- competence development in Norwegian companies
- Norwegian training for immigrants
- free, quality-assured career guidance and education and employment information for young people and adults

The main non-public actors taking part in the development of policies in the field of youth employment and entrepreneurship include trade unions and employers' associations.

Trade unions

[The Norwegian Confederation of Trade Unions \(LO\)](#) [Landsorganisasjonen i Norge] is the largest and most influential workers' organisation in Norway. LO has over 900 000 members through the 24 affiliate national unions. Approximately 130 000 of members are below the age of 30. [LO Ung](#) is 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 interest to youth. LO has regional offices all over Norway, and at the Trade Union House (ITUH) in Brussels, Belgium.

[The Confederation of Unions for Professionals](#) [Unio] is Norway's second largest confederation with national affiliates and approximately 375 000 members. Its members are almost exclusively employed in the public sector. Unio has a forum for [students](#) [Unio-studentene] for students belonging to one of the affiliates.

[The Confederation of Vocational Unions \(YS\)](#) [YS - Yrkesorganisasjonenes Sentralforbund] consists of 13 affiliated unions, with a total membership of over 226 000 persons. [YS Ung](#) is 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 interest to youth.

[The Federation of Norwegian Professional Associations](#) [Akademikerne] 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.

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] with more than 90 000 members.

Employers' organisations

The [Confederation of Norwegian Enterprise \(Næringslivets Hovedorganisasjon - NHO\)](#) is the only confederation in the private sector in Norway. NHO combines 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 in 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](#) is the primary employer partner within trade and private services and consists primarily of smaller firms, with more than 23 000 businesses with more than 250 000 employees. The federation represents, among other businesses, industries such as trade, knowledge, technology, travel, service, health, care, education, culture and voluntary work.

[Spekter](#) 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 companies within the health sector, culture and transport/infrastructure.

[The Norwegian Association of Local and Regional Authorities \(KS\)](#) ([Kommunenenes Sentralforbund – KS](#)) is the organisation for all local governments in Norway. KS is Norway's largest public employer organisation. All municipalities and county councils (with the exception of Oslo) have authorised KS to negotiate and enter agreements with employee organisations on salaries and other conditions. KS is a key negotiating partner in workplace matters and ensures that the members individually do not have to negotiate with more than 40 employee organisations. In total, KS covers about 440,000 employees in over 100 different professional groups.

The [Ministry of Local Government and Modernisation](#) is responsible for government employer policy. The Department of Employer Policy manages and develops laws and regulations, agreements, administrative provisions, general conditions etc for the government's personnel and employer policy. This responsibility includes drawing up the framework for the execution and development of the function as employer in state entities.

Cross-sectoral cooperation

There is no specific mechanism for cooperation on matters of youth employment and entrepreneurship policy. Youth policy themes are expressed through various policy documents that target different aspects of young people's lives across sectors as well as through relevant draft resolutions and bills that form the basis for the Parliament's consideration. General mechanisms which may be used to raise cross-sectoral aspects

related to youth employment and entrepreneurship include parliamentary standing committees related to labour and social affairs, education, business and industry, or government appointed working groups or committees.

The [Norwegian Strategy for Skills Policy 2017 – 2020](#), developed by the Ministry of Education and Research in cooperation with the Ministry of Labour and Social Affairs, the Ministry of Justice and Public Security, the Ministry of Local Government and Modernisation, the Ministry of Trade, Industry and Fisheries, the Sami Parliament and the main social partners, is a binding agreement between the government, both sides of industry, the voluntary sector and the Sami Parliament. The strategy sets the goals and approaches for work on the skills policy from 2017 to 2021. It has three main focus areas:

1. Good choices for individuals and for society
2. On-the-job learning and putting skills to good use
3. Strengthening the skills of adults with weak affiliation to the world of employment.

Cooperation between the strategy partners will continue through the establishment of a Skills Policy Council that will meet regularly during the strategy period. The council will follow up on the strategy, and discuss deliveries from the Future Skills Needs Committee, as well as other relevant issues. The strategy partners will report on their follow-up activities to the Skills Policy Council.

3.3 Skills forecasting

Forecasting system(s)

Statistics Norway has an ongoing project for [modelling and projection of supply and demand for labour after education](#). The aim is to project supply and demand for different types of educational directions and levels. This is done by combining the macro-econometric model [MODAG](#) with the job offer model [MOSART](#).

The [Nordic Institute for Studies in Innovation, Research and Education \(NIFU\)](#) [Nordisk institutt for studier av innovasjon, forskning og utdanning] conducts surveys among graduates from universities and colleges for their adaptation in the labour market [[Kandidatundersøkelsen](#)]. It involves, among other things scope of employment, unemployment, where the candidates are working and what kind of career they have and what they earn. In recent years Kandidatundersøkelsen has included questions relating to quality of education and relevance.

[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](#) compiles and publishes the most essential statistics concerning adult education and training in [the Skills Norway Statistics Bank](#).

[Norwegian Committee on Skill Needs](#) [Kompetansebehovsutvalget] was set up by the Government in 2017 to provide an evidence-based assessment of Norway's future skill needs. This assessment will form the basis for planning and strategic decision making of both authorities and in the labour market, regionally and nationally. The committees work until 2020 has been to assess national and international research. A total of three reports have been submitted to the Ministry of Education and Research; [NOU 2018: 2](#), [NOU 2019: 2](#) and [NOU 2020: 2](#). The Committee will continue from 2020 to 2026 but will no longer produce Official Norwegian Reports but will:

- Analyse and assess the available knowledge base and give the best possible evidence-based analysis and assessment of society's future skill needs, including the education system's ability to cover these needs.

- Provide an analysis and assessment of the future skill needs both for the short, medium, and long term.
- Facilitate and stimulate open dialogue and discussion about society's skill needs with different stakeholders and society more generally. The Committee is to highlight the input from the social partners.
- Produce at least one report every second year with analysis and assessment of Norway's future skill needs, nationally and regionally. The Committee may on its own initiative raise issues that concern skill needs in separate reports, articles, or other documents.
- The Committee's work and products should be made relevant to the development of skill policies by national and regional authorities, including planning in the education sector.

Another committee was also set up in 2017 to assess the strengths and weaknesses of higher education as well as propose changes in its structure, organization, and professional composition in order to help students qualify for further education, working life and active community participation. This resulted in two Official Norwegian Reports; [NOU 2018: 15](#) assessing whether upper secondary education has the structure and content to ensure that as many as possible complete upper secondary education. The second report [NOU 2019: 25](#) considered various models for upper secondary education and proposes concrete changes in structure and subject composition.

Skills development

The [Norwegian Agency for Quality Assurance in Education](#) [NOKUT] is an independent expert body under the Ministry of Education and Research. The purpose of NOKUT is to ensure and promote quality in Norwegian higher education and higher vocational education, to approve and inform about foreign education and to inform about the possibilities for approval of foreign education and skills/competence in Norway. NOKUT administers regulations and exercises authority by accrediting and supervising Norwegian education and approving foreign education. The agency also generates, compiles, analyses, and disseminates knowledge about the state of quality in Norwegian education. NOKUT also works to ensure that foreign education and competence can be effectively used in Norway.

[Skills Norway](#), an underlying directorate of the Ministry of Education and Research, works to ensure that adults, whether in work or not, have access to the skills training they need. The directorate reviews the evidence base and submits recommendations to government authorities and other parties to bring about skills policy development. Skills Norway is also involved in international cooperation and is the current national coordinator for the European Agenda for adult learning. Skills Norway also acts as the secretariat for the national council for tertiary vocational education [Nasjonalt fagskoleråd] and has a coordinating role for the Nordic Network for Adult Learning [Nordisk Nätverk för Vuxnas Lärande, NVL].

[Utdanning.no](#) is the official Norwegian national education and career portal. It includes an overview of educations in Norway and about 600 career descriptions. Both education and career information have been developed in close collaboration with relevant institutions, such as study providers and professional bodies. Utdanning.no also contains interviews with professionals and students, study descriptions and articles which have been designed to help prospective students select education and career.

[Veilederforum.no](#) is a part of the [utdanning.no](#) site, but particularly catered to career counsellors. The forum offers information, training opportunities, research and statistics, possibilities to network, tools and new approaches to coaching and guidance.

Both websites are run by [the Norwegian Directorate for Education](#) under [the Norwegian Ministry of Education and Research](#).

[Arbeidslivet.no](https://arbeidslivet.no) is a web-based knowledge portal about working life, headed by the Institute For Labour and Social Research [FAFO], to provide simple, basic background information about current issues in Norwegian working life and society for trade union representatives and members.

3.4 Career guidance and counselling

Career guidance and counselling services

Career guidance in Norway is predominantly initiated and financed by

- The Norwegian Ministry of Labour and Social Affairs.
- The Norwegian Ministry of Education and Research.
- The Norwegian 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) Updated Dec 2018.

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 Correctional Facilities](#)
- (ix) [Career Guidance in the Private Sector](#)
- (x) [General comment on the link to the youth guarantee's scheme](#)

(i) The Norwegian Career County Centres

Responsible authority at central level: [the Norwegian 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]:

- Akershus: [Veiledningssentrene i Akershus](#).
- Aust-Agder: [Karriere Aust-Agder](#).
- Buskerud: [Karrieresentrene i Buskerud](#).
- Finnmark: [Karriere Finnmark](#).
- Hordaland: [Karriere Hordaland](#).
- Møre og Romsdal: [Karriere Møre og Romsdal](#).
- Nordland: [Karriere Nordland](#).
- Oppland: [Karriere Oppland](#).
- Rogaland: [Karrieresenteret i Rogaland](#).
- Sogn og Fjordane: [Karriere Sogn og Fjordane](#).
- Telemark: [Karrieresenteret i Telemark](#).
- Troms: [Karriere Troms](#).
- Trøndelag: [Karrieresentrene i Trøndelag](#).
- Vest-Agder: [Karriere Vest-Agder](#).
- Vestfold: [Karrieresenteret i Vestfold](#).
- 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:

- [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 Family and Equality](#).
- Counties (18) [[Norges fylker](#)].
- Municipalities (422) [[Norges kommuner](#)].

Main providers and partnerships:

- [The state-owned universities and university colleges](#).
- [The Norwegian Directorate for Education and Training](#).
- [The Norwegian Universities and Colleges Admission Service \(NUCAS\)](#).
- [The Norwegian Labour and Welfare Administration \(NAV\)](#).
- [The Norwegian Directorate of Integration and Diversity \(IMDi\)](#).
- [The Norwegian Directorate for Children, Youth and Family Affairs \(Bufdir\)](#).
- [The Career County Centres \(38\) \[in Norwegian\]](#).
- Counties (18) [[Norges fylker](#)].
- municipalities (422) [[Norges kommuner](#)].

Main users of the services: Universal.

Specific target groups:

- Young people,
- NEETs,
- Unemployed longer than 6 months,
- Refugees,
- People with physical or mental disabilities.

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 Norwegian Ministry of Education and Research](#).

Main providers and partnerships: counties (18) [[Norges fylker](#)] upper secondary school, municipalities (422) [[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:

- Career guidance
- 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

- Facilitate to well informed study path choices starting upper secondary school: general studies [*studiespesialisering*] or a vocational studies [*yrkesfag*].
- Secure transition between lower and upper secondary school.

- To increase the completion rate of upper secondary school.
- Secure transition between upper secondary school and employment/higher education.

The counselling services in secondary education may cooperate with

- The Follow-up services [[Oppfølgingstjenesten – OT](#)].
- The local offices of The Labour and Welfare Administration (NAV).

See Eurydice for more on

- [Upper Secondary and Post-Secondary Non-Tertiary Education](#).
- [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 Norwegian 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 Norwegian 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:

- [Karrieresenteret ved Studentsamskipnaden i Bergen](#).
- [Karrieresenteret ved Universitetet i Oslo](#).
- [Karrieresenteret ved OsloMet Storbyuniversitetet](#).
- [Karrieresenteret ved Universitetet i Tromsø](#).
- [Karrieresenteret ved Universitetet i Agder](#).
- [Karrieresenteret ved Høgskolen i Sørøst-Norge](#).
- [Karrieresenteret ved Høgskulen på Vestlandet](#).
- [Veiledningstjenesten ved Universitetet i Stavanger](#).
- [Karrieretjenesten ved NTNU](#).
- [Karrieresenteret ved Nord universitet](#) [Nord University Career Centre].
- [Karrieresenteret ved NMBU \(Norges miljø- og biovitenskapelige universitet\)](#).
- [BI Karriereservice](#) [English].
- [Karrieresenteret ved Markedshøgskolen, Norges Kreative Høgskole \(Høgskolen Kristiania\)](#).
- [Høgskolen i Telemark](#): in cooperation with [Karrieresenteret i Telemark](#).
- [Karrieresenteret ved Norges idrettshøgskole](#).
- [Karrieresenteret ved Høgskulen 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:

- Early-school-leavers (drop-outs) under 20 years of age.
- Young people (20-24).
- Long-term unemployed (over 6 months).
- Immigrants.
- 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

- The unemployed/jobseekers,
- Persons with disabilities
- Immigrants and refugees

Career guidance at NAV is a part of one of the core pillars of the administration offices' services.

All services include:

- The administrating of self-certified sick leave.
- The processing of medical certificates.
- Processing sickness benefit.
- The administrating of occupational injuries.
- Facilitating the impaired and utilizing their ability to work.
- Processing disability benefit.
- Offering job seeking support, guidance, training, and facilitation.
- Processing unemployment benefit.
- 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

- Employment.
- Education.
- Finances and housing.
- Physically impaired youth.
- 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 Norwegian Ministry of Justice and Security, and The Norwegian Directorate of Integration and Diversity (IMDi).

Main providers and partnerships:

- NAV local offices.
- Counties (18) [[Norges fylker](#)].
- Municipalities (422) [[Norges kommuner](#)].
- Primary, and lower level secondary school [grunnskole].
- Adult education.
- Special education (Statped as central authority, schools at municipal levels as predominant implementers).
- 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

- NAV local offices.
- Primary and lower level secondary school [grunnskole].
- Adult education.
- 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 Correctional Facilities

Responsible authority at central level: [The Directorate of Norwegian Correctional Service](#), by appointment of [the Norwegian 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:

- A better continuity in the deliverance of services – the offender will already have established contact during his time in prison;
- Involvement from the community with the prison system – more and better cross-connections and an improvement of the image of prison and prisoners
- 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.

(ix) 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

- Private career guidance offices, or
- 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 2017 statistics by NHO Service show that 80 000 were engaged through a temp agency sometime throughout 2017, which is a full time equivalent of approximately 26 800.

- The average contract lasted for four months.
- 62% 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]:

- [Azets People](#)
- [Headvisor](#)
- [Karrierehuset](#)
- [Karrieresikring – Solstad Gruppen](#)
- [Ny karriere](#)
- [Smart Karriere](#)
- [Fretex \(particularly catered to youth\)*](#)

*Fretex is owned and run by the Norwegian Salvation Army.

Temp and staff agencies [in Norwegian]:

- [Academic Work](#)
- [Adecco](#)
- [Adima](#)
- [AMBIO Helse](#)

- [AMBIO Rekruttering](#)
- [BackUp Personell](#)
- [Bee2bee](#)
- [BjörgFjell.no](#)
- [Capus HR Management](#)
- [Centric](#)
- [Eterni](#)
- [HumanHit](#)
- [Jobzone](#)
- [Kelly Services](#)
- [Lenas Helsepersonell](#)
- [Logent](#)
- [Losang](#)
- [Manpower](#)
 - [Experis](#)
 - [Workshop Bemanning](#)
- [Medievikar AS](#)
- [NES Advantage Solutions](#)
- [NextJob](#)
- [Partner1 Bemanning](#)
- [Pedagogisk Vikarsentral \(PVS\)](#)
- [People4you](#)
 - [Solid Bemanning AS](#)
- [Personalhuset](#)
- [Proffice](#)
- [Prime People](#)
- [Service Broker AS](#)
- [Svane bemanning](#)
- [Techconsult](#)
- [Technogarden Engineering Resources AS](#)
- [Temp-team.no](#)
- [TopTemp bemanning](#)
- [Venezu Services AS](#)
- [Verto HR](#)

(x) 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:

- Ms. Kristin KVANVIG: Kristin.Kvanvig@nav.no
- 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 Office of the Auditor General of Norway [[Riksrevisjonen](#)] released a report in March 2016 ([Dokument 3:9 \(2015-2016\)](#)), where the main conclusions were:

- Findings of large variation between county follow-up practices of students who have discontinued their upper secondary school education
- That very few of the students that do receive follow-up services, are given concrete curricular objectives [*læreplanmål*]
- 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

- (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'](#)

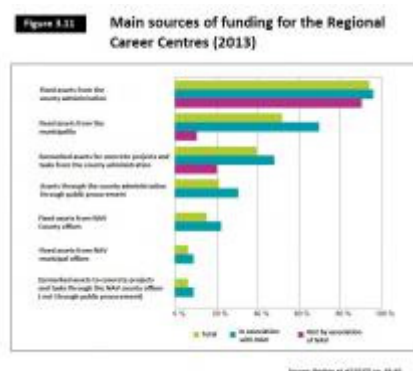
- (v) [Career guidance in higher education](#)
- (vi) [Career guidance at NAV \(the Norwegian Labour and Welfare Administration\)](#)
- (vii) [Career guidance as integration policy](#)
- (viii) [Career Guidance in the Correctional Facilities](#)
- (ix) [Career Guidance in the Private Sector](#)

(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)

- The regional career centres are financed in varies combinations.
- By their owners (local and regional + private enterprises and/or foundations).
- Through governmental transfers.
- Project transfers.
- 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).



Comments to figure 3.11: 33 of the 38 (2013) career county centres are represented in the table.

Example of reading the table: the county administrations transfers fixed assets to 31 of 33 career 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 Norwegian 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):

- Karrieresenteret ved Studentsamskipnaden i Bergen.
- Karrieresenteret ved Universitetet i Oslo.
- Karrieresenteret ved OsloMet Storbyuniversitetet.
- Karrieresenteret ved Universitetet i Tromsø.
- Karrieresenteret ved Universitetet i Agder.
- Karrieresenteret ved Høgskolen i Sørøst-Norge.
- Karrieresenteret ved Høgskulen på Vestlandet.
- Veiledningstjenesten ved Universitetet i Stavanger.
- Karrieretjenesten ved NTNU.
- Karrieresenteret ved Nord universitet [Nord University Career Centre].
- Karrieresenteret ved NMBU (Norges miljø- og biovitenskapelige universitet).
- BI Karriereservice [English].
- Karrieresenteret ved Markedshøyskolen, Norges Kreative Høyskole (Høyskolen Kristiania).
- Høgskolen i Telemark: in cooperation with Karrieresenteret i Telemark.
- Karrieresenteret ved Norges idrettshøgskole.
- 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

- NAV local offices.
- Primary, and lower level secondary school [grunnskole].

- Adult education.
- Special education (Statped as central authority, primary, lower level secondary education, and adult education as implementers).
- 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 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.

(ix) 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 Correctional Facilities](#)
- (ix) [Career Guidance in the Private Sector](#)

(i) The Norwegian Career County Centres

Skills Norway (Agency for Lifelong Learning) has been the national coordinator of the regional county career centres since 1.1.2011.

Skills Norway 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.

Skills Norway has created ethical guidelines to ensure quality and professional conduct at the career county centres [Etske 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 a regular basis, lastly by

Skills Norway in 2018: [Stadig flere benytter seg av karrieresentrene](#).

Skills Norway in 2017: [Auka aktivitet ved karrieresentra i 2016](#).

Skills Norway in 2016: Stor aktivitet ved de offentlige karrieresentrene i 2015.

Skills Norway 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.

- The evaluation report of 2011 was commissioned by the Norwegian Directorate for Education and Training and Skills Norway (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.

- 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:

- Akershus: Veiledningssentrene i Akershus.
- Aust-Agder: Karriere Aust-Agder.
- Buskerud: Karrieresentrene i Buskerud.
- Finnmark: Karriere Finnmark.
- Hordaland: [Karriere Hordaland](#).
- Møre og Romsdal: Karriere Møre og Romsdal.
- Nordland: Karriere Nordland.
- Oppland: Karriere Oppland.
- Rogaland: Karrieresenteret i Rogaland.
- Sogn og Fjordane: Karriere Sogn og Fjordane.
- Telemark: Karrieresenteret i Telemark.
- Troms: Karriere Troms.
- Trøndelag: [Karrieresentrene i Trøndelag](#).

- Vest-Agder: Karriere Vest-Agder.
- Vestfold: Karrieresenteret i Vestfold.
- 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:

- The Pupil Survey [[Elevundersøkelsen](#)].
- The Teacher Survey [[Lærerundersøkelsen](#)].
- The Parent Survey [[Foreldreundersøkelsen](#)].
- The Adult Learning Survey [[Voksenopplæringsundersøkelsen](#)].
- The Apprentice Survey [[Lærlingundersøkelsen](#)].
- 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 (Skills Norway) 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'

Information not publicly available. 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:

- Karrieresenteret ved Studentsamskipnaden i Bergen.
- Karrieresenteret ved Universitetet i Oslo.
- Karrieresenteret ved OsloMet Storbyuniversitetet.
- Karrieresenteret ved Universitetet i Tromsø.
- Karrieresenteret ved Universitetet i Agder.
- Karrieresenteret ved Høgskolen i Sørøst-Norge.
- Karrieresenteret ved Høgskulen på Vestlandet.

- Veiledningstjenesten ved Universitetet i Stavanger.
- Karrieretjenesten ved NTNU.
- Karrieresenteret ved Nord universitet [Nord University Career Centre].
- Karrieresenteret ved NMBU (Norges miljø- og biovitenskapelige universitet).
- BI Karriereservice [English].
- Karrieresenteret ved Markedshøyskolen, Norges Kreative Høyskole (Høyskolen Kristiania).
- Høgskolen i Telemark: in cooperation with Karrieresenteret i Telemark.
- Karrieresenteret ved Norges idrettshøgskole.
- 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: Kompetanse Norge 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:

- The Norwegian Ministry of Labour and Social Affairs
- The Norwegian Directorate for Labour and Welfare (NAV)
- Members of the Norwegian Parliament
- Professional research appointed by all of the above mentioned political actors
- 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 om improvement 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:

- To provide better labour market information to job seekers and employers.
- Closer interaction with employers.
- More emphasis on quality and work seeker results, than on placement assistance.
- Larger autonomy to the local NAV-offices.
- Free up resources to more actively follow up work seekers.
- Prioritize youth even more – simplify the youth guarantee.
- Simplified user monitoring.
- Clarify the demands to activity and involvement.
- Less micro-management, and more focus on strong leadership skills.
- Encourage coherent management.
- Incentives for larger (and fewer) NAV offices with more specialized and competent staff.

The report must be seen in relation to several research reports and evaluations that has lead 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:

- 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).

- 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 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.

(ix) 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).

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 Norwegian 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/statues.
2. The authorities at county level [fylkeskommunen] are responsible for
 - School and VET- implementation
 - Dispensing the VET financing provided by the state budget (including apprenticeships)
 - Providing apprenticeships and supervision (contractually regulated)

See also [figure 3.12 on Stakeholders and Authorities in VET in Norway](#).

Apprenticeships are regulated through:

- Act of 17 July 1999 relating to primary and secondary education [Education Act] Lov om grunnskolen og den vidaregåande opplæringa (opplæringslova)

- 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 of 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 [lærlingepraksis] 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/statutes regulate apprenticeships:

- Act of 17 July 1999 relating to primary and secondary education [[Education Act](#)] Lov om grunnskolen og den vidaregåande opplæringa ([opplæringslova](#)).
- 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.

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 2017-2021) 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 18 county administrations, offering support to county level initiatives.

Recognition of learning outcomes

a) Apprentices receive either

- A Trade Certificate.
- 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

- the European Credit Transfer and accumulation System (ECTS) and
- 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 December 2018, 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 157 339 NOK (16 164 EUR) per year as of 1.1.2019. 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 61 006 NOK [6 268 EUR] (base grant I) or 61 486 NOK [6 316 EUR] (base grant II). (The Norwegian Directorate for Education, 2018: [Satser læringer og lærekandidater for 2019](#)).

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. 2.06 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

- The national authorities,
- The regional county authorities (the VET providers),

- The schools, and
- 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:

- Youth.
- Immigrants.
- People with reduced capacities for work.
- 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

- Ease young unemployed people's way of obtaining a job.
- 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 \(OT\)](#)]

Is a service 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

- Not applied for upper secondary education
- Not accepted a placement at a school or in-service training establishment
- Interrupted your education/training before it was finished
- Do not have a regular job

- 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 Office of the Auditor General of Norway [Riksrevisjonen] released a report in March 2016 (Dokument 3:9 (2015-2016)), where the main conclusions were:

- Findings of large variation between county follow-up practices of students who have discontinued their upper secondary school education.
- That very few of the students that do receive follow-up services, are given concrete curricular objectives [læreplanmål].
- That the co-operation between different follow-up services is not working optimally.

Early school-leavers 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

- Labour market initiatives.
- Job training, training.
- Training in motivation and coping.
- Possibly in combination with
 - Time for medical treatment.
 - Rehabilitation.
 - 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 [[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

Programmes and schemes for cross-border mobility

- [EURES](#)
- [The Service Centre for Foreign Workers \(SUA\)](#)
- [Workinnorway.no](#)
- [Eurodesk](#)
- [Nordjobb.org](#)

[EURES \[page in English\]](#) and [EURES \[page in Norwegian\]](#)

EURES is a co-operation 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:

- [The Work and Labour Administration \(NAV\)](#)
- [The Norwegian Tax Administration \[Skatteetaten\]](#)
- [The Norwegian Directorate for Immigration \[Utenriksdirektoratet \(UDI\)\]](#)
- [The Norwegian Labour Inspection Authority \[Arbeidstilsynet\]](#)
- [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:

- [Eurograduate](#)
- [Iagora](#)
- [IAESTE](#) (The International Association for the Exchange of Students for Technical Experience)
- [AIESEC Norway](#) (Association Internationale des Étudiants en Sciences Économiques et Commerciales)
- [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

- [The Nordic Council](#) [Nordisk Råd]
- [The Nordic Council of Ministers](#) [Nordisk Ministerråd]
- The Association of the Nordic Unions [[Foreningene Nordens Forbund](#)]
- 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

- [EURES](#)
- [The Service Centre for Foreign Workers \(SUA\)](#)
- [Workinnorway.no](#)
- [Eurodesk](#)
- [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:

- [The Norwegian Tax Administration](#) [Skatteetaten]

- [The Norwegian Directorate for Immigration](#) [Utenriksdirektoratet (UDI)]
- [The Norwegian Labour Inspection Authority](#) [Arbeidstilsynet]
- [The Norwegian Police Service](#) [Politiet]

Level of funding: Public National Funding.

Annual budget: Not available.

Workinnorway.no

Main sources:

- [The Work and Labour Administration](#) (NAV)
- [The Norwegian Tax Administration](#) [Skatteetaten]
- [The Norwegian Directorate for Immigration](#) [Utenriksdirektoratet (UDI)]
- [The Norwegian Labour Inspection Authority](#) [Arbeidstilsynet]
- [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:

- [The Nordic Council of Ministers](#) [Nordisk Ministerråd]
- 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

- 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:

- All employees have a right to a working contract, where both salary and work time is included.
- A normal full time job has 37,5 hours working hours.
- Employees in Norway have the minimum right of four weeks' vacation each year.
- Employees in Norway have the right to paid sick leave should they themselves, or their children be sick.
- Employees that become parents have the right to [an extensive and paid maternal/paternal leave \(nav.no – in English\)](#).
- 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

- The Schengen agreement for EU nationals.
- 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 (still valid as of 2018):

[Entrepreneurship in Education and Training – from compulsory school to higher education 2009-2014](#)

[[Handlingsplan Entreprenørskap i utdanningen – fra grunnskole til høyere utdanning 2009-2014](#)]

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).



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.
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.

The main target groups are

- Leaders and owners of educational institutions
- Teaching staff
- Pupils and students

Collaborative actors

Private actors:

- Business and industry

- Commercial and industrial organisations

Organisations:

- Pupil and student organisations
- Social partners
- [Junior Achievement-Young Enterprise Norway \(JA-YE Norway\)](#)
- [START UP Norway](#)
- [the Norwegian Association of Local and Regional Authorities \(KS\)](#)

Public actors:

- [Innovation Norway](#) [Innovasjon Norge]
- [the Research Council of Norway](#) [Forskningsrådet]
- [SIVA](#) [Siva – Selskapet for industrivekst SF]
- Municipalities
- County authorities and other regional development actors
- the Norwegian Directorate of Education and Training (Udir)
- the Norwegian Ministry of Education and Research
- the Norwegian Ministry of Trade, Industry and Fisheries
- the Norwegian 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 Technical Entrepreneurship master's degree	120 credits
University of Tromsø	Master of Science in Business Creation and Entrepreneurship	120 credits
Gaith University College	Technological Design and Management, bachelor's degree	180 credits
Rapstad University College	Innovation Management and entrepreneurship, bachelor's degree	180 credits
Hedmark University College	Innovation, Entrepreneurship and Business Development, minor programme	60 credits
University of Oslo	Norwegian Entrepreneurship programmes ¹⁾	30 credits
Bodo 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

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 Norwegian 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

- NHO (the Confederation of Norwegian Enterprise) and
- 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

- [The Norwegian Centres of expertise \(NCE\)](#).
- [Programme for Regional R&D and Innovation \(VRI\)](#).
- [User-driven Research Based Innovation \(BIA\)](#).
- [Norwegian Research School in Innovation \(NORSI\)](#).
- [ENgage – Centre for Engaged Education through Entrepreneurship \(2016 - 2021\)](#).
- 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.

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 (Lifelong Learning Programme), 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).

The target practitioners are primary school teachers, and lower and upper secondary formal educators and teachers.

The organisation JA-YE Norway [Ungt Entreprenørskap] also offers teaching materials for

- Primary school [Grunnskole 1. – 7. trinn]
- Lower and upper secondary school [Grunnskole 8. – 10. trinn og Videregående opplæring]
- 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

Access to information

Information is predominantly offered through

- The organisation JA-YE Norway [Ungt Entreprenørskap], and both nationally and their county affiliate offices. JA-YE Norway cooperates with e.g. Enterprise without Borders (EwB).
- 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:

- Share holding
- 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:

- Primary School [Elevbedrift]
- Lower and upper secondary school [Ungdomsbedrift]
- 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.

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

- Lower secondary school [[Innovasjonscamp ungdomsskole](#)]
- Upper secondary school [[Innovasjonscamp videregående skole](#)]
- 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

- JA-YE Norway [[Ungt Entreprenørskap](#)]
- The NHH Norwegian School of Economics (AFF)

See also Nordic Innovation on:

- [Women Entrepreneurship - A Nordic perspective](#)
- [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 early school-leavers, 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

- Ethnicity composition through immigration.
- More differences in wealth (higher levels of relative poverty).
- Gender expression/sexuality (higher visibility/acceptance).
- 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:

- Ethnicity composition through immigration.
- More differences in wealth (higher levels of relative poverty).
- Gender expression/sexuality (higher visibility/acceptance).
- 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](#).

- Child poverty.
- Child welfare services.
- Social housing.
- Homelessness.
- Youth programmes.
- Drop-outs of upper secondary school.
- 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](#)):

- Youth with low educational attainment.
- Youth with interrupted education.
- Young migrants.
- Young people with disabilities.
- 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:

- LGBTI-people.
- 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:

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

4.2 Administration and governance

Governance

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

- (i) [Top-level authorities responsible for social inclusion of young people and its role.](#)
- (ii) [Other public actors involved in policy making on social inclusion of young people.](#)
- (iii) [Main non-public actors taking part in the regulation and implementation of social inclusion of young people.](#)

Top-level authorities responsible for social inclusion of young people and its role

- [The Norwegian Ministry of Children and Equality.](#)
- [The Norwegian Directorate for Children, Youth, and Family Affairs.](#)
- [The Norwegian Integration and Diversity Directorate \(IMDi\).](#)

[The Norwegian Ministry of Children and Equality](#) [Barne- og likestillingsdepartementet]

The Norwegian 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:

- Section for Administration and Coordination
- Section for Child Welfare
- Section for Child Welfare Law

Areas of responsibility include:

- Administration and coordination between central and local government.
- Coordination of services.
- Child welfare service structures.
- Foster care.

- Inspection and supervision.
- Competence development.
- Help measures.
- Child welfare institutions.
- Legal rights.
- 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:

- Section for Family Policy and Child Benefits.
- Section for Child and Family Law.
- Section for Early Development and Preventive Measures.

Areas of responsibility include:

- Overall child and youth policy.
- Adoption.
- Family affairs.
- Child and family law.
- Benefit schemes for families with children.
- Domestic violence.

The department administers the following legislation:

- Act relating to adoption.
- Act relating to children and parents (The Children Act).
- The National Insurance Act, Chapter 14 (on benefits in connection with childbirth and adoption).
- The Family Allowance Act.
- Act concerning cash benefit for parents with small children (The Cash Benefit Act).
- The Marriage Act.
- Act relating to the authority of Norwegian public officials to solemnize marriage abroad, and of foreign public officials to solemnize marriage in Norway.
- Act relating to the recognition of foreign divorces and separations.
- Act relating to registered partnership.
- 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:

- [The Norwegian Labour and Welfare Administration \(NAV\)](#) (areas within the Ministry's sphere of responsibility)
- [The Norwegian Directorate for Children, Youth and Family Affairs \(Bufdir\)](#) (areas within the Ministry's sphere of responsibility)
- 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.

- Consumer policy.
- Consumer rights.
- Consumer information.
- Consumer research.
- Equality and anti-discrimination policy.
- Anti-discrimination law.
- International activities.
- Research and analysis.

In addition, the department coordinates Norway's responsibilities in accordance with

- The UN Convention on the Elimination of All Forms of Discrimination against Women,
- The UN International Convention on the Elimination of All Forms of Racial Discrimination, and
- 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

- The United Nations.
- The European Union/European Economic Area.
- The Council of Europe.
- The Nordic Council of Ministers.
- 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:

- Section for Budgeting and Financial Management.
- Section for Human Resources and Organisational Development.
- 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 Norwegian 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 Norwegian Ministry of Children and Equality [Barne- og likestillingsdepartementet] 1.4 Youth Policy Decision-making and 'The National Agency for Youth.'

The Norwegian Integration and Diversity Directorate (IMDi) [Integrerings-, og mangfoldsdirektoratet] [About IMDi]

Among IMDi's areas of responsibility is the achievement of employment-based integration through:

- Resettlement.
- The introduction programme.
- Classes in Norwegian and social studies.
- Interpreting services.
- Expert knowledge on integration.
- Efforts aimed at diversity and dialogue.
- Equality with respect to public services.

IMDi's important administrative duties include:

- Administering grant schemes (including integration grants).
- Research and development, among other things through grants for projects.
- Documentation, including the National Introduction Register (NIR).
- 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:

- Municipalities.
- Sector authorities.
- Recently arrived immigrants.

- Established immigrant groups.
- Business community.
- General public.
- 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 Norwegian 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. As of 2018, IMDi is under [the Norwegian Ministry of Education and Research](#) [Kunnskapsdepartementet].

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 Norwegian Ministry of Labour and Social Affairs](#).
- b) [The Norwegian Labour and Welfare Administration \(NAV\)](#).
- c) [The Norwegian Ministry of Health and Care Services](#).
- d) [The Norwegian Directorate of Health](#).
- e) [The Norwegian Institute of Public Health](#).
- f) [The Norwegian Ministry of Justice and Public Security](#).
- g) [The Norwegian Directorate of Immigration](#).
- h) [The Norwegian Correctional Services Directorate](#).
- [Ombud](#).
 - i) [The Norwegian Ombudsman for Children and Youth](#).
 - j) [The Norwegian Equality and Anti-discrimination Ombudsman](#).
 - k) [The Norwegian Ombudsman for Privacy](#).
 - l) [The Norwegian Ombudsmen for pupils and apprentices](#).
- m) [Parliamentary Committees](#).
- n) [The Norwegian Ministry of Local Government and Modernisation](#)
- o) [The Sami Parliament of Norway](#).

a) [The Norwegian Ministry of Labour and Social Affairs](#) [Arbeids-, og sosialdepartementet] [[About the Ministry of Labour and Social Affairs](#)]

The Norwegian Ministry of Labour and Social Affairs has overriding responsibility for:

- Labour market policy.
- Working environment and safety policy.
- Pensions policy.
- Welfare and social policy.

The Norwegian 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 Finance and Organisation

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:

- The Unit for Work Adaptation, Training, and Assistance [Seksjon for arbeidsretting, oppfølging og tiltak (SOT)].
- The Unit for Health Related Benefits [Seksjon for helserelaterte ytelser (SHY)].
- 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

- Unemployment benefit.
- Work assessment allowance.
- Sickness benefit.
- Pensions.
- Child benefit.
- 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:

- More people active and in work, fewer people on benefits.

- A well-functioning job market.
- To provide the right services and benefits at the right time.
- To provide good services tailored to the users' needs and circumstances.
- Comprehensive and efficient labour and welfare administration.

NAV works cross-disciplinary and with all relevant sectors and departments to obtain these goals.

c) The Norwegian Ministry of Health and Care Services [Helse- og omsorgsdepartementet (HOD)] [[About HOD on government.no](#)]

The Norwegian 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:

- Public health and illness prevention (incl. alcohol/drug prevention, and nutrition).
- Primary health services at the municipal level.
- Specialist health services (all hospitals, public health and ambulance services).
- Public dental health services.
- Mental health services.
- Health services to drug addiction.

The Norwegian Ministry of Health and Care Services has nine 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 Norwegian Ministry of Health and Care Services](#)

- [Norwegian Directorate of Health](#) [Helsedirektoratet]
- [The Norwegian Institute of Public Health \(NIPH\)](#) [Folkehelseinstituttet]

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

- Citizens (those requiring information about health, rights and health and care services).
- Those engaged in the provision of health and care services (such as the Ministry of Health and Care Services).
- The regional health authorities.
- The County Governors.
- Local authority administrations.
- 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

- The Norwegian Institute of Public Health.
- The Norwegian Food Safety Authority.
- 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:

- Strengthen inter-sectorial cooperation.
- Develop and implement strategies that alleviate and prevent social stratification in kindergartens and schools.

- Facilitate conditions for a nutritious diet, physical activity, better sexual education, prevention of drug and alcohol abuse, promoting good mental health.
- Research in cooperation with the The Norwegian Directorate for Education and Training.
- Implement the national HIV prevention strategy, and action plan towards good sexual health.
- Administer the acts regulating abortion and sterilization [[Lov om svangerskapsavbrudd \[abortloven\]](#) and [Lov om sterilisering \[steriliseringsloven\]](#)], and promote updated information on the two topics.
- Contribute to a continual practice of early intervention, and evidence based knowledge and good practices [[Fra bekymring til handling – tidliginnsats.forebygging.no](#)].
- 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

- The knowledge production and systematic reviews for the health sector.
- Providing knowledge about the health status in the population.
- influencing factors and how it can be improved.
- 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;

- Mental and Physical Health.
- Infection Control and Environmental Health.
- Health Data and Digitalisation.
- 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 Norwegian 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

- Prepare cases for the Government, the King in Council and the Storting [Parliament].
- 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

- Responsibility for administrative tasks that affect individuals, companies, institutions, municipalities and government agencies.
- 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

- Reduce serious crime.
- Strengthen prevention of crime.
- A more efficient criminal chain.

The asylum chain

- Fewer asylum seekers without protection needs.
- Faster clarification of identity.
- Faster return.

The civil security and emergency chain

- Reduce vulnerability in society.
- Strengthen the cooperation in crisis management.
- Knowledge-based prevention.
- Better management and strengthened management culture.

[The Norwegian Ministry of Justice and Public Security](#) have two executive agencies of particular relevance to youths:

- The Norwegian Directorate of Immigration [Utlendingsdirektoratet]
- The Directorate of Norwegian Correctional Service [Kriminalomsorgsdirektoratet]

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

- Applications for protection (asylum).
- Visitor's visas.
- Family immigration.
- Residence permits for work and study purposes.
- Citizenship.
- Permanent residence permits and travel documents.
- 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 2018 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

- carrying out remands in custody and penal sanctions
 - in a way that takes into consideration
 - the security of all citizens, and
 - 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:

- Prop. 12 S (2016 – 2017) Opptrappingsplan mot vold og overgrep (2017 – 2021) Plan to strengthen efforts against violence and abuse (2017 – 2021)
- (2014 - 2017) A Life Without Violence – Action Plan Against Domestic Violence
- [Et liv uten vold - Handlingsplan mot vold i nære relasjoner 2014 - 2017]
- Action Plan for Crime Prevention (2013-2016) [Handlingsplan for forebygging av kriminalitet (2013-2016)]
- (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) **The Norwegian mbudsman for Children and Youth [Barneombudet] [About the Ombudsman]**

The Norwegian Ombudsman for Children and youth is an advocate for the rights of children and young people in Norway. The Norwegian Ombudsman for Children was the world's first Ombudsman for Children (1981).

The main responsibilities of the Ombudsman for Children and Youth:

- 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:

- Holding lectures and seminars for people who work with/provide services for children.
- Writing letters to the authorities when it is believed that the rights of children are not being satisfactorily upheld.
- Giving statements when laws are being written or amended.
- Giving interviews to the media and being active on social media platforms.
- 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 attention to one or more chosen area 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 2018 ENOC has grown to include 42 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 Norwegian 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

- The UN's Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).
- Convention on Racial Discrimination (CERD).
- Convention on Rights of Persons with Disabilities (CRPD).

k) The Norwegian 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.

l) The Norwegian 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

The Norwegian Parliament [Storting] is divided into working committees designated to specific political areas:

- Education, Research, and Church Affairs [Kirke-, utdannings- og forskningskomiteen].
- Foreign and military Affairs [Utenriks- og forsvarskomiteen].
- Energy and the Environment [Energi- og miljøkomiteen].
- Family and Cultural Affairs [Familie- og kulturkomiteen].
- Finance and Economic Affairs [Finanskomiteen].
- Trade Industry Affairs [Næringskomiteen].
- Health and Care Services [Helse- og omsorgskomiteen].
- Justice [Justiskomiteen].
- Labour and Social Affairs [Arbeids- og sosialkomiteen].
- Local Government and Public Administration [Kommunal- og forvaltningskomiteen].
- Scrutiny and Constitutional Affairs [Kontroll- og konstitusjonskomiteen].
- 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 Norwegian Ministry of Local Government and Modernisation [Kommunal- og moderniseringsdepartementet], and The Department of Sami and Minority Affairs [Same- og minoritetspolitisk avdeling (SAMI)]

The ministry has the chief responsibility for formulating and coordinating the state's policies towards the Sami population and the national minorities.

The officially recognized minority groups include:

- The Sami people [Samer].
- Finnish/Norwegian descendents (Kvens/Norwegian Finns) [Kvener].
- Roma [Rom (Sigøynere)].
- Forest Finns [Skogfinner].
- Romani people/Tatere [Romanifolket/tatere].

The department is one of the main actors working for the rights, understanding, non-discrimination, and a reciprocal and respectful social inclusion of national minorities.

o) The Sami Parliament of Norway [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

- [NGOs](#)
- [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:

- They are important actors when lobbying for, or recipients of governmental documents and plans through hearing and rounds of input and feedback.
- They often apply for funding schemes made available through Ministries, directorates, and executive agencies.

- 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):

- Norwegian Red Cross [[Røde Kors](#)].
- [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]).
- [Samarbeidsrådet for tros- og livssynssamfunn](#). [The Council for Religious and Life Stance Communities].
- [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.
- Samarbeidsforumet av funksjonshemmedes organisasjoner (SAFO) [[Norwegian Forum of Disabled Peoples' Organizations – SAFO](#)]
- [Norges Handikapforbund](#) [The Norwegian Association of Disabled (NAD)].
- FRI – organization for gender and sexuality diversity [[FRI - Foreningen for kjønns- og seksualitetsmangfold](#)].
- [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 [300 member organizations \[in Norwegian\]](#) (2018), 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:

- They are important actors when lobbying for, or recipients of governmental documents and plans through hearing and rounds of input and feedback.
- They often apply for funding schemes made available through Ministries, directorates, and executive agencies.
- 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:

- 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](#)].
- UNGORG [[in Norwegian](#)]- Umbrella organization representing 64 child and youth organizations in Oslo. Go to UNGORG for an overview of the 64 organizations [[in Norwegian](#)].
- Elevorganisasjonen [School Student Union of Norway] a national, politically independent organization that organizes and represents students in Norwegian schools.
- Norsk Studentorganisasjon [Norwegian Student Union]

- Ungdom og Fritid - a national, non-profit organisation which organizes over 600 youth clubs.
- Unge Funksjonshemmede [[The Norwegian association of youth with disabilities](#)] Umbrella organization for 35 Norwegian youth organizations representing youths with disabilities.
- 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 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

- Strong societal inclusion and participation.
- A lasting labour market involvement.

Areas of focus are:

- Cross-sectorial rules and regulation.
- Sectoral plans and schemes shall be considered in unison.
 - Considering potential for simplification and streamlining.
- Cooperation in the education and training arenas for refugees and asylum seekers.
- Sectorial cooperation for children and youth with specific learning disabilities.
- 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

- [The Norwegian Ministry Education and Research](#).
- [The Norwegian Ministry of Labour and Social Affairs](#).
- [The Norwegian Ministry of Children and Equality](#).
- [The Norwegian Ministry of Health and Care Services](#).

The joint letter of commission is addressed to

- The Norwegian Directorate for Education and Training.
- The Norwegian Directorate for Labour and Welfare [[Arbeids- og velferdsdirektoratet](#)].
- The Norwegian Directorate for Children, Youth, and Family Affairs.
- 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.

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:

- [Poverty](#)
- [Health and psychosocial environment](#)
- [Crime Prevention](#)
- 'Minority youth': [Refugees and youth with migrant background](#)
- 'Minority Youth': [Sami](#)
- 'Minority youth': [LGBTI](#)
- '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) – still in effect as of December 2018.

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) – still in effect as of December 2018.

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) – still in effect as of December 2018.

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] – still in effect as of December 2018.

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) – still in effect as of December 2018.

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) – still in effect as of December 2018.

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) – still in effect as of December 2018.

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 – still in effect as of December 2018

'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 – still in effect as of December 2018.

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 – still in effect as of December 2018.

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 – still in effect as of December 2018.

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 – still in effect as of December 2018.

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 – still in effect as of December 2018.

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 - still in effect as of December 2018.

Scope and contents

- [Poverty](#)
- [Health and psychosocial environment](#)
- [Crime and Violence/Sexual Abuse Prevention](#)
- [‘Minority youth’: Refugees and 2nd generation immigrants](#)
- [‘Minority Youth’: Sami](#)
- [‘Minority youth’: LGBTQ](#)
- [‘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

- The facilitation of individual needs to youth who have dropped out of school
- Increased focus on the transition between lower and upper secondary school
- 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

- School
- Playground/where children and young people spend their free time
- At home
- The internet and social media

The report suggests six measures of action:

- Changes to the Education Act (Student's School Environment)
- Increased enforcement of the Education Act
- Goal related efforts towards violations, bullying, harassment, and discrimination
- Strengthening of the school ownership (strengthening the duties and responsibilities of the school leadership versus the student's right to be protected and safe)
- 'A team around' the student/pupil
- 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 Norwegian 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:

- Secure good psychic health and sense of mastery
- Early recognition and intervention of young people at risk
- Close monitoring of bereaved, dependents, and other affected
- Make evidence based knowledge and good practices available to adults working with young people
- 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)

- Better knowledge on domestic violence by police, health, and school personnel (incl. dentists)
- Introduction of routine questions to patients, by health and school personnel
- More reliable statistics – more resources to research
- 'Omfangsundersøkelse' or 'prevalence surveys' of domestic violence every five years
- Particular focus on children with disabilities
- An online resource shall be established to support victims, and school/health personnel
- An evaluation of the current municipal services shall be executed, and possibly strengthened
- The continuation of the program 'Alternativ til vold (ATV) [Alternative to violence], and expansion of the anger management program 'Brøset sinnemestringsmodell'
- Evaluation of the police routine work made in cases of domestic violence
- 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:

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

- Awareness efforts in governmental offices, and the general public
- Increase knowledge and cooperation in the public health and educational sector
- Making support and counselling services available
- More funding for research
- 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:

- Language classes for immigrants
- Special adaptation classes for illiterates
- Language classes for foreign workers
- Completion courses for teaching and health personnel
- Measures of labour market integration:
- Follow-up measures,
- Job-finding measures,
- Promote work experience,
- Promote training,
- Increase use of temporary jobs and work permanently adapted to the individual needs.
- Increase immigrant participation in kindergartens.
- Strengthen the policy efforts towards identifying as a Norwegian citizen [statsborgerpolitikk].
- 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:

- Early intervention.
 - Increase kindergarten participation.
 - Monitoring, and individual adaptation on all school levels.
 - National standards of quality to immigrant introduction classes.
- Extension of second-language training.
 - 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).
 - Increase teacher competencies in assisting second language training.
 - Individual adaptation of language tests.
 - Increase utility of the informal/voluntary activities as an arena of language acquisition.

- Stress the value of bi-or multilingual abilities.
 - Adaption of the national curriculum.
 - Development of digital teaching tools.
 - Offer non-western foreign languages as a choice of 2nd foreign. language in lower and upper secondary school.
 - Uphold the right to be thought a person's native language.
- Challenges of implementation.
 - Increased cooperation.
 - ❖ Between municipalities.
 - ❖ (and knowledge sharing) between kindergartens and schools.
 - ❖ Between county and municipality (lower to upper secondary school).
 - 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:

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

To school, the ministry focuses particularly on:

- And inclusive leaning environment free from racism, discrimination, bullying, and violence.
- An educational system/staff composition that mirrors the general diversity in the population.
- 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

- The geographical and demographic scope of Sami people.
- Laws and regulation that particularly addresses the rights and needs of Sami people.
- Health services catered to Sami people.
- Sami kindergarten services.
- Sami education in primary, and lower/upper secondary school.
- After-school services for Sami children and youths.
- The youth council at the Sami Parliament.
- 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:

- Nordsamisk.
- Lulesamisk.
- Sørsamisk.

Universal rights are declared:

- To learn the Sami language.
- That Sami language rights are to be strengthened, made more public and known.
- The three Sami languages are to have equal opportunity to develop and grow.
- Public and governmental institutions are to be made aware of their usage of, or encouragement to use, the Sami language.
- General knowledge of the Sami languages are 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

- The service that needs to be provided, to be able to be taught in Sami (books and lecturing).
- The equal quality of both teachers and text books in Sami vs. Norwegian.
- Equal access to Norwegian and Sami speaking kindergartens and after-school facilities.
- Equal right to parental participation in a Sami speaking container.

- Increased funding to interpreting services and book translations.
- Increase the translation of legislation, official, and governmental documents into Sami.
- Create Sami speaking meeting places for young people (summer camps etc).
- 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

- Equal access to the educational arena.
- Equal ability to self-determination.
- 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:

- Create teaching aids and material in the Sami language that reflect the young one's own perception of themselves.
- Have equal access to Sami teaching material and aids in general, comparatively to their 'Ethnic Norwegian' counterparts.
- 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.
 - Particular focus on intersex, trans, and LGBTI of dual minority identity.
2. Continuation of existing governmental funding schemes.
3. Awareness training of LGBT-related topics in the child protection services.

4. Awareness training on diversity and prevention of 'group-based prejudice' in kindergartens and primary schools.
5. Strengthening in the efforts towards hate speech and negative sanctions towards sexual orientation, gender identity and gender expression.
6. Strengthening of teacher material on prejudice and bullying.
7. Produce and publish awareness raising material on work space discrimination/good practices.
8. Increase police efforts to handle hate crimes both regarding investigation and prosecution.
9. To further promote and inform employers on existing anti-discrimination laws and protective measures.
10. Further develop the existing initiative and measures in the health and hiv-/sti-prevention.
11. LGBT awareness training in the Norwegian Army on sexual orientation, gender identity and gender expression.
12. 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:

- Physical structures/buildings – access and user friendliness.
- Outer public areas – planning processes and standards.
- Transportation – access and user friendliness.
- 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:

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

The Norwegian 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

- Teacher and school staff training/competencies.
- School routine and methodology to facilitate early detection.
- 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:

- Equal access and potential outcome of education/training.
- Individually adapted education/training.
- Inclusive education/training.
- Universal adaptation/access.
- 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

- [Poverty](#)
- [Health and psychosocial environment](#)

- [Crime and Violence/Sexual Abuse Prevention](#)
- [‘Minority youth’: Refugees and 2nd generation immigrants](#)
- [‘Minority Youth’: Sami](#)
- [‘Minority youth’: LGBTI](#)
- [‘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 Norwegian Ministry of Children and Equality](#).

Other ministries of importance are:

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

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

[The Norwegian Ministry of Education and Research](#)

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

[The Norwegian 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 Norwegian Ministry of Education and Research](#)

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

[The Norwegian 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.

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 Norwegian Ministry of Education and Research](#)

[The Norwegian Ministry of Children and Equality](#)

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

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 in prevention of suicide and self harm 2014-2017.

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

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.

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

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 Norwegian Ministry of Children and Equality](#).

Other ministries of importance are:

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

[The Norwegian Ministry of Education and Research](#)

[The Norwegian 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.

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 Norwegian Ministry of Children and Equality](#).

Other ministries of importance are:

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

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

[The Norwegian 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.

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 Norwegian Ministry of Justice and Public Security](#).

Other ministries of importance are:

[The Norwegian Ministry of Education and Research](#)

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

[The Norwegian Ministry of Children and Equality](#)

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

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 in the prevention of radicalization and violent extremism (2014).

[Handlingsplanen for å forebygge radikaliserings og voldelig ekstremisme (2014)].

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

[The Norwegian Ministry of Children and Equality](#)

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

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

[The Norwegian Ministry of Culture](#)

[The Norwegian Ministry of Foreign Affairs](#)

[The Norwegian Ministry of Defence](#)

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

[The Norwegian 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’: 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 Norwegian Ministry of Children and Equality](#), who also coordinates the assistance of:

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

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

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

[The Norwegian 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.

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 Norwegian Ministry of Children and Equality](#), who also coordinates the assistance of:

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

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

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

[The Norwegian 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.

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].

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

[The Norwegian Ministry of Children and Equality](#)

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

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

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

[The Norwegian Ministry of Culture](#)

[The Norwegian Ministry of Education and Research](#)

[The Norwegian 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 Norwegian Ministry of Children and Equality](#), 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 Norwegian Ministry of Education and Research](#) and [The Norwegian 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.

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

[Retten til medvirkning for samiske barn og unge (2009)].

The Norwegian Ombudsman for Children and Youth is in charge of implementing the recommendations of this report.

Ministries affected are:

[The Norwegian Ministry of Children and Equality](#)

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

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

[The Norwegian Ministry of Culture](#)

[The Norwegian 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 Norwegian Ministry of Children and Equality](#). Other ministries affected, and in cooperation, are:

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

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

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

[The Norwegian Ministry of Culture](#)

[The Norwegian Ministry of Education and Research](#)

[The Norwegian 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 Norwegian Ministry of Children and Equality](#),

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

[The Norwegian Ministry of Transport and Communications](#)

[The Norwegian 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 Norwegian Ministry of Education and Research](#). Other ministries affected, and in cooperation, are:

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

[The Norwegian Ministry of Finance](#)

[The Norwegian Ministry of Transport and Communications](#)

[The Norwegian Ministry of Children and Equality](#)

[The Norwegian 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 Norwegian Ministry of Education and Research](#). Other ministries affected, and in cooperation, are:

The Norwegian Ministry of Local Government and Modernisation

[The Norwegian Ministry of Finance](#)

[The Norwegian Ministry of Transport and Communications](#)

[The Norwegian Ministry of Children and Equality](#)

[The Norwegian 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

- [Poverty](#)
- [Health and psychosocial environment](#)
- [Crime and Violence/Sexual Abuse Prevention](#)
- [‘Minority youth’: Refugees and youth with migrant background](#)
- [‘Minority Youth’: Sami](#)
- [‘Minority youth’: LGBTI](#)
- [‘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 \(2013-2014\)](#).

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

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:

- Physical and psychological violations
- Bullying
- Harassment
- 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 Norwegian 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: Utfordringer 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

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

The action plan also identifies the need to:

- Coordinate services and efforts (particularly first line services).
- Have sufficient information flow.
- 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

- Strengthen community and school health services aimed towards immigrants
- Strengthen the training/awareness of immigrant related health issues, for health personnel
- Increase the research budget for [the Norwegian Institute of Public Health](#) on immigrant health research
- Strengthen the research and training done at the Norwegian Centre for Minority Health Research (NAKMI) [[Nasjonal kompetanseenhet for minoritetshelse \(NAKMI\)](#)]
- 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.

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

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:

- Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]
- (2009-2013) 'Good Forces' – Action Plan for Crime Prevention [[Gode krefter - Kriminalitetsforebyggende handlingsplan](#)]
- (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

- 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.
- More resources have been allocated to research on this field.
- 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 radikalisering 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: 2018](#)])

- A more complex ethnic composition in European countries.
- Polarization of the extreme right and the extreme left.
- 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

- The Ministries of Sweden, Denmark, and Finland, who have published equivalent action plans
- [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:

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

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

The Norwegian 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:

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

- Labour market.
- School and kindergartens (foreign speaking immigrant parents).
- Exclusion due to children and youth exposed to racism and discrimination.
- 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

- Official Norwegian Report 2015:2. To belong – Efforts towards a safe psycho-social school environment.
- The National strategy plan on immigrant health 2013-2017.
- [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

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

The national report is based on, and makes reference to

- Official Report No. 3 (2008). A new college and graduate school structure [[NOU 2008: 3 Sett under ett – Ny struktur i høyere utdanning](#)]
- Official Report No. 19 (2009): The right to learn. [[NOU 2009: 18. Rett til læring](#)]
- [The OECD review on Migrant Education in Norway \(2009\)](#)
- 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](#)]
- 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

- Age.
- Sexual orientation.
- Functional ability.
- Skin colour.
- Ethnicity.

- 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

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

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

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:

- Report to Storting No. 35 (2007-2008) [[St.meld nr. 35\(2007-2008\) Mål og mening](#)] on the need for a comprehensive language policy
- Report to Storting No.23 (2007-2008) [[St.meld. nr. 23 \(2007-2008\) Språk bygger broer](#)] on the relational aspect of mastering a language.
- Report to Storting No. [[St.meld. nr. 31 \(2007-2008\) Kvalitet i skolen](#)] on measures of quality in education.
- 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:

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

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

'Minority outh': 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

- Overrepresentation of
 - Bullying, discrimination, harassment.
 - Poor mental health.
 - Suicide and self harm.
 - Risk behaviour.
 - Substance abuse (alcohol and narcotics).
 - HIV/Aids (with men who have sex with men).
- Lack of knowledge and representative research.
- 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:

- There is still a lack of sufficient/representative data – more and better research has to be produced
- There is a need to strengthen the LGBTQ knowledge of governmental and public front-line services – particularly to health and welfare related sectors

- 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:

- [The UN Convention on the Rights of Persons with Disabilities \(2006\)](#)
- [Council of Europe Resolution “Towards full citizenship of persons with disabilities through inclusive new technologies” \(2001\)](#)
- [Council of Europe Resolution “on the introduction of the principles of universal design into the curricula of all occupations working on the built environment” \(2001\)](#)
- [Council of Europe Disability Action Plan 2006-2015](#)
- The Nordic Council of Ministers’ Action plan for universal design [[Nordisk Ministerråds Handlings plan for universell utforming](#)]
- 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)]
- 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:

- Report No. 18 to Storting (2010-2011). Learning and community/fellowship [[Meld. St. 18 \(2010–2011\). Læring og fellesskap](#)].
- Official Report No. 19 (2009): The right to learn. [[NOU 2009: 18. Rett til læring](#)].
- The Education Act, § 1-3 on Individual adaptation, and §5 special education.
- [The Knowledge Promotion Reform \(2006\)](#) [[Kunnskapsløftet \(2006\)](#)].

The Norwegian 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:

- Official Report No. 19 (2009): The right to learn. [[NOU 2009: 18. Rett til læring](#)]
- The Education Act [[anchor link](#)]
- The Knowledge Promotion Reform (2006) [[Kunnskapsløftet \(2006\)](#)]
- Report to Storting No. 44 (2008-2009) [[St.meld. nr. 44 \(2008-2009\) Utdanningslinja](#)] on the education course in Norway.
- Report to Storting No. [[St.meld. nr. 31 \(2007-2008\) Kvalitet i skolen](#)] on measures of quality in education.
- 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](#)].

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:

- The Education Act. [[anchor link](#)]
- [The Knowledge Promotion Reform \(2006\)](#) [[Kunnskapsløftet \(2006\)](#)].
- Report to Storting No. 44 (2008-2009) [[St.meld. nr. 44 \(2008-2009\) Utdanningslinja](#)] on the education course in Norway.
- Report to Storting No. [[St.meld. nr. 31 \(2007-2008\) Kvalitet i skolen](#)] on measures of quality in education.
- 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](#)].
- 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)].
- [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:

- Especially to other ministries and directorates involved,
- Research units specializing in a particular field
- Interest organizations and NGOs.
- The three Ombudsmen in charge of children and youth policy:
 - The Norwegian Ombud for Children [Barneombudet]
 - The Norwegian Gender Equality and Anti-Discrimination Ombud [Likestillings- og diskrimineringsombudet]
 - The Norwegian Consumer Ombudsman [Forbrukerombudet]
 - The Norwegian Ombud for Pupils, and Apprentices [[Elev- og lærlingombud \(elevombud\)](#)]
- 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

- [1.4 Youth Policy Decision-Making.](#)
- [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 Competence Center for Crime Prevention \(Kfk\)](#)
- d) [The Norwegian Directorate of Immigration \(UDI\)](#)
- e) [The Norwegian Directorate for Health](#)
- f) [The Norwegian Children and Youth Council \(LNU\)](#)

a) The Norwegian Directorate of Children Youth and Family Affairs (Bufdir) (by appointment of the Norwegian 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) [LGBTQI](#)
- (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:

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

- Children Living in Poverty - the government's strategy 2015-2017. [Barn som lever i fattigdom. [Regjeringens strategi 2015 - 2017](#)].
- [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:

- Children Living in Poverty - the government's strategy against child poverty 2015-2017. [Barn som lever i fattigdom. [Regjeringens strategi 2015 - 2017](#)]
- [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:

- 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)]
- Children Living in Poverty - the government's strategy against child poverty 2015-2017. [Barn som lever i fattigdom. [Regjeringens strategi 2015 - 2017](#)]
- [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:

- Action Plan for Crime Prevention (2013-2016) [[Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#)]
- [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. Karoline PAULSEN at karoline.paulsen@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:

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

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

- 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)].
- 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)].

- [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) LGBTQI

LHBTI - Bedre levekår og livskvalitet blant lesbiske, homofile, bifile, trans- og queerpersoner og personer med variasjon i kroppslig kjønnsutvikling (LHBTQ) [Improved living conditions and life quality for LGBTQI people].

Time of its introduction and time frame: 2009 – in effect.

Official references:

- 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]
- 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].
- [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:

- 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](#)]
- [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:

- 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]
- 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](#)]
- [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 at Ms. Karianne RYGH HJORTDAHL at karianne.ryghhjortdahl@bufdir.no.

b) The Norwegian Directorate of Integration and Diversity (IMDi) (by appointment of The Norwegian Ministry of Education and Research)

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:

- [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Norwegian 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.

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. Birame DIOUF at bdi@imdi.no, or Mr. Hamzah Ahmed NORDAHL-RAJPOOT at hnr@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:

- [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 \(2013-2016\)\]](#)
- [Grant scheme regulations and rules \[in Norwegian\]](#)

Responsible authority for the implementation and coordination of these programmes: [The Norwegian 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 Ms. Marit Lund Larsen at mll@imdi.no.

c) The Norwegian Competence Center for Crime Prevention (Kfk) (by appointment of The Norwegian Ministry of Justice and Public Security)

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:

- Action plan in the prevention of radicalization and violent extremism (2014). [[Handlingsplanen for å forebygge radikaliserings og voldelig ekstremisme](#) (2014)].
- [Grant scheme regulations and rules \[in Norwegian\]](#).

Responsible authority for the implementation and coordination of these programmes: [The Norwegian Competence Center for Crime Prevention \(Kfk\)](#). The grant scheme was previously administered by [The Norwegian 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 The Norwegian Competence Center for Crime Prevention (Kfk) through Ms. Torunn HØJDAHL at torunn.hojdahl@kriminalitetsforebygging.no.

d) The Norwegian Directorate of Immigration (UDI) (by appointment of The Norwegian 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 - still in effect.

References to the relevant official document (full title in the original language and in English).

- [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

e) The Norwegian Directorate for Health (by appointment of the Norwegian 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:

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

- 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](#)].
- Action plan in prevention of suicide and self harm 2014-2017. [Title in Norwegian: [Handlingsplan for forebygging av selvmord og selvskading 2014-2017](#)].
- [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. Ann Nordal at ann.nordal@helsedir.no, or Karin Irene GRAVBRØT at karin.irene.gravbrot@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:

- [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].
- [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. Arild Johan MYRBERG at arild.johan.myrberg@helsedir.no, or Ms. Siv-Lise Bendixen STÆRK sivlise.staerk@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:

- [Aksept og mestring Nasjonal hivstrategi \(2009-2014\)](#) [National HIV strategy – acceptance and proficiency (2009-2014)]
- 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.

- National strategy plan on immigrant health 2013-2017. [[Likeverdige helse- og omsorgstjenester - god helse for alle. Nasjonal strategi om innvandreres helse 2013-2017](#)].
- [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. Arild Johan MYRBERG at ajm@helsedir.no, or Ms. Siv-Lise Bendixen STÆRK sivlise.staerk@helsedir.no.

f) The Norwegian Children and Youth Council (LNU) (by appointment of the Norwegian Ministry of Children and Equality)

Mangfold og inkludering. [Diversity and Inclusion].

Time of its introduction and time frame: unknown – in effect.

Official reference:

- 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](#)].
- Action plan in the prevention of radicalization and violent extremism (2014). [[Handlingsplanen for å forebygge radikalisering og voldelig ekstremisme \(2014\)](#)].
- Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy [[Meld. St. 6 \(2012-2013\) En helhetlig integreringspolitikk](#)]
- [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. Cennet SENER at cennet@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 Competence Center for Crime Prevention (Kfk)
- d) The Norwegian Directorate of Immigration (UDI)
- e) The Norwegian Directorate for Health
- f) The Norwegian Children and Youth Council (LNU)

a) The Norwegian Directorate of Children Youth and Family Affairs (Bufdir) (by appointment of the Norwegian Ministry of Children and Equality)

(i) Youth (general)

Støtte til oppfølgings- og losfunksjoner for ungdom. [Support to follow-up services for youth].

Funding 2018: 32.57 mill NOK (3.265 mill EUR).

Funding 2017: 31.7 mill NOK (3.178 mill EUR).

Funding 2016: 31 mill NOK (3.108 mill EUR).

Funding 2015: 22.25 mill NOK (2.231 mill EUR).

EU funds: none.

Barne- og ungdomstiltak i større bysamfunn – åpne møteplasser [Child and Youth measures in larger urban areas – low threshold meeting places].

Funding 2018: 35.56 mill NOK (3.565 mill EUR).

Funding 2017: 32.08 mill NOK (3.216 mill EUR).

Funding 2016: 29 mill NOK (2.907 mill EUR).

Funding 2015: 33.175 mill NOK (3.326 mill EUR).

EU funds: none.

Nasjonal tilskuddsordning mot barnefattigdom [National grant scheme against child poverty].

Funding 2018: 269.44 mill NOK (27.013 mill EUR).

Funding 2017: 219.41 mill NOK (21.997 mill EUR).

Funding 2016: 163.9 mill NOK (16.432 mill EUR).

Funding 2015: 146.943 mill NOK (14.732 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 2018: 27.598 mill NOK (2.786 mill EUR).

Funding 2017: 24 mill NOK (2.42 mill EUR).

Funding 2016: 23.5 mill NOK (2.37 mill 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 2018: 48.7 mill NOK (4.92 mill EUR). Includes funds to Stine Sofie Foundation's center for abused children.

Funding 2017: 38.26 mill NOK (3.86 mill EUR). Includes funds to Stine Sofie Foundation's center for abused children.

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].

Grant scheme is now a part of the grant scheme "Measures towards domestic violence and sexual abuse" [Tiltak for voldsutsatte barn (aktivitets- og driftstilskudd)]

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 2018: 95.92 mill NOK (9.38 mill EUR).

Funding 2017: 88.617 mill NOK (8.95 mill EUR).

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

LHBTI - Bedre levekår og livskvalitet blant lesbiske, homofile, bifile, trans- og queerpersoner og personer med variasjon i kroppslig kjønnsutvikling (LHBTQ) [Improved living conditions and life quality for LGBTQI people].

Funding 2018: 11.578 mill NOK (1.17 mill EUR).

Funding 2017: 11.274 mill NOK (1.14 mill EUR).

Funding 2016: 10.967 mill NOK (1.11 mill EUR).

Funding 2015: 10.8 mill NOK (1.09 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 2018: 19 mill NOK (1.918 mill EUR).

Funding 2017: 15.628 mill NOK (1.577 mill EUR).

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 2018: 17.088 mill NOK (1.73 mill EUR).

Funding 2017: 15.65 mill NOK (1.58 mill EUR).

Funding 2016: 17 mill NOK (1.716 mill EUR).

Funding 2015: 10.233 mill NOK (1.03 mill EUR).

EU funds: none.

b) The Norwegian Directorate of Integration and Diversity (IMDi) (by appointment of The Norwegian 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 2018: 16 mill NOK (1.6 mill EUR).

Funding 2017: 28.6 mill NOK (2.87 mill EUR).

Funding 2016: 29.5 mill NOK (2.96 mill EUR).

EU funds: none.

Tilskudd til arbeid mot tvangsekteskap [Measures against arranged marriages].

Funding 2018: 19.5 mill NOK (1.968 mill EUR).

Funding 2017: 9.5 mill NOK (959 215 EUR).

Funding 2016: 9.53 mill NOK (962 244 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 Competence Center for Crime Prevention (Kfk) (by appointment of The Norwegian Ministry of Justice and Public Security)

Tilskudd til lokal forebygging av radikalisering og voldelig ekstremisme [Local preventive measures towards radicalization and violent extremism].

Funding 2018: 13.3 mill NOK (1.334 mill EUR).

Funding 2017: 13.27 mill NOK (1.33 mill EUR).

Funding 2016: 3 mill NOK (300 777 EUR).

Funding 2015: Information is not publicly available. Please contact the above listed contact person for the grants scheme.

EU funds: none.

d) The Norwegian Directorate of Immigration (UDI) (by appointment of The Norwegian 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 2018: approx. 24 mill NOK (2.42 mill EUR)

Funding 2017: approx. 31 mill NOK (3.13 mill EUR)

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.

e) The Norwegian Directorate for Health (by appointment of the Norwegian 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 2018: TBA

Funding 2017: TBA

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 2018: 23,6 mill NOK (2.38 mill EUR).

Funding 2017: 23,3 mill NOK (2.35 mill EUR).]

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 2018: 31.2 mill NOK (3.13 mill EUR).

Funding 2017: 33.6 mill NOK (3.37 mill EUR).

Funding 2016: 33.1 mill NOK (3.32 mill EUR).

Funding 2015: 32.2 mill NOK (3.23 mill EUR).

EU funds: none.

Tilskudd til arbeid innen feltet hiv og seksuelt overførbare infeksjoner [Preventive efforts towards sexually transmitted infections and HIV].

Funding 2018: 23.8 mill NOK (2.38 mill EUR).

Funding 2017: 22 mill NOK (2.21 mill EUR).

Funding 2016: 22.4 mill NOK (2.25 mill EUR).

Funding 2015: 21.7 mill NOK (2.18 mill EUR).

EU funds: none

f) The Norwegian Children and Youth Council (LNU) (by appointment of the Norwegian Ministry of Children and Equality)

Mangfold og inkludering. [Diversity and Inclusion].

Funding 2018: approx. 2 mill NOK (201 940 EUR).

Funding 2017: approx. 2 mill NOK (201 940 EUR).

Funding 2016: approx. 2 mill NOK (201 940 EUR).

Funding 2015: approx. 2 mill NOK (201 940 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 Norwegian 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

- Membership in the volunteer registry.
- Certain organizational structures and formalized arrangements (leader, secretary, treasurer, board).
- Budgets and accounting/reporting (documenting expenses).
- Documenting that the applied for funding facilitated the expected activity.
- Rules regarding the right to complain, should an application be turned down.
- Deadlines for applications, and reporting.
- 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 manner 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

- Increase or decrease available funds.
- Change or add the grant scheme rules and regulations.
- Add additional efforts and measures.
- Order additional research or evaluation where needed.
- 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, therefore most intercultural awareness programmes are found as educational or volunteer exchange programmes.

Read more about intercultural awareness initiatives and programmes at

- [2.6 Cross-Border Mobility Programmes.](#)
- [2.7 Raising Awareness about Youth Volunteering Opportunities.](#)
- [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

- Protect human life and health.
- To ensure respect for all human beings.
- 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:

- [Aktivitet på asylmottak](#) [activity in the asylum reception centres]
- [Flyktningkompis](#) ['refugee buddy programme']
- [Internasjonal utveksling](#) [international exchange programme]
- [Kampanjearbeid](#) [informational/campaign work: particularly to social inclusion, peer pressure, body image, young refugees, and mental health]
- [Møteplasser for unge](#) [low threshold meeting places for youth – often for minority or youth coming from low-income families]
- [Rollespill på flukt](#) [Migration role play]
- [Seksualopplysning](#) [sex education]
- [Sentrale samlinger](#) [national assemblies where members of the local branches meet]

Time frame: Ongoing, but varies in terms of activity and frequency on local level. The above-mentioned initiatives are modules and concepts offered by the central administration of Red Cross Norway, and utilised by local youth branches of "Youth Red Cross".

Core aims and outcomes: Facilitate integration of newly arrived immigrants, combat racism and ethnic division, encourage learning across cultures, facilitate low-threshold meeting places for people of foreign origin or low-income families.

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 Norwegian 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. Inga BEJER-ENGH is the director manager of the office and the ombud position.

The Norwegian Ombudsman for Children

- Ensures that the opinions of children and young people are heard and that their rights are upheld.
- Ensures that the authorities in Norway comply with the Convention on the Rights of the Child - incorporated into national legislation in 2003.
- Is an independent political and administrative body.

Type of initiatives:

- Holding lectures and seminars for people who work with, and provide services for children and young people under the age of 18
- Writing letters to the authorities when it is believed or reported that the rights of children are not being satisfactorily upheld.
- Giving statements when laws are being written or amended.
- Giving interviews to the media and being active on social media platforms.
- Meeting with government ministers and members of Parliament [Storting].

- 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](#).

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](#), [2016](#) and [2018](#).

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:

- [Østfold: Sjumilssteget](#)
- [Rogaland: Sjumilssteget](#)
- [Sogn og Fjordane: Sjumilssteget](#)
- [Nordland: Vårres unga - vårres framtid](#)
- [Finnmark: Sjumilssteget](#)
- [Møre og Romsdal: Betre oppvekst](#)
- [Troms: Sjumilssteget](#)

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 Norwegian 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 \[in Norwegian\]](#) 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 statutes 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](#), 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:

- [Aktivitet på asylmottak](#) [activity in the asylum reception centres]
- [Internasjonal utveksling](#) [international exchange programme]
- [Kampanjearbeid](#) [informational/campaign work: particularly to social inclusion, peer pressure, body image, young refugees, and mental health]
- [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 statutes and action plans regarding the right of the child is on hearing.

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 radikalisering 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:

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

- School nurses in lower and upper secondary school.
- School advisors or counsellors in lower and upper secondary school (including Therapy/counselling services).
- 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:

- Health/sexual health/nurses offices at youth houses (municipal services).
- 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

- English: The official report No. 15 of 2011: Room for all: a social housing policy for the future
- Norwegian: [NOU 2011:15. Rom for alle – en sosial 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:

- As students, and under training.
- When unemployed.
- Being vulnerable during transitions.

Affordable rent/government housing: Access to affordable housing is either offered by the student 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:

- Who are new students.
- Non-local applicants.
- Foreign applicants.
- 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 15 student welfare organisations in Norway.

- [Nord Studentsamskipnad](#) (Studentinord)
- [Studentsamskipnaden i Agder](#) (SiA)
- [The Student Welfare Association West Norway](#) (Sammen)
- [The Arctic Student Welfare Organisation](#)
- [Studentsamskipnaden i Hedmark](#) (SiH)
- [The Student Welfare Organisation in Inner Finnmark](#) (SSO)
- [Studentsamskipnaden i Molde](#) (SiMolde)
- [The Foundation for Student Service in Oppland](#) (SINN)
- [The Student Welfare Organisation of Oslo and Akershus](#) (SiO)
- [Studentsamskipnaden i Stavanger](#) (SiS)
- [Studentsamskipnaden i Volda](#) (SfS)
- [Studentsamskipnaden i Sørøst-Norge](#) (SSN)
- [Studentsamskipnaden i Trondheim](#) (SiT)
- [Foundation for Student Life in Østfold](#) (SiØ)
- [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:

- Because the distance between the students' home is too far from the school to commute.
- 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

- NEETs (young people neither in education, employment, nor in training).
- Unemployed with no, or marginal funds to afford rent.
- 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).
- 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:

- The correctional facilities.
- Physical or mental health providers.
- Schools or institutions of higher learning.
- The child welfare services.
- Special needs facilitators and organizations.
- 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:

- The national government.
- Municipal authorities.
- 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:

- Lower and upper secondary schools (school nurses offices, counsellors, social workers).
- Youth houses – through nurse or sexual health/counselling services.
- Special municipal services or dedicated personnel catering to the needs of youth at risk, or disabled youth.
- 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:

- School nurses in lower and upper secondary school.
- School advisors or counsellors in lower and upper secondary school (including therapy/counselling services).
- University health and counselling services in higher education (classified as adult services – but only registered students are eligible).
- 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](https://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 mediator network. The reader may contact the Norwegian Red Cross for more information.

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:

- [Unemployment benefits](#)
- [Sickness benefit](#)
- [Family related benefits](#)
- [Financial assistance](#)
- [Financial advice and debt counselling](#)
- [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 meet 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 their/her/his 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 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.

Read more on

- [Occupational injury \[yrkesskade og yrkessykdom\] at NAV \[in Norwegian\]](#).
- [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

- **Housing programmes**, the reader may contact the Norwegian State Housing Bank's Strategy Office at +47 22 96 16 00, or post@husbanken.no.
- **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.
- **Health care programmes**, the reader may contact The Norwegian Directorate for Health's Department for Statistics: Ms. Beate Margrethe HUSEBY: Beate.Margrethe.Huseby@helsedir.no.
- **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:

- Regional level (e.g. by a local NAV front line office, or by a municipal administration regarding the local youth sexual health/nurse office)
- 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:

- Increase or decrease available funds.
- Change or add programme or grant scheme rules and regulations.
- Add additional efforts and measures.
- Order additional research or evaluation where needed.
- 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.

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.

- For information on the acts regulating the educational sector, the reader may visit [Eurydice on Legislation](#) (covers all levels of education).

- 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'
- 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:

- Independent employees with a relevant professional background or training/degree.
- 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 worker 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.

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 [lærlingep praksis]. 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 \[in Norwegian\]](#)).

LGBTQI

Norway has had two major LGBTQI policy events:

- 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 \[in Norwegian\]](#)).
- The introduction and evaluation 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

- 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 \[in Norwegian\]](#)).
- Focus on LGBTQI and ethnic minorities ([KUN, 2018](#)).
- The completion of full and equal legal protection of trans and intersex people (<http://www.ftpn.no/>).

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 violate 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 \[in Norwegian\]](#)).

The Norwegian Ministry of Education and research has a legislative initiative that was on hearing in 2017, that is to ban the use of religious clothing covering the face of staff working as educators and teachers ([Høring om forslag om å innføre forbud mot bruk av plagg som helt eller delvis dekker ansiktet i barnehager og utdanningsinstitusjoner](#)). The legislative initiative is still in process as of December 2018.

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 is vested in both the cabinet and legislature/parliament [Storting]. This is because 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 18 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:

- Education and Research [[Utdannings- og forskningskomiteen](#)],

- Foreign and military Affairs [[Utenriks- og forsvarskomiteen](#)],
- Energy and the Environment [[Energi- og miljøkomiteen](#)],
- Family and Cultural Affairs [[Familie- og kulturkomiteen](#)],
- Finance and Economic Affairs [[Finanskomiteen](#)],
- Trade Industry Affairs [[Næringskomiteen](#)],
- Health and Care Services [[Helse- og omsorgskomiteen](#)],
- Justice [[Justiskomiteen](#)],
- Labour and Social Affairs [[Arbeids- og sosialkomiteen](#)],
- Local Government and Public Administration [[Kommunal- og forvaltningskomiteen](#)],
- Scrutiny and Constitutional Affairs [[Kontroll- og konstitusjonskomiteen](#)], and
- 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 [Fylkesmenn] 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]) are independent of the executive branch and the legislature. The Norwegian Court system is organised at three levels:

- The High Court [Høyesteretten] – Norway's highest level of appeal.
- Court of Appeals [Lagmannsrettene] Norway has nine courts of appeal.
- District courts [Tingrettene] The court jurisdiction may cover one or more municipality.

County Level [Fylkeskommunalt nivå]

Norway has 18 county municipalities [Fylker] (as of 23.12.2018).

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:

- Upper secondary schools.
- Educational and mental health counselling services.
- Dental health care.
- Public transport.
- County roads.
- Culture.
- Cultural heritage management.
- Land use planning.
- 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 meet 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 23.12.2018).

The main responsibilities of the municipality [kommunen] are:

- Providing kindergarten services.
- Primary education (through 10th grade).
- Child and youth 'clubs' or activity houses.
- Regional fund schemes in support of volunteering/organizations.
- Outpatient health services.
- Some social services.
- Zoning (land use planning and regulation).
- Economic development.
- 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 2017.

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](#)]:

- 2019 municipal and county council elections [[TBA](#)].
- [2017 parliamentary election results \(Statistics Norway\)](#).
- [2015 municipal and county council elections results \(Statistics Norway\)](#).
- [2013 parliamentary election results \(Statistics Norway\)](#).
- [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.

Norway has not had a top-level referendum since 1994 - the latter being on a potential Norwegian membership of the European Union.

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 ([Aardal, 2009](#)).

Youth between 18-21 has the lowest turnout, but this number increases as the youth get older.

Young women have 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 5.2 Municipal and county council elections for 2007, 2011, 2015, and 2019.
- 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 5.1 Parliamentary elections 2009, 2013, and 2017.

Figure 5.2 Municipal and county council elections for 2007, 2011, 2015, and 2019.

Figure 5.3 For the turnout for both parliamentary and municipal/county council elections from 1915 to 2015.

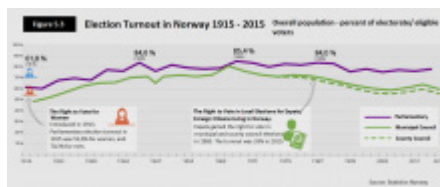


Figure 5.4 The turnout for first time voters comparative to the general population for both parliamentary and municipal/county council elections from 1965 to 2009.

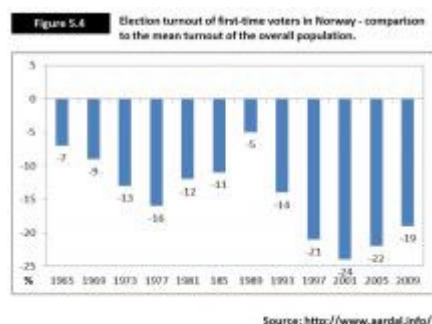


Figure 5.4 is on the comparative turnout of first time voters (aged 18-21) to the general population. The figure is to be read as a percentage deviance to the mean turnout of the general population (e.g. in 2009 first time voters had a 19% lower turnout than the general population).

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 (2017-2021) is 46,1. The average age has been steadily declining from 1965 and evened out around year 2000 (see figure 5.5).

The proportion of young people in the representative assembly in the present term (2017-2021) is currently 3/169 (1,77%) under the age of 25, and 18/169 (10,65%) 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.**
 - National level
 - Municipal and county level
 - ❖ Main outcomes
 - ❖ Funding
- **3. Higher education student union(s).**
- **4. School student union(s).**
- **5. Other bodies.**

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

- Making the arrangement of a co-decisional youth council binding by law on all three levels of governance (national, county, municipality)
- Establish a permanent Youth National Assembly
- The National government should develop guidelines to the work of youth councils in regard to
 - ❖ § Age.
 - ❖ § Democratic election processes.
 - ❖ § Recruitment and representation.
 - ❖ § 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.

Youth Council at National Level

The only 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

- Initiated in 2006 - discontinued 2016.
- A regular panel of youth between the age of 13 – 17 years.
- Met approximately once a month.
- Was appointed as an expert group on youth issues.
- Was used as a resource panel for youth issues by the Ombudsman.
- 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):

- Youth municipal councils [ungdomsråd]
- Youth county councils [ungdommens fylkesting]
- The Youth democracy forum [ungdommens demokratiforum]
- Youth Parliament [Ungdomsparlament]
- 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 18 counties nationwide:

Agder [Barne- og ungdomsrådet i Agder \(BURIA\)](#)

Akershus [Akershus Barne- og Ungdomsråd](#)

Buskerud [Ungdommens fylkesting i Buskerud](#)

Finnmark [Ungdomspolitisk utvalg \(UPU\) i Finnmark fylke](#)

Hedmark [Ungdommens Fylkesting i Hedmark](#)

Hordaland [Hordaland Ungdommens fylkesting](#)

Møre og Romsdal [Ungdommens fylkesting og Ungdomspanelet i Møre og Romsdal](#)

Nordland [Barne- og ungdomsråd \(NOBUR\) & Ungdommens fylkesting \(UFT\)](#)

Oppland [Ungdommens fylkesting i Oppland](#)

Oslo [Barne- og ungdoms- organisasjonene i Oslo \[UNGORG\]](#)

Rogaland [Ungdommens Fylkesting](#)

Sogn og Fjordane [Fylkesting for ungdom i Sogn og Fjordane](#)

Telemark [Telemark ungdomsråd](#)

Troms [Troms barne- og ungdomsråd](#)

Trøndelag [Trøndelag Barne- og ungdomsråd](#)

Vestfold [Barne- og ungdomsrådet i Vestfold](#)

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:

- 74 percent of the Norwegian municipalities had a youth council [ungdomsråd] represented as a consultative unit.
- 24 percent had a separate child and youth municipal board [Ungdommens kommunestyre]
- 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:

- 5 000 – 20 000 inhabitants: 94 percent
- 20 000 – 50 000 inhabitants: 97 percent
- 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.

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](#)]

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:

- How long youth council members are active.
- What type of cases they are consulting.
- 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 ([Knudtson & 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 [[Høyringsnotat 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 ([Knudtson & Tjerbo, 2009](#)):

- The children and youth in council feel heard and met in their effort to participate.
- Some children and youth council members find it hard to
 - Understand some of the text provided.
 - Some of the decision-making process.
 - To know if their say has any actual impact on policy-making.
- Children between the ages of 8 – 12 feel they have less decision-making-power than youth between the ages of 13 and 18.
- Decision-making-power is considered high in policy areas connected to
 - Culture and leisure activities.
 - Youth clubs and youth house activities and services.
- Decision-making-power is considered weak in policy areas connected to
 - Health services for children and youth.
 - School and education.
 - City/settlement planning.
 - 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 Norwegian 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 koordinatore (2011)]. The guide describes e.g. suggestions to

- Ways of recruitment and organization of youth councils, or youth municipal boards
- Good practices to youth council facilitation and inclusion
- 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:

- [The National Union of Students in Norway](#).
 - [Structure and composition](#).
 - [Roles and responsibilities](#).
 - [Funding](#).
- [Organization for Norwegian Vocational Students](#).
 - [Structure and composition](#).
 - [Roles and responsibilities](#).
 - [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 30 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

- The legal framework: The National Union of Students in Norway's (NSO's) Statues [[in Norwegian: Vedtekter for Norsk studentorganisasjon](#)]
- NSO is an independent organization
- The main organs running the student union at the top-level
 - **General Assembly [[Landsmøtet](#)]** – the highest authority of the organization
 - ❖ Held annually
 - ❖ Has approximately 181 participants
 - ❖ All 30 member unions shall be represented

- **Central Executive Committee [Sentralstyret]** - the highest authority of the organization in-between general assemblies
 - ❖ Meets regularly (minimum 6 meetings annually)
 - ❖ 13 members and 13 deputy members
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the General Assembly
- **Working Committee [Arbeidsutvalget]** – the executive branch of the central organization
 - ❖ 6 full time positions
 - ❖ Fixed term of 4 years
 - ❖ Hired by the Central Executive Committee
- **Political Committees [Politiske komiteer]** – topical committee groups by political sectors. Committee members elected at the general assembly.
 - ❖ 4 regular political committees
 - ❖ Each committee consist of 1 leader, 4 members, and 3 deputy members
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the General Assembly
- **Professional Council [Fagrådet]** – topical council grouped by professional sectors. Committee members elected at the general assembly.
 - ❖ 8 regular professional sectors
 - ❖ Each sector has 1 leader (in total three members)
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the General Assembly
- **Electoral Committee [Valgkomiteen]** – pre-selects candidates for honorary positions.

5 members

Mandate duration: 1 year

Elected at the General Assembly

- **Control/Audit Committee [Kontrollkomiteen]** – oversees that the organization honours the current steering documents and regulations.
 - ❖ 4 members
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the General Assembly
- **Statutory Committee [Vedtekstkomiteen]** – manages incoming suggestions to changes of the organization's statutes.
 - ❖ 3 members
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the General Assembly
- **Committee on the Declaration of Principles [Prinsippprogramkomiteen]** - manages revisions to the Declaration of Principles.
 - ❖ 1 leader and 4 members

- ❖ Mandate duration: 3 year
- ❖ Elected at the General Assembly
- The General Assembly may also initiate **Ad-Hoc committees**
- **Course and Training Group [Kursgruppa]** – designs lectures and workshops on behalf of the organization
 - ❖ 26 members
 - ❖ Mandate duration: unknown.
 - ❖ 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):

- Universal access to higher education – regardless.
- Emphasis on recruiting from sub-populations that are less represented in current academia.
- Equal gender balance (actively facilitated through use of quotas etc).
- The representation and safe spaces of all religious affiliates and ethnicities/cultures.
- 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 [Platform on Diversity, Inclusion and Equal opportunity](#) [[Mangfalds- inkluderings- og likestillingspolitisk plattform](#)].

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:

- Representation of students (about half of the Norwegian student body).
- Communication outreach on student issues (including housing, quality of education, transferability and employment of skills to the labour market etc).
- Regular consultative agents with relevant ministries and working committees in the various universities and colleges.
- Liaising with institutions and other actors.
- Awareness raising and campaigning on student issues to the general public.

The main domains of the NSO's activity

- Academic quality of education.
- Learning environment.
- Recruitment.
- Employability.
- Student health.
- Student housing.
- Internationalisation and exchange.

A detailed description of the political committees' common and distinct mandates [\[in Norwegian\]](#) can be accessed through the NSO platform.

The student union's role in policy-making

- The union can not independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
- The union is regularly consulted by policy-makers.
- NSO's decisions are usually not binding on policy-makers.

Funding

NSO receives public funding from the Norwegian 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 National Union of Students in Higher Vocational Education and Training in Norway (Organisasjon for Norske Fagskolestudenter) was established in 2012, and is a politically independent organization that represents students in vocational schools in Norway.

The organization has 30 member unions from tertiary VET institutions across the country. The member unions represent more than 10 400 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.

For an overview of the 30 member unions [medlemslag], go to [ONF's webpage \[in Norwegian\]](#).

Structure and Composition

- The legal framework: Organization for The National Union of Students in Higher Vocational Education and Training in Norway (Organisasjon for Norske Fagskolestudenter) Statutes [\[in Norwegian: Vedtekter ONF 2017-2018\]](#).
- ONF is an independent organization
- The main organs running the student union at the top-level :
 - **General Assembly [[Landsmøtet](#)]** – the highest authority of the organization – lead by the provisional general board [[Landsstyret](#)].
 - ❖ Held annually
 - ❖ Number of participants: unknown
 - ❖ All 24 member unions shall be represented
 - **Central Board [[Hovedstyret](#)]** - the highest authority of the organization in-between general assemblies. It is also the executive unit of the organization.
 - ❖ Meets regularly (that organizational statutes does not specify a minimum)
 - ❖ 5 members and 5 deputy members
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the General Assembly
 - **Electoral Committee [[Valgkomiteen](#)]** – pre-selects candidates for honorary positions.
 - ❖ 5 members
 - ❖ Mandate duration: 1 year

- ❖ Elected at the General Assembly
- **Control/Audit Committee [Kontrollkomiteen]** – oversees that the organization honours the current steering documents and regulations.
 - ❖ 2 members
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the General Assembly
- 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 2017-2018 \[in Norwegian\]](#), states under paragraph 'Equal right to education', that:

- Ethnicity, gender, and social or economical factors shall not be a factor in the admissions process of the overall student body.
- It is a public's responsibility to the students equal social, economical and professional possibilities.
- 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 2017-2018 [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:

- Representation of tertiary VET students.
- Communication outreach on student issues (including housing, quality of education, transferability and employment of skills to the labour market etc).
- Regular consultative agents with relevant ministries and working committees in the various universities and colleges.
- Liaising with institutions and other actors.
- Awareness raising and campaigning on VET student issues to the general public.

The main domains of the ONF's activity

- Quality of education and training.
- Learning environment and safety.
- Recruitment.
- Employability.
- Student health.
- Student housing.

The student union's role in policy-making

- The union can not independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
- The union is regularly consulted by policy-makers.

- ONF's decisions are usually not binding on policy-makers.

Funding

ONF receives public funding from the Norwegian 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 18 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 an overview of the 18 county unions [Fylkeslag] and over 400 school (organizational) members [Medlemsskoler], go to [SSUN's webpage \[in Norwegian 'Finn ditt fylkeslag'\]](#).

Structure and Composition

- The legal framework: The National School Student Union of Norway's (SSUN's) Statutes [in Norwegian: [Vedtekter 2018/2019 Elevorganisasjonen](#)]
- SSUN is an independent organization
- The main organs running the student union at the top-level
 - **National Assembly [Elevtinget]** – the highest authority of the organization
 - ❖ Held annually
 - ❖ Has approximately 400 participants
 - ❖ All 18 county unions shall be represented
 - **National Committee [Landsstyret]** – the highest authority of the organization in-between general assemblies
 - ❖ Meets regularly (minimum 5 meetings annually)
 - ❖ The 18 county union leaders and the leader of SSUN (each county union may also bring an 'observer' to each National Committee meeting).
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the National Assembly
 - Central Executive Committee and the General Secretary [[Sentralstyret \(SST\) og generalsekretæren](#)].

- ❖ 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).
- ❖ Mandate duration: 1 year
- ❖ Elected at the National Assembly
- **County Committees [Fylkesstyrene]** – the executive branches of the organization at county level
 - ❖ Number of positions differ from county office to county office
 - ❖ County unions have their own boards (central committees)
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the county level annual assembly [årsmøte]
- **OD Committee (Operation Day's Work) [OD (Operasjon Dagsverk) Styret]** the highest authority of 'Operation Day's Work' in-between general assemblies.
 - ❖ Not specified in the statutes/ information not publicly available
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the National Assembly
 - ❖ See [2.6 Cross-Border Mobility Programmes](#) and 'Operation Day's Work'
- 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.
- **Electoral Committee [Valgkomiteen]** – pre-selects candidates for honorary positions.
 - ❖ 5 members
 - ❖ Mandate duration: 1 year
 - ❖ Elected at the National Assembly
- **Control/Audit Committee [Desisjonskomiteen (deskomp)]** – oversees that the organization honours the current steering documents and regulations.
 - ❖ 4 members
 - ❖ Mandate duration: 1 year (one of the members sits for 2 years)
 - ❖ Elected at the National Assembly
- 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:

- Representation of school students and apprentices in lower and upper secondary school.
- Communication outreach on student issues (quality of education, learning environment, bullying, development, etc).
- SSUN facilitates and offers training for school student councils [Elevråd].

- Organizes the national solidarity and educational campaign [Operation Day's Work](#).
- 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).
- Liaising with institutions and other actors.
- Awareness raising and campaigning on school student issues to the general public.

The main domains of the SSUN's activity

- General school student active involvement.
- Quality of education and training.
- Learning environment and safety.
- Democratic participation and training.
- Training in the principles of organizational participation.
- Raising awareness on solidarity.

The student union's role in policy-making

- The union can not independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
- The top-level branch of the union is regularly consulted by policy-makers.
- SSUN's decisions are usually not binding on policy-makers.

Funding

SSUN receives public funding from the Norwegian Ministry of Knowledge and Research [Kunnskapsdepartementet] and is financially accountable to the ministry.

Other bodies

Norway has two additional important organizations of youth representation:

- [The Norwegian Children and Youth Council \(LNU\)](#)
- [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 [\[om LNU – in Norwegian\]](#):

- Assists and offers expertise to their membership organizations
- Be an important actor in lobbying for the interest of youth and children
- Be a 'go to' consultant from the government in the processing of new laws and initiatives
- Distribute grants by applicant basis [\[støtteordninger\]](#)
- Co-operator with the county youth councils [\[BUR-samarbeidet\]](#)
- Organise the annual children and youth parliament ([Barne- og ungdomstinget, BUT](#))

The legal framework: The Norwegian Children and Youth Council's (LNU) Statutes [\[in Norwegian: Vedtekter etter BUT 2017/Prinsipprogram\]](#).

- LNU is an independent organization.

- LNU does not have an overseeing body
- As a consultative and representative body of youth, LNU is one of the three most important actors, alongside [NSO](#) and [SSUN](#).
- Budget and funding source: LNU receives funding from the Norwegian Ministry of Children and Equality, and is financially accountable to the ministry.
- LNU also administers a number of grant schemes: the bulk grants are provided by different ministries; among them the Norwegian Ministry of Children and Equality, the Norwegian Ministry of Knowledge and Research, and the Norwegian Ministry of Culture (Frifond).
- Membership selection criteria: volunteer, independent, democratic organizations that work with children and youth. The organization also needs to have a national scope/representation.
- 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 Inkluderende [LNU Diversity and Inclusion] in 2017 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

- The organization cannot independently propose a policy document, but the organization may create a proposal and forward this to a minister or MP.
- The top-level branch of the union is regularly consulted by policy-makers.
- 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' Statutes [[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 December 2018, the organization had 37 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.

- The Norwegian Association of Youth with Disabilities is an independent organization, and does not have an overseeing body.
- Budget and funding source: The association receives funding from the Norwegian Ministry of Children and Equality, and is financially accountable to the ministry.
- 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.
- 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:

- User participation.

- Health.
- Work.
- Education.
- Housing.
- 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

- Happens mostly at county and municipal level.
- Is always optional.
- 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 Norwegian 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 koordinører](#) (2011)]. The guide describes e.g. suggestions to

- Ways of recruitment and organization of youth councils, or youth municipal boards.
- Good practices to youth council facilitation and inclusion.
- 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 thus being consulted, directly or indirectly, through

- Youth organizations.
- General interest organizations with a particular focus on youth.
- Research or expert institutions with a particular focus on youths (e.g. [NOVA](#), [Fafo](#)).
- 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

- [The National Union of Students in Norway](#).
- [School Student Union of Norway \(SSUN\)](#).
- [The Norwegian Children and Youth Council \(LNU\)](#).
- [The Norwegian Association of Youth with Disabilities](#).
- [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):

- [Youth Branches of the Political Parties](#).
- [Youth Organizations](#).
- [The Norwegian Ombudsman for Children's youth panel](#).

Main youth actors in the youth consultation processes (local and regional levels):

- Youth council members in the counties (see section [5.3 Youth representation bodies](#)).
- 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:

- The Youth Labour Party [[AUF](#)]
- The Norwegian Young Conservatives [[Unge Høyre](#)]
- The Youth Progression Party [Fremskrittspartiets Ungdom - [FpU](#)]
- The Young Liberals [[Unge Venstre](#)]
- Young Socialists [[Sosialistisk Ungdom](#)]

- The Norwegian Centre Party Youth [[Senterungdommen](#)]
- Red Youth [[Rød Ungdom](#)]
- The Christian Democratic Youth [Kristelig Folkepartis Ungdom - [krfu](#)]
- Green Youth [[Grønn Ungdom](#)]

The political youth parties 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

- Their large membership number, represented extensively though
- many local branches, and
- 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.
- [The Norwegian Children and Youth Council](#) (LNU) and their subsequent 97 affiliated youth member organizations
- [UNGORG](#) [in Norwegian]- Umbrella organization representing 62 child and youth organizations in Oslo
- Elevorganisasjonen [[School Student Union of Norway \(SSUN\)](#)]. A national, politically independent organization that organizes and represents students in Norwegian schools
- [Natur og Ungdom](#) [Nature and Youth] working with environmental issues
- Norsk Studentorganisasjon [[The National Union of Students in Norway](#)].
- [Ungdom og Fritid](#) - a national, non-profit organisation which organizes over 600 youth clubs
- Unge Funksjonshemmede [[The Norwegian Association of Youth with Disabilities](#)] Umbrella organization for 37 Norwegian youth organizations representing youths with disabilities.

The Norwegian Ombudsman for Children's Youth Panel (discontinued)

Initiated in 2006 - later replaced by a Children's Panel (Age 12-13) [not known when].

- Was a regular panel of youth between the age of 13 – 17 years.
- Met approximately once a month.
- Was appointed as an expert group on youth issues.
- Used as a resource panel for youth issues by the Ombudsman.
- 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 BJØRKLI 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 and Falck, 2011), the authors made a distinction between

- Co-decision-making on a more systemic level when it is formalized, and
- 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](#)):

- Lower income.
- Complex and difficult socio-demographic conditions.
- Physical and mentally disabled.
- Special education, learning difficulties.
- Sami (indigenous).
- Youth 'of colour,' and LGBTQI youth.
- Refugees, immigrants.

The reasons for directing proactive measures towards minority youth ([The Norwegian Ministry of Children and Equality](#)) are that minority youth general have a lower participation rate than the majority. This is in part because they

- May experience systematic discrimination.
- Come from families with lower human/social capital.
- Come from conditions of varying poverty.
- Have a history with trauma, or poor development/exclusion.
- 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](#)).

A remaining group of youth is especially hard to reach through ordinary and extraordinary consultation. This group may include youth (Winswold & Falck (2011)):

- Who are experiencing bullying and violence/abuse.
- With 'problem behaviour,' or recidivistic/ 'anti-social' behaviour.
- With poor physical, psychological health, or disabilities.
- With criminal behaviour.
- 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:

- All ministries and executive agents of the ministries
- Parliament, and the parliament committees
- The various Ombudsmen (independent of ministries)
- The County Governors
- The County administration and underlying departments
- The Municipal administration and underlying departments
- The Courts Administration
- The Sami Parliament of Norway

The key central authorities involved in regular **consultation** throughout the year through **the youth councils/youth panels** are:

- The municipal administration
- The county administration
- The Ombudsman for Children and Youth
- The Sami Parliament of Norway

The key central authorities involved in irregular (or annual) consultation through the youth councils are:

- [The Norwegian Children and Youth Council](#) (LNU) [Landsrådet for Noregs barne- og ungdomsorganisasjoner (LNU)],
- [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

- Specialist, and (social science) research institutions that may give expert advice.
- Universities, schools, or other teaching/training institutions.
- Interest/professional organizations working with children and youth.
- Parents/guardians, or guardian/parent interest organizations.
- Representatives from the private sector.

Initiating parties of a consultation may also be the recipient of other consultation:

- All ministries and executive agents of the ministries.
- Parliament, and the parliament committees.
- The various Ombudsmen (independent of ministries).
- The County Governors.
- The County administration and underlying departments.
- The Municipal administration and underlying departments.
- The Courts Administration.
- The Sami Parliament of Norway.

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

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):

- The children and youth in council feel heard and met in their effort to participate
- Some children and youth council members find it hard to
 - Understand some of the text provided.
 - Some of the decision-making process.
 - To know if their say has any actual impact on policy-making.
 - Children between the ages of 8 – 12 feel they have less decision-making-power than youth between the ages of 13 and 18.
 - Decision-making-power is considered high in policy areas connected to
 - ❖ Culture and leisure activities.
 - ❖ Youth clubs and youth house activities and services.
 - Decision-making-power is considered weak in policy areas connected to
 - ❖ Health services for children and youth.
 - ❖ School and education.
 - ❖ City/settlement planning.
 - ❖ 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 lead 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:

- [The Taxation Act](#) gives a set of examples to what is to be considered a voluntary organization, relating to tax deduction.
- [The VAT deduction reform](#) of 1. July 2001 – which utilizes the UN's 'Handbook on Non-Profit Institutions in the Systems of National Accounts'
- [The Act about the Public Registry for Voluntary Activity](#) defines all non-profit activity as volunteer activity, but with given exceptions [see below].
- 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:

- Care and health promotion towards children, youth, the elderly, people with disabilities, or other disadvantaged groups or individuals.
- Child and youth related work with music, theatre, literature, dance, sports, outdoor recreation etc.
- Religious or spiritual activity.
- Promotion of human rights, or human aid work.
- Disaster relief, or accident harm reduction/prevention.
- 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
 - The goal of the organization is to cater to the common good.

- Profit goes solely to the designated beneficiary/purpose.
- 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:

- 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:

- Organized by the government.
- 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:

- Organizations that have goals catering to the common good [allmenntilgjengelige siktemål].
- Organizations with individual membership, or other volunteer organizations (umbrella organizations).
- Businesses [virksomheter] that is catering to the common good (non-profit).
- Foundations [stiftelse] that have goals catering to the common good.
- Non-profit cooperations.
- 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):

- [Central government.](#)
- [Local government.](#)
- [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 Norwegian 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:

- [The Norwegian Directorate for Children, Youth and Family Affairs.](#)
- [Fordelingsutvalget.](#)
- [The Norwegian Directorate of Integration and Diversity \(IMDi\).](#)
- [Erasmus + Youth in Action \(aktivungdom.eu\).](#)

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir)

- [Bufdir – Unit for Grant Schemes](#) [Seksjon for tilskudd]
- [Fordelingsutvalget](#)
- [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, LGBTQI 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

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:

- Mobility: European Voluntary Service, Youth Exchanges, Mobility for Youth Workers
- Partnerships: Strategic Partnerships, Transnational Youth Initiatives
- 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

- Developing skills transferable to the labour market.
- Inclusion.
- 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:

- Resettlement.
- The introduction programme.
- Classes in Norwegian and social studies.
- Interpreting services.
- Expert knowledge on integration.
- Efforts aimed at diversity and dialogue.
- 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 Norwegian 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:

- [Idrettsforbundet](#) [The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF)]
- [Norsk Musikkråd](#) [The Council for Music Organisations in Norway (CMON)]
- The Norwegian Children and Youth Council (LNU)
- Norges musikkorpsforbund
- De unges orkesterforbund [The Norwegian Youth Orchestra Organization (UNOF)]
- Norsk friluftsliv
- 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 Norwegian 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:

- Fylkesmannen [[The County Governors](#)]
- 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 Norwegian 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:

- Kompetanse Norge, nasjonalt fagorgan for kompetansepolitikk [[Skills Norway - the Norwegian Agency for Lifelong Learning](#)]
- 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 (Skills Norway), UNESCO-related activities (The Norwegian Ministry of Education), and grants to private and volunteer organizations, including youth organizations (The Norwegian Ministry of Education, and the Norwegian 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 Norwegian 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:

- **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 Norwegian 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:

- 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]

KS 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:

- VAT (Value Added Tax) Deduction and the voluntary sector.
- The public register for Norwegian NGOs.
- Promoting more research on the voluntary sector.
- 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 [300 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'

LNU is an umbrella organisation representing 95 Norwegian children and youth organisations.

The Norwegian Children and Youth Council's main goals are to [\[om LNU – in Norwegian\]](#):

- Assists and offers expertise to their membership organizations
- Be an important actor in lobbying for the interest of youth and children
- Be a 'go to' consultant from the government in the processing of new laws and initiatives
- Distribute grants by applicant basis [\[støtteordninger\]](#) administered on behalf of several ministries.
- Co-operator with the county youth councils [\[BUR-samarbeidet\]](#)
- 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:

- Far less bureaucratic.
- No specific application deadline.
- Simplified application and reporting forms.
- 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 'Show 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.

Figurea 5.6, 5.7, and 5.8 give an overview of:

- [Citizenship Education in Norwegian Schools.](#)
- [Separate subject on citizenship education.](#)
- [Citizenship education integrated into wider subjects/learning areas.](#)

Figure 5.6: Citizenship Education in Norwegian Schools.

Figure 5.7: Separate subject on citizenship education.

Figure 5.8: Citizenship education integrated into wider subjects/learning areas.

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):

- **§ 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.
- **§ 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

2. Participation in student bodies (pupils 'parliament, pupils' councils):

- **§ 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.
- **§ 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.
- Principles for the Education (part of the Common Core Curriculum) also give prescriptions on pupil's participation.

3. 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.

4. Other:

- **§ 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.
- **§ 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.

2. **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:

- 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](#).
- 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" [[Kompetanse for kvalitet - Strategi for videreutdanning for lærere og skoleledere frem mot 2025](#)] 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

1. 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:

- 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:

- Holding lectures and seminars for people who work with/provide services for children.
- Writing letters to the authorities when it is believed that the rights of children are not being satisfactorily upheld.
- Giving statements when laws are being written or amended.
- Giving interviews to the media and being active on social media platforms.
- 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.

2. 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 Norwegian 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)

- Type of initiative/action:
- Mobility: European Voluntary Service, Youth Exchanges, Mobility for Youth Workers.
- Partnerships: Strategic Partnerships, Transnational Youth Initiatives.
- Policy: Meetings between young people and decision-makers in the field of youth.
- 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.

- Type of initiative/action: Lobbyism, campaigning, awareness work, study circles, conferences, hearing rounds and hearing notes.
- Specific target groups: Universal, youth between the ages of 13 and 30.

3. The Youth Organization Press [[In Norwegian](#)]

- Type of initiative/action: Lobbyism, campaigning, awareness work, study circles, conferences, hearing rounds and hearing notes.
- o 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:

- **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)
 - 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.
 - **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. It has later been decided that councils for elderly and persons with disabilities are to become mandatory as of January 1st 2019, whereas municipalities may voluntarily establish youth councils ([Barneombudet, 2018](#)).

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:

- Primary school: grades 1-7 (age 6-12)
- 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

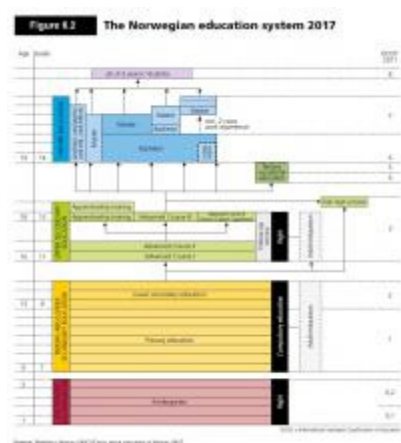
ISCED 1-2: PRIMARY AND LOWER SECONDARY EDUCATION covers education for children aged 6 to 15 and grades 1 to 10. Local authorities are required to offer before and after-school care for pupils in 1st to 4th grade.

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)



For more on the organization of the Norwegian education and training system, see also **Eurydice Country Description Norway**, Chapter 2:

- **2.3 Organisation of the Education System and of its Structure**
- **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.

2. **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.
3. **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

Governance

The Norwegian Parliament and the Government define the goals and decide the framework for the education sector. The [Ministry of Education and Research](#) is responsible for primary and secondary school, upper secondary and tertiary vocational education and higher education sectors, kindergartens, cultural schools, vocational education and training and adult learning. The Ministry is also responsible for research and integration.

The ministry is supported by several subordinate agencies, which include:

- [The Norwegian Directorate for Education and Training](#) - the agency responsible for kindergartens, primary schools and secondary schools.
- [The Norwegian Agency for Quality Assurance in Education \(NOKUT\)](#) - the agency responsible for assuring the quality of higher education in Norway, and assessing and providing information about the quality of courses in other countries.
- [Skills Norway](#) - the Norwegian Agency for Lifelong Learning, which promotes access and participation in formal, non-formal and informal adult education through research, basic skills, integration, career guidance and programmes and subsidies.
- [The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education \(DIKU\)](#) - the agency for international programmes and measures related to education.
- [The Norwegian State Educational Loan Fund](#) – the agency responsible for administering student grants and loans.
- [Universities and University Colleges](#) - Norway currently has 10 universities, 6 university colleges and 5 scientific colleges owned by the state. Norway also has a large number of private higher education institutions, 15 of which receive government support.

The main non-public actors taking part in the development of policies in the field of education and training for young people include:

- The Norwegian Association of Higher Education Institutions [[Universitets- og høyskolerådet - UHR](#)] - a co-operative body for higher education institutions in Norway.
- [The Norwegian Network for Private Higher Education Institutions](#) [[Nettverk for Private Høyskoler - NPH](#)] - a co-operative body for Norway's more than 20 private higher educational institutions.
- [The National Union of Students in Norway](#) [[Norsk studentorganisasjon – NSO](#)] - 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 - EO] – union for students in lower- and upper secondary school [ungdomsskole og videregående skole]. The Union works to provide information on student rights, and to influence the national and local school politics in Norway. .
- [Organization for Norwegian Vocational Students](#) [[Organisasjon for Norske Fagskolestudenter - ONE](#)] - union representing 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 administration of the education system is divided into three levels: central level, county level, and municipal level with different responsibilities:

- The Ministry of Education and Research has the overall responsibility for the institutions of higher education and research.
- The counties are responsible for upper secondary education, for the running of the schools, the intake of pupils and the appointment of teachers.
- The municipalities are responsible for kindergartens, primary and lower secondary education (compulsory education), for the running of the schools, the building and maintenance of school buildings, the intake of pupils and the appointment of teachers.

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](#)

Cross-sectorial cooperation

The “0-24 cooperation” is a cross-sectoral initiative of the Directorate of Health, the Directorate for Children, Youth and Family Affairs, the Directorate of Labour and Welfare, the Directorate for Integration and Diversity and the Directorate for Education to support and strengthen necessary coordination and cooperation in counties and municipalities, for the benefit of children and young people and their families. There is a specific emphasis on increasing the successful completion rate in upper secondary school [videregående skole].

[The Ministry of Culture](#), and the [Ministry of Education and Research](#) cooperate on drafting and implementing policy on youth culture, as many of the youth culture programmes are aimed towards young people in schools.

6.3 Preventing early leaving from education and training (ELET)

National strategy

White Paper No. 20 (2012-2013) [[På rett vei](#)] introduced measures to strengthen the quality of basic education. Challenges in vocational and vocational education and training in upper secondary education are central to the paper, and includes measures linked to vocational and practical training, to give students and apprentices better conditions to complete education and training.

The Lied-committee, chaired by Ragnhild Lied, was appointed by the [Ministry of Education and Research](#) on 1 September 2017. The committee's mandate has been to assess the strengths and weaknesses of today's upper secondary education, and to propose changes in the structure, organization and composition of the education. On December 17, 2019, the committee handed over the Official Norwegian Report on the structure and content of upper secondary education [[NOU 2019: 25 Med rett til å mestre – Struktur og innhold I videregående opplæring](#)]. The committee proposes measures to help students master their education so that they are qualified for further education, working life and active participation in society. The report has been presented for public consultation. This will lay the foundation for a parliamentary report on upper secondary school, which will be presented in the spring of 2021.

Formal education: main policy measures on ELET

The ‘programme for fulfilment of upper secondary education’ [[Program for bedre gjennomføring i videregående opplæring](#)] is the overarching national initiative to reduce ELET in upper secondary education. The initiative is centred on establishing lasting collaboration between the central government, the regional county authorities and local municipalities in order to get more young people to complete upper secondary education. The initiative put forward a national target to increase the completion rate from 70% to

75% and consists of a series of initiatives on national, regional and municipal level. The programme contains national, regional and local measures and is organised along two tracks:

Track 1 – systematise and develop the county council's overall knowledge and experience with measures aimed at the target group.

Track 2 systematically test measures aimed at getting more people to complete upper secondary education. Research communities and counties have collaborated to develop measures, and obtain funding to develop, pilot, test and then evaluate the impact of the measures.

It is too early to say anything about the effects of the measures. The final reports from the programme will be delivered in 2020.

Addressing ELET through non-formal and informal learning and quality youth work

There are no top-level initiatives for actions aiming at preventing and reducing ELET through non-formal or informal learning or youth work.

Cross-sector coordination and monitoring of ELET interventions

The “0-24 cooperation” mentioned in section [6.2 Administration and governance](#) has a specific emphasis on increasing the successful completion rate in upper secondary.

The [Norwegian Directorate for Education and Training](#) is responsible for data on ELET and is responsible for ‘[Skoleporten](#)’ which is a public portal where educational institutions, regional and municipal authorities, students and other interested stakeholders have access to relevant indicators. Indicators include completion of secondary education, youth not in education and early leaving from education and training.

6.4 Validation of non-formal and informal learning

Arrangements for the validation of non-formal and informal learning

Adults who are entitled to primary and lower secondary education, have a statutory right to have their prior learning validated. Their competences are assessed against learning outcomes in the national curricula, and approved subjects are certified in their final primary education diploma. Prior learning comprises all the competence 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.

A candidate may apply for an assessment of prior experiential learning both when

- Seeking admission to higher education.
- Seeking recognition of education if they want to take a Norwegian apprenticeship examination for a Norwegian craft certificate.

National regulations and guidelines set up general frames for local provision of validation in the counties or in the higher education institutions. The responsibility for the local provision in primary, lower and upper secondary education is decentralised to county education administrations. Other national regulations and guidelines apply to post-secondary VET colleges and institutions in higher education where each learning institution has more autonomy in defining validation procedures.

For more information and background see Eurydice chapter 8 Adult Education and Training, section [8.5 Validation of non-formal and informal learning](#) and [2016 Norway Country Report: update to the European inventory on validation of non-formal and informal learning](#).

Information and guidance

General information about validation of prior learning can be found on the websites of [Skills Norway](#), the Norwegian Agency for Lifelong Learning, and [The Norwegian Agency for Quality Assurance in Education \(NOKUT\)](#). For upper secondary education and training, staff at the regional assessment centres provide information and guidance. In lower secondary education the adult education centres are responsible for advice and guidance. For validation in relation to admission to post-secondary VET colleges and higher education institutions, information and guidance is part of enrolment services. See [2016 Norway Country Report: update to the European inventory on validation of non-formal and informal learning](#).

Quality assurance

[Skills Norway](#), in cooperation with relevant stakeholders from the sector, developed guidelines for validation towards enrolment in tertiary vocational education and towards exemption in higher education. In 2013, the Norwegian Directorate for Education and Training developed national standards for validation in lower and upper secondary education.

The municipalities and counties are responsible for quality assurance of validation relating to lower and upper secondary education and training. In higher education it is up to the individual institution to ensure the quality of their validation services. The [Norwegian Agency for Quality Assurance in Education \(NOKUT\)](#) is responsible for external quality assurance in higher education.

6.5 Cross-border learning mobility

Policy framework

White Paper No. 16 (2016-2017) "[Kultur for kvalitet i høyere utdanning](#)" on quality in higher education defines cross-border learning mobility as a prerequisite for quality in higher education and sets specific goals for cross-border learning mobility: all higher education institutions should have professional environments that participate actively in international cooperation, including exchange programmes, and it is a stated goal that 20 percent of those taking a higher education degree in Norway in 2020 should have been on an exchange. The long-term goal is 50 percent.

Main cross-border mobility programmes for students in formal education

[The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education \(DIKU\)](#) manages a number of international programs and schemes and Ministerial programs for the Norwegian Ministry of Foreign Affairs, the European Commission, and the Nordic Council of Ministers. Examples of mobility programmes are [Nordplus](#), cooperation in education within the Nordic and Baltic countries, and [NORPART - Norwegian Partnership Programme for Global Academic Cooperation](#), supporting institutional cooperation and mobility in higher education. A full list of programmes and grants can be found on the [DIKU website](#). In addition to programme administration, DIKU 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.

Erasmus+ supports transnational partnerships among Education, Training, and Youth institutions and organisations to foster cooperation. DIKU hosts the national office [Erasmus+ national agency for education and sports](#), while the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) hosts the national office for [Erasmus+ Youth in Action](#).

However, most Norwegian students abroad are full degree students and not related to any organised or formal student exchange programme. Full degree students are eligible, and can receive funding from the [The Norwegian State Educational Loan Fund](#) [Lånekassen]. The degree may additionally be funded by other scholarships or other sources of funding. Norwegian students who do an exchange stay abroad as a part of their degree in Norway 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](#) 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.

For more information on mobility and international programmes see Eurydice Country Description Norway [Chapter 13 Mobility and Internationalisation](#).

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.

For more information on the Erasmus+ National Agency in Norway see YouthWiki chapter 2 section [2.6 Cross-Border Mobility Programmes](#).

Quality assurance

In addition to specific quality assurance and annual mechanisms in Erasmus+ for formal and informal learning and other international mobility programmes DIKU publishes a series of report on reports covering data and analysis on cross-border mobility, motives and experienced barriers for mobility, user surveys and reporting how students themselves experience the quality and benefits of international mobility. A full list of reports can be found on the [DIKU website](#).

6.6 Social inclusion through education and training

Educational support

Inclusion is the basic principle and goal of the Government's educational policy. This is supported by a wide range of services focusing on inclusion in mainstream education. [The Education Act](#) which concerns primary, lower-secondary and upper-secondary education ensures the pupils right to special needs support. The Education Act also ensures the right to adapted language education for pupils from language minorities who have a mother tongue other than Norwegian or Sami. If necessary, such pupils are also entitled to mother tongue instruction, bilingual subject teaching, or both. 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. In higher education, there is no legal basis for the policy of equal right to education. However, according to [the Act on Universities and University Colleges](#) of 2005, higher education institutions should, where possible, provide facilities suitable for students with special needs.

The most recent policy document reinforcing the principle of inclusion in schools is [White Paper No. 6 \(2019-2020\)](#) 'Tett på – tidlig innsats og inkluderende fellesskap i barnehage, skole og SFO' about early intervention and inclusive measures to ensure opportunities for all children and young people - regardless of social, cultural and linguistic backgrounds, gender, cognitive and physical differences. The paper is primarily concerned with measures relating to kindergartens, elementary and lower secondary education and after school facilities, but several measures also apply to upper secondary education. Other defining policies with emphasis on early intervention and effective learning environments for children and adults with special needs are [White Paper No. 18 \(2010-2011\)](#) 'Læring og fellesskap: Tidlig innsats og gode læringsmiljøer for barn, unge og voksne med særlige behov' and [White Paper No. 20 \(2012 – 2013\)](#) 'På rett vei: Kvalitet og mangfold i fellesskolen'. The [Government's action plan](#) (2016) on universal design is another important policy document dedicated to removing obstacles to the participation of young people in education and training.

[Statped](#) is the national centre of expertise within the field of special pedagogics in the education sector. Statped's social mandate is to contribute to 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. Statped's work is sanctioned by the Norwegian Day Care Institutions Act, the Norwegian Education Act and the Adult Education Act. Statped may offer programmes for young people to assist young people to overcome obstacles to their participation in formal and non-formal education and learning. These services needed to be accessed through municipal and county-municipal agencies.

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.

For more on the policies, programmes and initiatives for adaptive and special needs education, see Eurydice Country Description Norway, Chapter 12 on [Educational Support and Guidance](#), describing the current policy regime and legislative framework.

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](#).

Policy documents relating to social cohesion and equal opportunities through education are the Government's [action plan against discrimination based on sexual orientation, gender identity, or gender expression \(2017-2020\)](#) and the [action plan against discrimination based on ethnicity and religion](#) (2020-2023).

Norway has several programmes/projects/initiatives to counter discrimination, and to help increase social cohesion and ensure equal opportunities for all.

See Youthwiki chapter 4 on Social Inclusion, and [4.4 Inclusive Programmes for Young People](#) for a description of measures and programmes, including budget/funding where available.

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:

- [Entrepreneurship in Education and Training – from compulsory school to higher education 2009-2014](#)
 - [\[Handlingsplan Entreprenørskap i utdanningen – fra grunnskole til høyere utdanning 2009-2014\]](#)

The action plan is further built on the previous strategy plan that was launched in 2004:

- [See the Opportunities and Make them Work! – strategy for entrepreneurship in education and training 2004-2008](#)
 - [\[Se mulighetene og gjør noe med dem! – strategi for entreprenørskap i utdanningen 2004-2008\]](#)

See 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 aforementioned 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.

See YouthWiki chapter 3 on Employment and Entrepreneurship in Norway, and **3.8 Development of Entrepreneurship Competence** where entrepreneurship training/teaching is described separately for:

- [Upper Secondary Education](#).
- [Vocational Education and Training](#).
- [Higher Education](#).
- [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

The Government's Digitization strategy for basic education 2017–2021 [[Digitaliseringstrategi for grunnsopplæringen 2017–2021](#)] aims to make new technologies readily available to empower young people's learning and creativity, including capacity for innovation. The main goals of the strategy are:

- Pupils should have digital skills that enable them to experience life's challenges and succeed in further education, work and community participation.
- ICT should be well utilized in the organization and implementation of training to increase pupils' learning outcomes.

Specific measures include developing safe digital infrastructures and raising skills among teachers as well as measures for:

Student learning and school content

- Technology and coding into school curricula.
- Elective in coding permanent scheme from 2019.
- National pilot on coding as a program in higher education.
- Universal design of digital teaching materials.
- Spread knowledge about the use of technology and digital learning materials for students with special needs.
- Stimulating grants to develop new, digital teaching tools in vocational and vocational 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.

In addition to the strategy official documents addressing media literacy within the context of the national curriculum, are:

- 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](#)).
- 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)

- 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](#))
- 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:

- Tools, tests and questionnaires on digital skills and safety.
- Web-based courses, training programmes and mapping tools.
- 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

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:

- [Children, Youth and Schools \(Barn, ungdom og skole\)](#) Relevant regulations, guidance etc.
- [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.

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

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

[Ungdata](#), a cross national collection scheme designed to conduct young people surveys at the municipal level, and which is financed through the national budget, is regarded as the most comprehensive source of information on adolescent health and well-being at the municipal and national levels. Data is used in municipal planning and developmental work related to public health and preventive measures aimed at young people.

Ungdata covers various aspects of young people's lives such as relationship with parents and friends, leisure activities, health issues, local environment, well-being, and school issues. The surveys also include questions about tobacco and drug use, and participation in various forms of antisocial behaviour such as violence and bullying.

Data for 2019 show that in general, young people in Norway are doing well. Most young people enjoy the life they live. They are happy with their parents, with the school they attend, and with the local community in which they live. Nine out of ten young people have close friends. Most have an active free time where social media, computer games, exercise and sports, organized leisure activities, schoolwork and being with friends, characterize everyday life. The majority report good physical and mental health, and most are optimistic about their own future. The report also shows that there are systematic differences related to how young people with different social backgrounds feel and what they do in their free time. On most indicators, young people who grow up in families with high socio-economic status and many resources come out better compared to young people from lower social strata. The 2019 report also documents some recent trends: increased youth crime, cannabis use and violence, increased prevalence of mental health problems, less future optimism and more screen time. The report also shows that an increasing number of young people are not enjoying/thriving in school, and that there is an increasing number of young people who perceive school as boring.

A [2016 literature review](#) published by the Centre for Welfare and Labour Research, OsloMet indicates that there has been an increase in mental health problems, especially among young girls and with a clearer increase in the 1990s than after the year 2000. The '[Student Health and Well-Being Survey' \(SHoT\) 2018](#) maps students' health and well-being in a broad sense, with an emphasis on psychosocial conditions. It is Norway's largest student survey on the topic. As many as 50,055 students responded to the SHoT 2018 survey. The survey is national and is carried out on behalf of the student associations [SiT](#), [SiO](#) and [Sammen](#). Survey results also confirm an increasing trend of mental health issues among Norwegian students.

Finally, the first national survey on child abuse and neglect among a representative sample of Norwegian 12-16-year-olds was completed in 2019. The Norwegian Ministry of Child and Family Affairs gave the Norwegian Centre for Traumatic Stress Studies (NKVTS) the task to carry out the survey. The study had a cross-sectional design and participants were recruited from schools. A total of 9240 adolescents participated in the study. The results indicate that children and adolescents are still not sufficiently protected against child abuse and neglect, and that some groups of children and adolescents are more at risk than others. Most of the youth who had been subjected to one type of violence or abuse had also experienced other forms of violence or abuse. Girls had more often been exposed to several types of violence, than boys. Only a minority of youth who were subjected to violence and abuse say that they have been in contact with health care services after the abuse had ended.

Main concepts

The Norwegian government employs a broad definition of public health to include factors that directly or indirectly promote the health and well-being of the population, prevent mental and somatic illness, injury or suffering, or protect against health threats, and work for a more even distribution of factors that directly or indirectly affect health. Targeting young people's health and well-being often fall under overall public health measures, but the current government health strategy #Young people health – the Norwegian Government's strategy for young people health 2016 – 2021 [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)], focuses specifically on:

Health and poverty, sports and volunteering, bullying, prejudice and discrimination, violence and abuse, drugs tobacco and alcohol, sexual health, mental health, young people health services, and the utility of digital platforms and services for young people.

7.2 Administration and governance

Governance

There is no top-level authority that is singularly responsible for 'youth health' but the [Ministry of Health and Care Services](#) is responsible for providing good and equal health and care services for the population, including young people. The ministry directs these services by means of legislation, annual budgetary allocations and through underlying agencies such as the [Norwegian Directorate of Health](#) and the [Norwegian Institute of Public Health](#).

Everyone in Norway is entitled to essential medical and care services, including to be assigned a general practitioner (GP) in the municipality in which they live. Everyone is also entitled to essential mental health care and GPs can refer to more specialized services.

The [Public Health Act](#) stipulates that public health is a responsibility in all sectors, not only in the health sector, and at all levels of government, ie municipalities, county municipalities and state authorities. The Act imposes an obligation on the municipalities to take necessary measures to meet the municipality's public health challenges, including measures related to adolescence and young people's health such as housing, education, work and income, physical and social environments, physical activity, nutrition, injuries and accidents, tobacco use and alcohol and other intoxicants.

The [Norwegian Institute of Public Health](#) monitors the development of public health prepares annual public health profiles for each municipality and county municipality. Furthermore, the Public Health Institute operates the Municipal Health Statistics Bank. The Public Health Institute and the [Norwegian Directorate of Health](#) develop tools and guidance for municipalities to implement the Public Health Act.

Local youth health stations and school health services are statutory services provided by the municipalities, designed to safeguard physical and mental health and provide health-promoting and preventative services for children and young people. The school health

services are found in all primary schools, secondary schools and upper secondary schools and may consist of a health nurse, school physician, psychologist and physiotherapist or others. The school health service is responsible for vaccination and, in collaboration with the school, offers tuition for classes, groups and individual conversations. Youth Health Stations provide free and multidisciplinary services for young people up to the age of 20. The service can consist of a health nurse, doctor and psychologist, and is usually open in the afternoons.

Main non-public actors that take part in the development of youth health and well-being policies include:

[The Norwegian Association of Youth with Disabilities](#) [Unge Funksjonshemmede] - represents several member organizations for youth with different types of disabilities and chronic diseases.

[Sex og samfunn](#) - works for sexual and reproductive health and rights through clinical and educational activities, as well as through professional development and political lobbying.

[Skeiv ungdom](#) - member organization open to anyone under 30 (gay, bisexual, lesbian, trans and queer youth, and supporters) that works to ensure equal, legal rights and improve public services 'queer' youth.

[Juvente Norway](#) - is a youth organisation focused on drug prevention and public policies on substance abuse.

Cross-sectorial cooperation

The [Public Health Act](#) stipulates that public health is a responsibility in all sectors, not only in the health sector. [White Paper No. 19 \(2018-2019\)](#) on Public Health [Folkehelsemeldinga: Gode liv i et trygt samfunn] which has a separate chapter on youth also emphasises public health work as important in all sectors and at all levels of government. In 2016 the Government launched a youth health strategy #Young people health – the Norwegian Government's strategy for young people's health 2016 – 2021 [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)] signed by seven ministries – the Ministry of Health and Care Services, the Ministry of Children and Families, the Ministry of Education and Research, the Ministry of Labour and Social Affairs, the Ministry of Justice and Public Security, the Ministry of Culture and the Ministry of Local Government and Modernisation.

The overall objectives of the strategy are:

- All sectors of society must contribute to create good conditions for growing up, good mental and physical health and reduced social health inequalities.
- Enhance accessibility to low-threshold healthcare, more interdisciplinary collaboration and good patient care in all parts of health and care services
- The voice of youth and young adults must be heard in the design of services that affect them
- Ensure accessible and high-quality services on digital platforms
- Improved knowledge base on health, living conditions and health services for young people and young adults

The "0-24 cooperation" is a cross-sectoral initiative of the Directorate of Health, the Directorate for Children, Youth and Family Affairs, the Directorate of Labour and Welfare, the Directorate for Integration and Diversity and the Directorate for Education to support and strengthen necessary coordination and cooperation in counties and municipalities, for the benefit of vulnerable children and young people and their families.

7.3 Sport, youth fitness and physical activity

National strategy(ies)

[White Paper No. 19 \(2018-2019\)](#) on Public Health [Folkehelsemeldinga: Gode liv i et trygt samfunn] mentions physical activity explicitly. However, the Government has initiated development of a new national action plan for physical activity with concrete measures in several social areas and arenas, such as day care, school, workplace, elderly care, transport, local environment and spots/recreation. The goal of a 10 percent reduction in physical inactivity by 2025 is being pursued, with a long-term goal 15 percent reduction in physical inactivity by 2030, in line with the UN Sustainable Development Goals.

The Directorate of Health has developed [national guidelines on Physical activity](#) with specific recommendations for children and adolescents. The guidelines include national recommendations, information about the evidence base for the recommendations and practical information about how the recommendations can be implemented.

One of the topics of the Government's youth health strategy #Young people health – the Norwegian Government's strategy for young people's health 2016 – 2021 [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)] is related to sports and recreation with the following goals:

- All children and adolescents should, regardless of socioeconomic background, have the opportunity to participate in at least one organized sports/recreational activity with others
- Limit youth sports dropouts
- Create healthy sports arenas for both girls and boys - through dietary knowledge and sports nutrition, changing attitudes to eating disorders in sports and reducing incidences of eating disorders among young athletes.

Promoting and supporting sport and physical activity among young people

The '[Recreation Declaration](#)' [Fritidserklæringen] is a collaborative effort between municipalities, the voluntary sector and top-level authorities to ensure that all children, regardless of their parents' social and financial situation, have the opportunity to participate regularly in at least one organized recreational/sports activity with other children. The Government has initiated a 'Recreation Card' trial. All children aged 6-18 in selected municipalities will receive a partial subsidy to cover organized recreational/sports activities. The goal is to make participation in recreational/sports activities less dependent on socio-economic background. Experiences from the trial will be used to appraise a future national scheme for leisure/recreational cards in Norway. The trial is considered part of the '[Recreation Declaration](#)' [Fritidserklæringen].

Physical education in schools

Physical education and sports are incorporated into the national curricula, is mandatory, and taught as a separate subject. Physical education is meant 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](#)).

Teaching hours are given in 60-minute units, 223 hours in lower secondary school and 56 hours in upper secondary school for both general studies (except the programme for music dance and drama) and vocational education programmes.

Pedagogical tools and support provided to teachers responsible for physical education include the following:

- The Norwegian Directorate for Education and Training (Udir) provides some pedagogical tools and support through their [website](#) where acquired skills and recommended tests and approaches are reviewed.
- 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, and runs a [resource platform](#) dedicated to physical education and outdoor leisure activity.
- [The Norwegian Digital Learning Arena](#) 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

The aforementioned '[Recreation Declaration](#)' [Fritidserklæringen] is a collaborative effort between municipalities, the voluntary sector and top-level authorities to among other things promote physical activity among children and young people.

7.4 Healthy lifestyles and healthy nutrition

National strategy(ies)

The Government's youth health strategy #Young people health – the Norwegian Government's strategy for young people's health 2016 – 2021 [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)] sets out a number of goals and measures for promoting healthy lifestyles, including in the areas of alcohol and drugs, tobacco, physical activity and nutrition, and sexual health.

Recent national strategies and plans in the area of public health support the implementation of the youth health strategy:

- The Government's National Action Plan for a Better Diet (2017-2021) [[Nasjonal handlingsplan for bedre kosthold \(2017-2021\) – Sunt kosthold, måltidsglede og god helse for alle!](#)] will help to achieve the youth health strategy goals related to nutrition through:
 - Promoting healthy meals and meal arrangements in schools
 - Help ensure that schools adhere to the [national guidelines on nutrition and meals in schools](#)
 - Engage young people through various activities for healthy and sustainable diets
- [White Paper No. 19 \(2018-2019\)](#) on Public Health [Folkehelsemeldinga: Gode liv i et trygt samfunn], which includes a new national tobacco strategy for 2019-2021, supplements the youth health strategy's focus on creating a tobacco-free youth generation, and with a particular goal on preventing an increase in the use of snus (snuff) among young people.
- The National Plan to strengthen efforts in drug prevention and rehabilitation (2016-2020) [Prop. 15 S (2015-2016) [Opptrappingsplanen for rusfeltet \(2016-2020\)](#)] includes measures reiterated as goals in the youth health strategy such as increasing knowledge and skills on drug and addiction problems in all sectors and strengthen and increase the use of routines related to the detection and mapping of drug problems in municipalities and in somatic hospital wards.

- One of the measures set out in the youth health strategy is the development of the Government's Sexual Health Strategy "Talk about it! (2017 – 2020)" [[Snakk om det! Strategi for seksuell helse \(2017 – 2020\)](#)], which includes activities for increasing young people's knowledge and skills to safeguard their own sexual health.

Encouraging healthy lifestyles and healthy nutrition for young people

The Directorate of Health has developed [national guidelines on nutrition and meals in schools](#) with specific recommendations for young people in secondary education. The guidelines include information about the evidence base for the recommendations and practical information about how the recommendations can be implemented.

The Directorate of Health has also developed a [digital tobacco prevention education program](#) with five lessons at each stage of secondary school. The goal is for students to learn how to make independent choices and set boundaries.

The [national programme for public health](#) [Folkehelseprogrammet] run by the Directorate of Health aims to strengthen mental health and substance abuse prevention as part of the municipalities' public health work, as well as raising the municipalities' capacity in developing, implementing and evaluating knowledge-based measures. The programme has a focus on children and youth. Counties apply for grants to implement projects in the municipalities. In 2017, grants totalling NOK 42.1 million were awarded to six of the counties that applied. An additional NOK 28.4 million were awarded to five new county municipalities in 2018. A baseline survey was conducted in the initial stages of the programme to establish a basis for a mid-term and a final evaluation.

Health education and healthy lifestyles education in schools

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 English and Norwegian) through the website of the Norwegian Directorate for Education and Training: [Curriculum for Physical education \(KRO1-04\)](#) [[Læreplan i kroppsøving \(KRO1-04\)](#)]. Physical education is meant 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](#)). Physical education is a common core subject for all the education programmes in upper secondary 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, 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 science, philosophy and ethics, and social science.

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](#)).

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

The public authorities responsible for disseminating information about youth health and related areas are the Norwegian Directorate of Health and the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir).

ung.no, run by the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) is a public website on which young people can receive information about health and related areas. [#ikkegreit](#) [#not_OK] is an ongoing campaign initiated in February 2017 targeting young people between the ages of 15 and 23 on domestic violence, 'date rape', sexual assault, and unsolicited sharing of private content online. A dedicated website is hosted on ung.no which includes information about services that offer help and support.

Local youth health stations and school health services are statutory services provided by the municipalities, designed to safeguard physical and mental health and provide health-promoting and preventative services for children and young people. The Directorate of Health has developed [national guidelines and recommendations](#) for youth health stations and school health services which includes youth information and counselling.

7.5 Mental health

National strategy(ies)

The Government's youth health strategy #Young people health – the Norwegian Government's strategy for young people's health 2016 – 2021 [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)] sets out a number of goals to promote the mental health of youth in public health work:

- Mental health should be equated with physical health and included as an equal part of the local public health work aimed at children and young people
- All children and young people should feel belonging to a community
- Fewer young people should experience body pressure
- Increase the knowledge level of youth about the importance of sleep for health and school performance
- Students should experience good health and coping skills

Improving the mental health of young people

Top-level measures that have been undertaken to achieve these goals related to mental health in Government's youth health strategy include:

- [The national programme for public health](#) [Folkehelseprogrammet] run by the Directorate of Health which aims to strengthen mental health and substance abuse prevention as part of the municipalities' public health work, as well as raising the municipalities' capacity in developing, implementing and evaluating knowledge-based measures.
- [The National Plan for children and young people's mental health for the period 2019-2024](#) [Prop. 121 S (2018–2019) Opptappingsplan for barn og unges psykiske helse (2019–2024)]. The plan covers measures to ensure that more children and young people between 0-25 experience good mental health and a good quality of life, and that those who need it should receive appropriate and effective treatment. The plan contains both health-promoting, preventative and treatment-oriented measures. The plan is drawn up in collaboration between the Ministry of Health and Care Services, the Ministry of Children and Family Affairs, the Ministry of Education and Research, the Ministry of Labour and Social Affairs, the Ministry of Justice and Public Security, the Ministry of

Culture, the Ministry of Local Government and Modernization and the Ministry of Agriculture and Food.

- The establishment of a [national grant scheme](#) administered by the Directorate of Health to promote good health and well-being among students and prevent problems related to drug use. The grant scheme will promote new thinking, collaboration and knowledge sharing on preventive substance abuse and mental health work for students. The scheme will be used to follow up the findings in the [Student Health and Well-Being Survey' \(SHoT\)](#) which maps students' health and well-being and which is Norway's largest student survey on the topic. Universities, colleges and vocational colleges as well as student organizations can apply for grants when there is a cooperation agreement with the student union on the specific project / initiative. In addition, the ANSA student organization for Norwegian students abroad is eligible.
- The Directorate of Health and Statistics Norway has been tasked with establishing a comprehensive national system for measuring quality of life in Norway. To date the Directorate of Health developed [recommendations for the implementation of a comprehensive quality of life study](#), and in the spring of 2019 Statistics Norway initiated work on developing a [web platform for the questionnaire](#).

7.6 Mechanisms of early detection and signposting of young people facing health risks

Policy framework

There is no overall policy or legal framework establishing early detection mechanisms or guiding the signposting of young people at risk. Early detection mechanisms are applied locally through statutory services implemented by municipalities such as youth health stations and school health services, or primary health care services. 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.

Stakeholders

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. Stakeholders include:

- School teachers and personnel
- Social workers
- Youth workers (particularly in youth clubs/youth houses, and organizational/volunteer work)
- School nurses
- Youth health station and sexual health stations
- Primary health care services/General practitioners

Guidance to stakeholders

The Directorate of Health develops guides for comprehensive patient care for specific diagnoses or groups of patients, national professional advice to improve quality and ensure comprehensive patient care, national guidelines linked to statutory duties in the municipalities and the provision of services. Examples specific for young people in the area of early detection and intervention are:

- National guidelines on early intervention on drug abuse [[Tidlig intervensjon på rusområdet](#) – Fra Bekymring til handling – En veileder om tidlig intervensjon på rusområdet].
- [National guide for patient care - children and youth suffering from mental distress](#) [Pakkeforløp Psykiske lidelser – barn og unge].

The Directorate of Health is also responsible for [Forebygging.no](#), a comprehensive national online resource for stakeholders working in the area of prevention and early detection. The website is meant to:

- Be an up-to-date national knowledge base for substance abuse prevention and preventative health work, including early detection and intervention among children and youth
- Provide experience and research-based knowledge and recognized strategies to practitioners
- Function as an arena for current debates in the field
- Communicate news, current debates, present existing initiatives and highlight effective strategies in the field
- Be the gateway for up to date overview of reports, public documents, courses and conferences related to the field
- Professionals that implement substance abuse prevention and health promotion work, including early detection and intervention (e.g., teachers, health and social workers, voluntary organizations, youth workers)
- Researchers and students
- Policy and management decision makers responsible for substance abuse prevention and health promotion

Target groups

As there is no overall policy or legal framework the target groups depend on the specific intervention. Target groups may include:

- Youth vulnerable to exclusion, discrimination or bullying
- Youth from low income families
- Families where domestic violence and/or drug abuse has been present
- Domestic and/or sexual abuse survivors
- Youth with disabilities
- Youth who display tendencies of isolation, recidivism, or criminal behaviour.

Funding

Municipal services usually receive funding in bulks, meaning there are no separate budget posts on mechanisms of early detection and signposting of young people facing risks. Detection and prevention measures and efforts are usually integrated as a part of larger measures and efforts targeting youth.

The Directorate for Health provides several [grants](#) to support substance abuse prevention and preventative health work, including early detection and intervention among children and youth. Beneficiaries of these grant schemes are:

- Municipalities.
- County Municipalities.
- Voluntary organizations and NGOs.

- Foundations
- Private actors or businesses.

The type of activities supported vary greatly but examples are:

- Coordinating functions/staff that help youth access and utilize already existing services.
- Specific programmes and/or activities containing well-being, preventive, or treatment measures/initiatives towards youth health.
- Support to youth organizations working with youth health (youth representation/participation, and activities).
- Measures that support and educate youth workers.

7.7 Making health facilities more youth friendly

One of the goals in the Government's youth health strategy [#Young people health – the Norwegian Government's strategy for young people's health 2016 – 2021](#) [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)] is related to improvement of health facilities for young people through better access, increased multidisciplinary collaboration and good fast track options in all parts of the health and care services.

7.8 Current debates and reforms

Youth health is often discussed in the context of policies and initiatives for the entire population. Norway does not have a separate youth law, and youth are judicially (and most often politically) addressed as either children or adults.

Current, ongoing, and suggested new initiatives in youth health policy are described in the Government's strategy for young people's health 2016 – 2021 [[#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](#)].

A new [digital platform for youth health](#) [DIGI-UNG] is under development. The aim is to provide easily accessible and quality-assured health information, guidance and services to youth through a comprehensive digital offering across sectors that contribute to coping and self-help.

The Government has initiated a drug reform process with the goal of transferring responsibility for responses to the use and possession of illegal drugs for personal use from the justice sector to the health sector. A committee was set up in 2018 to prepare for the implementation of the reform and handed over an Official Norwegian Report on Drug reform [[NOU 2019: 26 Rusreform – fra straff til hjelp](#)] to the Ministry of Health and Care Services and the Ministry of Justice and Public Security on 19. December 2019. The report will be open for public consultation in 2020. A reform will potentially have significant implications for policies and measures relating to young people and drug use.

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

[The Norwegian Cultural barometer](#) [[Statistisk Sentralbyrå - Norsk kulturbarometer](#)] provides information about the access to and use of different cultural activities such as cinema, theatre, concerts, operas, museums, public libraries and sports events among the population in the age group 9-79 years. Data from the [latest survey](#) conducted in 2016 shows that young people and those with a high level of education are the most frequent visitors at museums. Respondents in the younger age groups were most likely to attend a concert, and pop and rock music were the most popular. The survey also showed that young people spend the most time at cinemas, but the number of visits is decreasing.

[Ungdata](#), a cross national collection scheme designed to conduct youth surveys at the municipal level, and which is financed through the national budget, has a section on free time/leisure activities. The results are reported by gender and by low to high socio-economic background. The 2016 report '[Socioeconomic differences in living conditions among Norwegian youths](#)' using data from Ungdata demonstrated that there is a positive relationship between participation in music/band activities and culture/music schools and high socio-economic background. When it comes to access and use of youth clubs and open meeting places for youth there is an opposite relationship between socio-economic background and participation.

Main concepts

In White Paper No. 8 (2018–2019) [The Power of Culture – Cultural Policy for the Future](#) [[«Kulturens kraft. Kulturpolitikk for framtida»](#)] access to and participation in the artistic and cultural sector is presented as a cultural policy objective. The White Paper states that "children and young people have the right to participate in the artistic and cultural sector and must experience and create culture on their own terms. They must meet the best that the artistic and cultural sector has to offer, they must have access to art and culture that they find relevant, and which offers them basic cultural references, learning and joy. Young people must have the opportunity to create their own voluntary activities and organise their own youth culture. Children and young people must be given stronger ownership of the cultural commons."

8.2 Administration and governance

Governance

The Norwegian [Ministry of Culture](#) is responsible for the development of national cultural policy through legal and financial instruments. National funding for art and culture is primarily allocated via the Ministry's budget. The cultural policy decision-making apparatus includes various organisations tasked with administering funds that are to be distributed to third parties in accordance with artistic and cultural assessments. The largest of these is the [Arts Council Norway](#) which is the main governmental operator for the implementation of Norwegian cultural policy. Development and production of the art fields and cultural heritage aimed at young audiences is one of the focus areas of the Council. In total, the Council grants approx. NOK 125 million annually for arts and cultural initiatives aimed at children and young people through several different schemes. This may include collaborative projects between established artists and young people.

[Arts for Young Audiences Norway](#) [Kulturtanken], is the Norwegian Ministry of Culture's agency responsible for art and culture for school pupils. The agency is responsible for the nationwide programme [The Cultural Schoolbag](#) [Den Kulturelle Skolesekken], which is one of the main tools for implementing national cultural policy for children and youth.

In 2007 the [Ministry of Education and Research](#), established the [Norwegian Centre for Art and Culture in Education](#) with the aim of strengthening work in art and culture subjects in primary and secondary education. The centre develops and spreads supportive and advisory materials as well as results from research conducted in the field.

Cross-sectorial cooperation

The Ministry of Culture, and the 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. Although Arts for Young Audiences Norway [Kulturtanken], is an agency of the Ministry of Culture, it works very closely with the Ministry of Education and Research, which is responsible for the institutions where The Cultural Schoolbag [Den Kulturelle Skolesekken], is implemented.

8.3 National strategy on creativity and culture for young people

Existence of a national strategy

White Paper No. 8 (2018–2019) [The Power of Culture – Cultural Policy for the Future](#) [Kulturens kraft. Kulturpolitikk for framtida] describes national cultural policy objectives. The paper highlights a vibrant cultural life as an important precondition for an enlightened public. It is therefore important that all children and young people have access to a diversity of art and high-quality cultural experiences.

Scope and contents

The main policy instruments to ensure that all children and young people have access to a diversity of art and high-quality cultural experiences are:

- Nationwide "culture schools"/municipal schools of music and the arts: By law all municipalities, alone or in collaboration with other municipalities, are required to have a school of music and the arts for children and young people. The cultural schools are both owned and run by the municipalities, and it is the municipalities themselves that determine the content and scope of the provision in their schools.
- [The Norwegian Youth Festivals of Art](#) [Ung Kultur Møtes – UKM]: UKM arranges 400 local and 19 regional festivals every year all over Norway where young artists between

the ages of 13 and 20 can perform and express their artistic vision. During the festivals, participants also attend workshops, where they can explore their interests and be inspired by the works of other artists. UKM is open to all artistic genres and methods of cultural expression like music, dance, theatre, circus, video, visual and digital art, photography, stage-technicians and journalists. The management system of the UKM is made up of a network that consists of municipalities, county councils, and UKM Norway which is an independent body funded by the Ministry of Culture.

- The Cultural Schoolbag [Den Kulturelle Skolesekken] The Cultural Schoolbag programme is a national effort in which the cultural and education sectors cooperate in providing school pupils throughout the country with the opportunity to become acquainted with, understand and enjoy all forms of artistic and cultural expression at the professional level. In 2016 Arts for Young Audiences Norway [Kulturtanken] was given national responsibility for the programme, and today every pupil at primary and lower secondary school in the country is able to participate in the programme. White Paper No. 8 (2007–2008) [A Cultural Rucksack for the Future](#) [Kulturell skolesekk for framtiden] sets out the principles for the development and implementation of the programme.

Responsible authority for the implementation of the strategy

The primary responsibility lies with the [Ministry of Culture](#), in collaboration with the [Ministry of Education and Research](#). [Arts for Young Audiences Norway](#) [Kulturtanken], municipalities, counties and other cultural institutions are responsible for implementation.

Revisions/updates

There are no revisions or updates.

8.4 Promoting culture and cultural participation

Reducing obstacles to young people's access to culture

The main policy instruments described in section [8.3 National strategy on creativity and culture for young people](#) constitute efforts to reduce obstacles to young people's access to culture. Other initiatives designed to facilitate young people's access to cultural environments, and foster their participation in cultural events and experiences include:

- A grant scheme to support school music bands to purchase musical instruments the funded by the Norwegian Ministry of Culture and administered by the [Norwegian Band Music Association](#) [Norges Musikkorpsforbund] and the Norwegian Youth Orchestra Organization [UNOF – De unges orkesterforbund].
- A [grant scheme](#) that provides support for cultural projects in children's and youth organizations administered by the [Norwegian Children and Youth Council](#) [Landsrådet for Norges barne- og ungdomsorganisasjoner - LNU]. The grant covers projects that include music, dance, drama, art, literature, film, cultural heritage, digital culture, games or more.
- Grant schemes covering general musical activities by and for youth administered by the [Norwegian Music Council](#) [Norsk Musikkråd] on behalf of [Frifond Music](#). The scheme is funded from the surplus of the National Lottery [Norsk tipping]. The National Lottery is owned and administered by the Norwegian Ministry of Culture.

Disseminating information on cultural opportunities

[Ung.no](#), a public information website aimed at youth aged 13 and 20 run by the Norwegian Directorate for Children, Youth and Family Affairs has a segment on [youth culture](#).

The various initiatives described in this section and in section [8.3 National strategy on creativity and culture for young people](#) comprise of publicly funded institutions and networks of national and local cultural associations reaching out to young publics.

Knowledge of cultural heritage amongst young people

[Arts Council Norway](#), which is the main governmental operator for the implementation of Norwegian cultural policy and fully funded by the Ministry of Culture, allocates grants for cultural heritage projects in which children and young people get the opportunity to learn about and appreciate history and cultural heritage. The aim is to better equip young people to encounter different cultural expressions with respect. Projects can include the active involvement of young people in collection, documentation, preservation and dissemination.

Various cultural heritage events are organised through the nationwide programme [The Cultural Schoolbag](#) [Den Kulturelle Skolesekken]. In this context 'cultural heritage' covers various disciplines and topics. It can refer to the art of storytelling, traditional handicrafts and cultural heritage management, as well as humanities disciplines like museology, history and ethnology. It also covers social science fields like social anthropology, sociology and human geography. Events organised through the [programme](#) may include guided tours, workshops, performances, lectures and guided walks.

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

Formal education

Creative competencies are fundamental elements described in the [Norwegian core curriculum](#) and are as such integrated in all subjects.

Art, Crafts and Music are compulsory subjects in primary education. At secondary school level cultural and creative subjects are offered as electives. Dance is included as a compulsory part of physical education and drama is integrated in the Norwegian language subject. Moreover, aesthetics is often included in interdisciplinary work.

In upper secondary education, the following specialised programmes are offered in General Studies:

- Music, Dance and Drama
- Art, Design and Architecture
- Media and Communication

The following are offered as Vocational Education Programmes:

- Design and craftsmanship
- Media production

For more on attaining cultural and creative competences in formal education, see Youth Wiki on Education and Training Chapter [6.7 Skills for innovation](#).

Non-formal learning and youth work

The most significant initiatives and programmes to support creative and cultural learning outside the formal education arena are described in sections [8.3 National strategy on creativity and culture for young people](#) and [8.4 Promoting culture and cultural participation](#). Support for creative and cultural learning outside the formal education arena are available through municipal programmes implemented by local youth clubs or by voluntary organisations.

Specialised training for professionals in the education, culture and youth fields

There is no specialised training (directly organised or funded by top-level authorities) aimed at teachers in formal education, and educators and youth workers 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.

Providing quality access to creative environments

Grant schemes, youth festivals and funding to art projects aimed young people's access to creative environments are described in sections [8.3 National strategy on creativity and culture for young people](#) and [8.4 Promoting culture and cultural participation](#). Municipal programmes implemented through local youth clubs or by voluntary organisations represent creative environments for young people. Nationwide events such as the [Norwegian Youth Festivals of Art](#) [Ung Kultur Møtes – UKM] are organised by a network of municipalities, county councils, and UKM Norway which is an independent body funded by the Ministry of Culture.

8.6 Developing entrepreneurial skills through culture

Developing entrepreneurial skills through cultural activities

Many youth clubs run at the municipal level in Norway have a focus on culture, creativity, and project work/entrepreneurship approaches to youth work. However, there is no national policy or programme specifically focused on supporting the development of entrepreneurial skills by participating in cultural and creative opportunities.

Support young entrepreneurs in the cultural and creative sectors

[Arts Council Norway](#), which is the main governmental operator for the implementation of Norwegian cultural policy and fully funded by the Ministry of Culture, provides counselling, [competence programs](#) and [project support](#) to develop entrepreneurial skills among Norwegian artists and individuals in the cultural field.

8.7 Fostering the creative use of new technologies

New technologies in support of creativity and innovation

The Government's [Digitization strategy for basic education 2017–2021](#) [Digitaliseringstrategi for grunnsopplæringen 2017–2021] aims to make new technologies readily available to empower young people's learning and creativity, including capacity for innovation. The main goals of the strategy are:

- Pupils should have digital skills that enable them to experience life's challenges and succeed in further education, work and community participation.
- ICT should be well utilized in the organization and implementation of training to increase pupils' learning outcomes.

[Norway Makers](#) 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 initiative is not a youth programme per se but offers its outlets in environments where youth and young

professionals are spending a large bulk of their time, such as schools, libraries, and institutions of higher education.

Facilitating access to culture through new technologies

[Arts for Young Audiences Norway](#) [Kulturtanken] runs the project [Communication Models and New Technology](#) [Formidlingsmodeller og Ny Teknologi - FoNT] . The project explores how different technologies affect children and young people's encounters with art and culture. In 2018, the project launched experiments with dissemination models that utilize virtual reality (VR), augmented reality (AR) technologies, video calls (telepresence), and apps.

8.8 Synergies and partnerships

Synergies between public policies and programmes

The main policy instruments described in section [8.3 National strategy on creativity and culture for young people](#) represent top-level efforts to coordinate actions in the field of creativity and culture. Although [Arts for Young Audiences Norway](#) [Kulturtanken] is an agency of the Ministry of Culture, it works very closely with the Ministry of Education and Research, which is responsible for the institutions where TCS is implemented, namely schools. Other partners include county councils and municipalities, schools and cultural institutions at national and local level.

Partnerships between the culture and creative sectors, youth organisations and youth workers

The primary arena for fostering partnerships between stakeholders of the cultural sector and youth organisations and youth workers are youth clubs, open meeting places for youth and culture schools at the municipal level. National public grant schemes administered by the [Norwegian Children and Youth Council](#) [Landsrådet for Norges barne- og ungdomsorganisasjoner - LNU] and [Youth Work Norway](#) [Ungdom og Fritid] contribute to culture and creativity projects run by youth.

The [Norwegian Youth Festivals of Art](#) [Ung Kultur Møtes – UKM] described in section [8.3 National strategy on creativity and culture for young people](#) is the main publicly funded national arena in which partnerships between stakeholders of the cultural sector (professionals, entrepreneurs, cultural institutions and associations) and youth organisations and youth workers are fostered.

'[The Dream Stipend](#)' [Drømmestipendet] is a collaboration between the [Norwegian Cultural Schools Council](#) [Kulturskolerådet] and National Lottery [Norsk tipping]. 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.

8.9 Enhancing social inclusion through culture

Fostering equality and young people involvement through cultural activities

Information about cultural policies and programmes funded by public authorities aimed at promoting social integration amongst young people is available in sections [8.3 National strategy on creativity and culture for young people](#) and [8.4 Promoting culture and cultural participation](#) in the description of initiatives. [The Cultural Schoolbag](#) in particular is designed to provide all children living in Norway with a shared frame of reference and joint experiences, irrespective of their nationality, address, wealth and social background.

Combating discrimination and poverty through cultural activities

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](#). The Directorate for Children, Youth and Family affairs administers a national grant scheme (approx. NOK 310 million in 2020) for the social inclusion of children and young people. Under this scheme government agencies, private actors and NGOs can apply for project funding to cover activities aimed at assisting children and adolescents affected by poverty to participate in cultural activities.

8.10 Current debates and reforms

The Government is developing a White Paper on children's and youth culture which will be presented jointly by the [Ministry of Culture](#) and the [Ministry of Education and Research](#) in 2020. [Arts for Young Audiences Norway](#) [Kulturtanken], an agency of the Ministry of Culture, was assigned to involve children and young people in policy development around several of the topics that will be addressed in the forthcoming White Paper. Approximately 1000 children and young people from across the country participated and their input is compiled in the report "[Children and young people's voices - art and culture](#)" [Barn og unges stemmer – Kunst og kultur]. The report includes 23 recommendations and was handed over to the Minister of Culture on September 30, 2019.

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.

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

- [2.5 Youth Volunteering at national level](#).
- [5.6 Supporting Youth Organisations](#).

Youth interest in global issues

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 December 2019, 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 December 2019, 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 December 2019, 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:

- [5.2 Youth participation in representative democracy.](#)
- [5.3 Youth representation bodies.](#)
- [5.4 Young People's Participation in Policy-Making.](#)

Global issues exchanges with policy-makers at the international level

As of December 2019, 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:

- [5.2 Youth participation in representative democracy.](#)
- [5.3 Youth representation bodies.](#)
- [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:

- Globalism.
- Environment and pollution.
- Sustainable development.
- Mass movements and historic events.

- Migration.
- Conflict.
- Power dynamics.
- Wealth distribution (poverty/affluence).
- Cultural exchanges, encounters, identities.
- World religions.
- International relations.
- Bi-/multi-lateral cooperation, institutions and corporations.
- Humanism, ethics, moral philosophy.

a2) Separate subjects taught: One elective subject in upper-secondary school has an explicit subject focus on global issues:

- **International Cooperation** – elective subject ([ISA1-01](#)) On society and culture:
 - Exchange information about the natural environment, world views, entertainment, sports and culture with pupils living in other countries
 - 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

1. 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](#).
 2. 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

- NORAD - The Norwegian Agency for Development Cooperation.
- The Norwegian Ministry of Foreign Affairs.
- 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

- Natural Science.
- Religion and Ethics.
- Social Studies.
- Geography.
- Other related subjects.

The teaching materials have the following topics covered:

- Human rights [Menneskerettigheter].
- Wealth and poverty [Rikdom og fattigdom].
- Cultural understanding [Kulturforståelse].
- International actors [Internasjonale aktører].
- Sustainability and environmental issues [Bærekraft, klima og miljø].
- Trade and finance/global economy [Handel og økonomi].
- Imperialism and globalisation [Imperialisme og globalisering].
- 'Norway in the world' [Norge i verden].
- 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 December 2018, 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.

[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.

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:

- Organizations.
- Individuals and organizations.
- 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

- Developing young leaders
- Increase capacity in partner organizations
- 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.

10. YOUTH WORK

10.1 General context

Historical developments

Youth work in Norway has its origins in the voluntary sector from the mid-19th century onwards, particularly represented by the missionary, temperance, and labour movements. The expansion of the welfare state following WW2 into fields that had previously been run by voluntary organizations included areas such as health and social work, culture, sports, and recreation. In a 1949 [bill to parliament](#), principles of state support for youth work were described primarily as facilitating organisational life and youth associations as the mainstay of youth work. Annual government grants for youth work were allocated to youth organisations and the National Youth Council [[Statens Ungdomsråd](#)], which was established in 1953, played a key role as an adviser to the government on youth policy issues and in allocating funds for youth work.

The Committee on public support for youth organisations [Komiteen for offentlig støtte til ungdomsorganisasjonene] which presented its [recommendation](#) in 1959 argued against strong public sector involvement in the implementation of youth work on the grounds that it would stifle the democratic potential of youth organisations and young people's leisure/recreational time activities. However, as in the rest of Europe as well as in the USA free/unproductive time among "unorganized" youth was increasingly considered problematic and there was a concern about youth and crime, particularly in urban areas. It was in this context that the first municipal recreational youth club was established in 1953 in Oslo.

In 1968, a committee was set up to examine youth work. The committee presented his [recommendation](#) in 1971. The committee's principle assessment was that the public had a duty to facilitate conditions for a better leisure/recreational environment, and that young people had a right to access varied activities and environments. The report also contributed to a gradual and substantial shift in the understanding of public responsibility for young people's free time - from prevention based on an at times negative view on youth as potential delinquents into service, facilitation, and non-formal learning to harness young people's potential and resources.

National definition or understanding of Youth Work

While there is no official definition of youth work, collective terms like "leisure/recreational clubs/houses" and "open meeting places for youth" are used to describe the areas in which youth work is exercised. The [Government's 2015 plan on child and youth policy initiatives](#) characterises the informal learning that occurs through municipally supported leisure/recreational time activities and open meeting places for youth as crucial for young people's personal and social development. Youth work is informed by the needs of young people and their participation, and through spaces where they engage with competent and caring adults. In addition, open meeting places for youth often function as spaces for the exercise of, and participation in, cultural activities.

10.2 Administration and governance of youth work

Governance

There is no single ministry or governmental department that is responsible for youth work policy, but the Ministry of Children and Families is the main actor involved in policymaking on youth work. While the Directorate for Children, Youth and Family Affairs has a national advisory function towards municipalities and the voluntary sector in the field of youth work and provides funding through national grants, Youth Work Norway [Ungdom og Fritid] is

the main non-public actor at the national level. The organisation represents young people, employees and volunteers in municipal-supported youth clubs and youth centres. Youth Work Norway receives public funding through the national annual budget and is recognised as a leading source of information and expertise on youth work. The organization trains youth workers, sets quality standards, contributes to research on youth work, and works with policy makers, educators, and employers to promote youth work.

Municipalities are expected to deliver youth work in accordance to national priorities in the area of children and youth. However, the delivery of youth work is not a statutory function and funds are not earmarked for this purpose. Youth work is delivered either directly through the municipal services or through the voluntary sector (or by co-operative efforts between the two).

Cross-sectoral cooperation

There are no established frameworks for ensuring cross-sectoral cooperation specifically in the area of youth work. The “0-24 cooperation” is a cross-sectoral initiative of the Directorate of Health, the Directorate for Children, Youth and Family Affairs, the Directorate of Labour and Welfare, the Directorate for Integration and Diversity and the Directorate for Education to support and strengthen necessary coordination and cooperation in counties and municipalities, for the benefit of children and young people and their families.

10.3 Support to youth work

Policy legal framework

As described in section 10.2 municipalities are expected to deliver youth work in accordance to national priorities in the area of children and youth. The [Government’s 2015 plan on child and youth policy initiatives](#) and the national annual budget describe government priorities in the field of children and youth. In the area of youth work the Government encourages cooperation between municipalities, city boroughs and the voluntary sector in the creation and development of inclusive youth work efforts (meeting places, activities, clubs etc) at the local level. The importance of youth work is acknowledged in other policy documents such as White Paper No. 19 (2018-2019) on [Public Health](#) [Folkehelsemeldinga — Gode liv i eit trygt samfunn] and White Paper No. 8 (2018–2019) [The Power of Culture – Cultural Policy for the Future](#) [Kulturens kraft. Kulturpolitikk for framtida].

The ‘[Recreation Declaration](#)’ [Fritidserklæringen] is a collaborative effort between municipalities, the voluntary sector and top-level authorities to ensure that all children, regardless of their parents' social and financial situation, have the opportunity to participate regularly in at least one organized leisure/recreational activity with other children.

Funding

Top-level support for local efforts is made available through several national grants, mainly administered by the Directorate for Children, Youth and Family Affairs, from which municipalities, city boroughs and voluntary organisations can apply for funding. The size of these grants is adjusted in the national annual budget.

Municipalities are also at the liberty to allocate funds from their own annual budgets.

The Directorate for Children, Youth and Family Affairs is the Norwegian National Agency for Erasmus+: Youth in Action in Norway and administers project grants to informal youth groups, NGOs, foundations, municipalities and in some cases commercial actors for courses and training activities to increase the skills of youth workers. The projects require, with few exceptions, international partnerships. In the allocation of funds priority is given to projects that demonstrate grassroots efforts.

Cooperation

The Government encourages cooperation between municipalities, city boroughs and the voluntary sector at the local level. At the national level the Directorate for Children, Youth and Family Affairs organizes an biennial [youth conference](#) that promotes cooperation between diverse stakeholders such as voluntary organisations, municipalities, youth councils, youth workers and practitioners in the youth field, researchers and experts as well as private organisations and social enterprises. At the conference a NOK 250 000 prize is awarded to the “youth municipality of the year” for outstanding work in the area of youth, including youth participation, youth friendly welfare services and youth work. This is an opportunity to showcase and incentivise concerted efforts for youth at the municipal level.

10.4 Quality and innovation in youth work

Quality assurance

There is no national system for quality assurance applying to professional youth work. However, application criteria for national grants supporting youth work emphasise specific principles and standards to ensure universal access, inclusion and participation as well as low/no costs for participants.

Youth Work Norway [Ungdom og Fritid] and the Norwegian Union of Municipal and General Employees have published a [brochure](#) outlining what their members consider key quality criteria for municipal-supported youth clubs, youth centres and open meeting places for youth. These relate to outreach, commitment to democratic values and youth participation, facilities and resources, competencies of youth workers and interdisciplinary collaboration.

Research and evidence supporting Youth Work

[Ungdata](#), a cross national collection scheme designed to conduct youth surveys at the municipal level, and which is financed through the national budget, has a section on young people’s access to/use of youth clubs, youth centres and open meeting places for youth. The Ungdata Conference is an annual meeting place between youth researchers and the field of practice, where the goal is to gain more knowledge about trends and trends among youth. The conference is relevant for those who work with youth daily, including youth workers.

The Norwegian Directorate of Health has funded a [research project](#) at the Centre for Welfare and Labour Research, OsloMet, mapping municipalities’ potential to actively use youth clubs to promote issues concerning health and well-being. The mapping is based on survey data from Ungdata and qualitative interviews with young people.

[The Centre for Research on Civil Society and Voluntary Sector](#) is a collaboration project between [the Institute for Social Research](#) and [NORCE Norwegian Research Centre](#). Since its establishment in 2008, the centre’s objective has been to conduct independent and socially relevant research on voluntary engagement and voluntary organisations in Norway. The project is funded by the Ministry of Culture, the Ministry of Justice and Public Security, the Ministry of Health and Care Services, the Ministry of Children and Families, and the Ministry of Labour and Social Affairs. The project includes research on [youth participation in organized youth work activities in multicultural urban](#) areas.

Participate Youth Work

The design and implementation of youth work initiatives takes place at municipal level. The Directorate for Children, Youth and Family Affairs facilitates cooperation and the sharing of best practice at the national level through its biennial [youth conference](#).

From 2020 and with the implementation of a new Local Government Act it will be mandatory with formal consultative bodies for youth at municipal and county level. There

is a strong tradition of involving young people and their representatives in the design of youth work programmes and initiatives these new provisions are meant to strengthen young people's influence in setting local priorities, including in the area of youth work.

Smart youth work: youth work in the digital world

On behalf of the Ministry of Children and Families the Norwegian Directorate for Children, Youth and Family Affairs hosts [Ung.no](https://ung.no), a public information website aimed at youth aged 13 and 20. The website contains information on matters that concern youth, including their rights, opportunities and obligations. Articles on the site are regularly updated, quality assured, and user adapted. Youth can post questions on the site which will be answered by professionals within the specific field. The site has around 1.4 million visitors per month.

'Digital youth work' was the main theme of the annual Youth Work Norway [Ungdom og Fritid] conference for youth workers in 2018.

10.5 Youth workers

Status in national legislation

There are no top-level policies, measures or guidelines regulating the status of youth workers.

A 'childcare certificate' as described in the [Police Register Act](#) [Politiregisterloven] may be issued to persons who work or have tasks in youth clubs or in child and youth camps and where the tasks involve responsibility with minors or persons with learning disabilities.

Education, training and skills recognition

Child Care and Youth Work is a designated route in upper secondary school which consists of two years of school-based education and training, followed by two years of apprenticeship in a training enterprise. Training completed and passed in the subject will lead to a Trade Certificate with the professional title is Child Care and Youth Worker. A Child Care and Youth Worker can organise and carry out pedagogical programmes offered to children and adolescents 0 to 18 years of age.

There is no college level training programme for youth workers. There is a practitioner focused bachelor level semester course at the University of South-Eastern Norway. It is meant to qualify students for leadership positions within cultural and social pedagogical work in youth clubs and youth projects.

Apart from [Erasmus+](#) public authorities do not organize or fund any training for continuous professional development of youth workers.

There is no procedure for the validation of skills and competencies gained by youth workers through non-formal or informal learning.

Mobility of youth workers

[Erasmus+](#) provides organisations engaged in youth work with opportunities to travel abroad to attend seminars, training courses, networking events, study visits, and job shadowing/observation periods. Youth work organisations can apply to either send youth workers abroad or receive organisations and be responsible for hosting a group and developing a programme of activities for participants.

10.6 Recognition and validation of skills acquired through youth work

Except for the EU initiated [youth pass](#) there is no policy framework or formal recognition/system for validating the skills young people acquire through participating in youth work.

10.7 Raising awareness about youth work

There are no top-level efforts available to young people to know about youth work and opportunities for engagement. There are also no top-level initiatives to raise public awareness amongst, for example, young people, their families, youth workers and employers, about the value of youth work.

Youth Work Norway [Ungdom og Fritid] which is the main non-public actor at the national level has initiated projects raise awareness about youth work and youth clubs/open meeting places for youth. Other awareness raising activities include 'leisure/recreational Club Day' the last weekend in April every year.

10.8 Current debates and reforms

Forthcoming policy developments

The Government has initiated a 'Recreation Card' trial. All children aged 6-18 in selected municipalities will receive a partial subsidy to cover organized recreational activities. The goal is to make participation in recreational activities less dependent on socio-economic backgrounds. In the first municipalities to take part in the trial, Arendal and Vadsø, the children are given NOK 2000 per year. More municipalities will be included in the trial in 2020. Experiences from the trial will be used to appraise a future national scheme for leisure/recreational cards in Norway. The recreational card trial is considered part of the '[Recreation Declaration](#)' [Fritidserklæringen].

Ongoing debates

Youth Work Norway [Ungdom og Fritid] is currently lobbying for:

- the introduction of a national incentive scheme to encourage municipalities to prioritise youth work
- earmarking of state funds for youth work
- establishment of quality standards in the area of youth work

REFERENCES

Legislation and official policy documents

Act No. 25 of 20 June 2014 relating to Holidays ([The Annual Holidays Act](#)) [[Ferie-loven](#)] 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](#)].

Act No. 84 of 04 July 2003. The Independent Schools Act [Lov om frittstående skolar ([friskolelova](#))].

Act of No. 57 28 June 2002 relating to parliamentary and local government elections [[Representation of the People Act - The Election Act](#)]. [[Lov om valg til Stortinget, fylkesting og kommunestyrer \(valgloven\)](#)].

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

Act No. 14 of 26. March 1999 the Taxation Act [[Lov om skatt av formue og inntekt \(skatteloven\)](#)]

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 \(opplæringslova\)](#)]

Act No.19 of 28 February 1997 regarding social security ([The National Insurance Act](#)) [[Folketrygdloven](#)].

Act No. 107 of 25 September 1992: Act relating to municipalities and county authorities ([the Local Government Act](#)) [[Lov om kommuner og fylkeskommuner \(kommuneloven\)](#)].

Act No. 100 of 17 July 1992 relating to Child Welfare Services ([The Child Welfare Act](#)) [[Lov om barneverntjenester \(barnevernloven\)](#)]

Act No. 81 of 13 December 1991 relating to social services ([The Social Welfare Act](#)) Unofficial translation. [[Sosialtjenesteloven](#)].

Act No. 56 of 12 June 1987 No. 56 concerning the Sameting (the Sami parliament) and other Sami legal matters ([the Sami Act](#)) LOV 1987-06-12 nr 56: Lov om Sametinget og andre samiske rettsforhold ([sameloven](#))

Act No. 35 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](#)].

Act No. 3 of 4 March 1983 Relating to Civil Servants, etc. ([The Civil Service Act](#)) [[Tjenestemannsloven](#)]. (Note; Translation prior to August 1995).

Act of 22 May 1981. The Criminal procedure Act [[Lov om rettergangsmåten i straffesaker \(Straffeprosessloven\)](#)]

Act No. 7 of 8 April 1981 relating to Children and Parents [The Children Act](#) [[Lov om barn og foreldre \(barnelova\)](#)]

Act of 10 February 1967 relating to procedure in cases concerning the public administration [[Public Administration Act](#)] [[Lov om behandlingsmåten i forvaltningssaker \(forvaltningsloven\)](#)]

Act of 17 May 1814. [The Norwegian Constitution](#) [LOV-1814-05-17 [Kongeriket Norges Grunnlov](#)]

European Commission (2004) [The EU Council resolution on strengthening policies, systems and practices of guidance throughout life in Europe \(2004\)](#) European Commission Press Release Database.

The Norwegian Civil Affairs Authority (2010). [Ny vergemålslov og ny organisering av vergemålsarbeidet](#). [Regarding the new Guardianship Act, and Guardianship Administration] Oslo: Norwegian Civil Affairs Authority.

The Norwegian Directorate for Cultural Heritage (2017). Strategy 2017 – 2021. Last accessed 11.08.2017 17.03. https://brage.bibsys.no/xmlui/bitstream/handle/11250/2442341/RA_strategy_2017_2021_engelsk.pdf?sequence=3&isAllowed=y.

The Norwegian Directorate for Education and Training (Udir) (2017) Curriculum for physical education. Last accessed 26.03.2017. <https://www.udir.no/kl06/KRO1-04/Hele/Formaal?lplang=eng>.

The Norwegian Directorate for Education and Training (2017). Framework for Basic Skills (in English). Last accessed 11.06.2017 10.35. https://www.udir.no/contentassets/fd2d6bfbf2364e1c98b73e030119bd38/framework_for_basic_skills.pdf.

The Norwegian Directorate for Education and Training (2017). The Norwegian Core Curriculum (in English). Last accessed 11.08.2017. https://www.udir.no/globalassets/filer/lareplan/generell-del/core_curriculum_english.pdf.

The Norwegian Directorate of Education and Training (2016). [The \(LK06\) National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training](#). Oslo: Norwegian Directorate of Education and Training.

The Norwegian Directorate for Education and Training (2016) [Vocational Education and Training in Norway](#).

The Norwegian Directorate for Education and Training (2015) [Indicator Report, 2015 \[in Norwegian\]](#).

The Norwegian Directorate for Education and Training (Udir) (2006). The Quality Framework – National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training. Last accessed 12.07.2017 15:32. https://www.udir.no/globalassets/upload/larerplaner/fastsatte_lareplaner_for_kunnskap_sloettet/prinsipper_lk06_eng.pdf.

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

The Norwegian Directorate of Health (2007). [Oppskrift for et sunnere kosthold - Handlingsplan for bedre kosthold i befolkningen \(2007-2011\)](#). [Action plan for a better diet (2007-2011)] Oslo: Norwegian Directorate of Health.

The Norwegian Institute for Public Health (2014) Overweight and obesity in Norway – Public Health Report 2014. Oslo: The Norwegian Institute for Public Health.

The Norwegian Labour Inspection Authority ("Arbeidstilsynet") (2007) Guide, order No. 347-ENG [the Working Environment Act and the Holidays Act \(pdf\)](#) ("Arbeidsmiljøloven Ferieloven")

The Norwegian Ministry of Children and Equality (2016). [Handlingsplan LHBTI: Trygghet, mangfold, åpenhet](#). Regjeringens handlingsplan mot diskriminering på grunn av seksuell orientering, kjønnsidentitet og kjønnsuttrykk 2017-2020. [LGBTI: Safety, diversity, openness. The Government's action plan against discrimination based on sexual orientation, gender identity, or gender expression 2017-2020] Oslo: Ministry of Children and Equality.

The Norwegian Ministry of Children and Equality (2015). [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.] Oslo: Ministry of Children and Equality.

The Norwegian Ministry of Children and Equality (2015). [Trygghet, deltakelse og engasjement – regjeringens arbeid for barn og unge](#) [Safety, participation, and involvement – the Government's focus on children and youths] Oslo: Ministry of Children and Equality.

The Norwegian Ministry of Children and Equality (2015). [Barn som lever i fattigdom. Regjeringens strategi mot barnefattigdom 2015 - 2017](#). [The government's strategy against child poverty 2015-2017.] Oslo: Ministry of Children and Equality.

The Norwegian Ministry of Children and Equality (2014). [Barndommen kommer ikke i reprise- Strategi for å bekjempe vold og seksuelle overgrep mot barn og ungdom \(2014-](#)

2017). [[Childhood comes but once. National strategy to combat violence and sexual abuse against children and youth \(2014–2017\)](#)] Oslo: Ministry of Children and Equality.

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

The Norwegian Ministry of Children and Family Affairs (2013). [Handlingsplan mot tvangsekteskap, kjønnslemlestelse og alvorlige begrensninger av unges frihet \(2013-2016\)](#). [[Action plan against forced marriage, female genital mutilation and severe restrictions on young people's freedom \(2013-2016\)](#)] Oslo: Ministry of Children and Family Affairs.

The Norwegian Ministry of Children and Family Affairs (2012). [Meld. St. 6 \(2012-2013\) En helhetlig integreringspolitikk](#). [Report to Storting No. 6 (2012-2013) A Comprehensive Integration Strategy] Oslo: Ministry of Children and Family Affairs.

The Norwegian Ministry of Children and Family Affairs (2011). [Rundskriv om tiltak etter barnevernloven for ungdom over 18 år](#) [Circular note on measures pursuant to the Child Welfare Act for young persons over 18] Oslo: Ministry of Children and Inclusion.

The Norwegian Ministry of Children and Family Affairs (2011). [NOU 2011: 20 Ungdom, makt og medvirkning](#). [Official Norwegian Report 2011:20 Youth – Power and Participation] Oslo: Ministry of Children and Family Affairs.

The Norwegian Ministry of Children and Equality (2011). [Statusrapport 2011. Regjeringens handlingsplan. Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner](#). [Status report 2011. The Government's action plan on improving the quality of life among lesbians, gays, bisexuals and trans persons.] Oslo: Ministry of Children and Equality.

The Norwegian Ministry of Children and Equality (2009). [Handlingsplan: Bedre livskvalitet for lesbiske, homofile, bifile og transpersoner 2009 – 2012](#). [Action plan: Improving quality of life among lesbians, gays, bisexuals and trans persons 2009 – 2012.] Oslo: Ministry of Children and Equality.

The Norwegian Ministry of Children and Equality (2009). [Handlingsplan for å fremme likestilling og hindre etnisk diskriminering](#). [Action plan to promote equality and prevent ethnic discrimination]. Oslo: Ministry of Children and Equality.

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

The Norwegian Ministry of Children and Equality, 2006. Official Norwegian Report 2006: 13 Meaningful leisure time – government policy and support of child and youth voluntary organizations [[NOU 2006: 13. Fritid med mening — Statlig støttepolitikk for frivillige barne- og ungdomsorganisasjoner](#)].

The Norwegian Ministry of Children and Family Affairs, 2003. [National Report on Youth Policy in Norway](#). Oslo: Ministry of Children and Family Affairs.

The Norwegian Ministry of Children and Equality, and Sámediggi [the Norwegian Sami Parliament] (2003). [Samisk oppvekst – Om tilbudet til samiske barn og ungdom \(2003\)](#). [Sami childhood and adolescence – services and facilities (2003)] Oslo/Kautokeino: Ministry of Children and Equality, and Sámediggi [the Norwegian Sami Parliament].

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

The Norwegian Ministry of Children and Family Affairs (2002). [St.meld. nr. 39 \(2001-2002\) Oppvekst- og levekår for barn og ungdom i Norge](#). [Report No. 39 to the Storting (2001–

2002). Living conditions for children and young people in Norway] Oslo: Ministry of Children and Family Affairs.

The Norwegian Ministry of Children and Family Affairs, 2000. [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] Oslo: Ministry of Children and Family Affairs.

The Norwegian Ministry of Children and Family Affairs (1999). [St. meld. nr. 17, Handlingsplan mot barne- og ungdomskriminalitet \(1999-2000\)](#) [Report on Child and Youth Crime Prevention (1999-2000)].

The Norwegian Ministry of Climate and Environment, 2016. 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]. In Norwegian only. Last accessed 25.03.2017. <https://www.regjeringen.no/contentassets/9147361515a74ec8822c8dac5f43a95a/no/pdfs/stm201520160018000dddpdfs.pdf>

The Norwegian Ministry of Culture, 2017. Næringspolitisk råd for kulturell og kreativ næring (2015-2017) Innspill. [The Industrial-political council on creative and cultural business in Norway]. Last accessed 23.08.2017. <https://www.regjeringen.no/contentassets/8aeb67b6217d41b29b18b5584a87f61c/naringspolitisk-rad-for-kulturell-og-kreativ-naring.pdf>.

The Norwegian Ministry of Culture and Church (2007). Report No. 39 to Storting (2006-2007) Volunteerism for all. [[St.meld. nr. 39 \(2006-2007\) Frivillighet for alle](#)].

The Norwegian Ministry of Culture and Church (2006). Official Norwegian Report 2006: 15 the Volunteer Registry [[NOU 2006: 15 Frivillighetsregister](#)].

The Norwegian Ministry of Culture (1998). Report No. 44 to Storting (1997-98) Addendum to report on the Government's relationship to the voluntary organizations [[St.meld. nr. 44 \(1997-98\) Tilleggsmedling om statens forhold til frivillige organisasjoner](#)].

The Norwegian Ministry of Culture (1997). 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](#)].

The Norwegian Ministry of Education and Research (2016) Report on Sources of knowledge of skills demand on the labour market [report in Norwegian – abstract in English]: [Utdanning og arbeidsmarked – Del II – Kilder til kunnskap \(Kunnskapsdepartementet, 2016\)](#).

The Norwegian Ministry for Education and Research, 2016. White paper (Meld. St.) No. 28 (2015-16) – A renewal of the knowledge promotion reform (in Norwegian). Last accessed 31.07.2017. <https://www.regjeringen.no/no/dokumenter/meld.-st.-28-20152016/id2483955/>

The Norwegian Ministry for Education and Research, 2016. White paper (Meld. St.) No. 16 (2015-16) – From exclusion to new opportunities – coordinated efforts for adult education (in Norwegian). Last accessed 31.07.2017. <https://www.regjeringen.no/no/dokumenter/meld.-st.-16-20152016/id2476199/>.

The Norwegian Ministry of Education and Research, 2015. [NOU 2015: 2. Å høre til – Virkemidler for et trygt psykososialt skolemiljø](#). [Official Norwegian Report 2015:2. To belong – Efforts towards a safe psychosocial school environment] Oslo: Ministry of Education and Research.

The Norwegian Ministry for Education and Research, 2015. Official Norwegian Report (NOU) 2015: 8. The School of the Future — Renewal of subjects and competences. Last accessed 31.07.2017. Available in English: <https://www.regjeringen.no/en/dokumenter/nou-2015-8/id2417001/>

The Norwegian Ministry for Education and Research, 2014. Official Norwegian report (NOU) 2014:7 Pupil's learning in the school of the future (in Norwegian – English summary available) Last accessed 31.07.2017. <https://www.regjeringen.no/contentassets/e22a715fa374474581a8c58288edc161/no/pdfs/nou201420140007000dddpdfs.pdf>

The Norwegian Ministry of Education and Research, Ministry of Labour and Social Affairs, and Ministry of Children and Equality, 2013. [Ny GIV – Oppfølgingsprosjektet - samarbeid om oppfølging av ungdom](#). [Cooperation strategy plan on assistance services to youth.] Oslo: Ministry of Education and Research, Ministry of Labour and Social Affairs, and Ministry of Children and Equality.

The Norwegian Ministry for Education and Research, 2012. Framework for Basic Skills. To use for subject curricula groups appointed by the Norwegian Directorate for Education and Training. Last accessed 31.07.2017. https://www.udir.no/contentassets/fd2d6bfbf2364e1c98b73e030119bd38/framework_for_basic_skills.pdf.

The Norwegian Ministry of Education and Research, 2011. [Meld. St. 18 \(2010–2011\). Læring og fellesskap](#). [Report No. 18 to Storting (2010–2011). Learning and community/fellowship] Oslo: Ministry of Education and Research.

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

The Norwegian Ministry of Education and Research, and the Ministry of Labour and Welfare Services (2010) [Ungdom mellom 16-19 år - utenfor opplæring og arbeid. Intern KD/AD rapport](#) [an internal report in Norwegian, on the mandate of the Norwegian Youth Guarantee].

The Norwegian Ministry of Education and Research, 2009. [NOU 2009: 18. Rett til læring](#). [Official Report No. 19 (2009): The right to learn] Oslo: Ministry of Education and Research.

The Norwegian Ministry of Education and Research, and the Ministry of Local Government and Modernisation, and the Ministry of Trade, Industry, and Fishery (2009) [Entrepreneurship in Education and Training – from compulsory school to higher education 2009-2014](#).

The Norwegian Ministry of Education and Research, 2006. The Knowledge Promotion Reform [Kunnskapsløftet]. Last accessed 12.07.2017 15:27. https://www.regjeringen.no/globalassets/upload/kilde/kd/bro/2006/0002/ddd/pdfv/292311-kunnskapsloftet2006_engelsk_ii.pdf.

The Norwegian Ministry of Education and Research, and the Ministry of Local Government and Modernisation, and the Ministry of Trade, Industry, and Fishery (2004) [See the Opportunities and Make them Work! – strategy for entrepreneurship in education and training 2004-2008](#).

The Norwegian Ministry of Health and Care Services, 2017. National action plan for a better diet (2017-2021). [Nasjonal handlingsplan for bedre kosthold (2017-2021) – Sunt kosthold, måltids glede og god helse for alle!]. In Norwegian only. Last accessed 03.04.2017. https://www.regjeringen.no/contentassets/fab53cd681b247bfa8c03a3767c75e66/handlingsplan_kosthold_2017-2021.pdf

The Norwegian Ministry of Health and Care Services, 2017. "Talk about it! Sexual Health Strategy (2017 – 2020)" [Snakk om det! Strategi for seksuell helse (2017 – 2020)] In Norwegian only. Last accessed 28.03.2017. https://www.regjeringen.no/contentassets/284e09615fd04338a817e1160f4b10a7/strategi_seksuell_helse.pdf

The Norwegian Ministry of Health and Care Services, 2016. #Youth health – the Norwegian Government's strategy for youth health 2016 – 2021. [Available in Norwegian only] Last accessed 21.06.2017 15:32. https://www.regjeringen.no/contentassets/838b18a31b0e4b31bbfa61336560f269/ungdomshelsestrategi_2016.pdf

The Norwegian Ministry of Health and Care Services, 2016. 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)]. In Norwegian only. Last accessed 09.04.2017. <https://www.regjeringen.no/contentassets/1ab211f350b34eac926861b68b6498a1/no/pdfs/prp201520160015000dddpdfs.pdf>

The Norwegian Ministry of Health and Care Services, 2015. [Prop. 15 S \(2015-2016\) Opptappingsplanen for rusfeltet \(2016-2020\)](#) [Proposition to the Storting [parliament] 2015-2016. Plan to strengthen efforts in drug prevention and rehabilitation (2016-2020)]. Oslo: Ministry of Health and Care Services.

The Norwegian Ministry of Health and Care Services, 2013. [En Fremtid uten tobakk. Nasjonal strategi for arbeid mot tobakkskader 2013-2016](#). [National strategy plan against tobacco 2013-2016] Oslo: Ministry of Health and Care Services.

The Norwegian Ministry of Health and Care Services, 2013. [Likeverdige helse- og omsorgstjenester - god helse for alle. Nasjonal strategi om innvandreres helse 2013-2017](#). [National strategy plan on immigrant health 2013-2017.] Oslo: Ministry of Health and Care Services.

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

The Norwegian Ministry of Justice and Public Security (2016) [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 Norwegian Ministry of Justice and Public Security, 2014. [Handlingsplan: Et liv uten vold. Handlingsplan mot vold i nære relasjoner 2014-2017](#). [Action plan: A life without violence – action plan against domestic violence 2014-2017] Oslo: Ministry of Justice and Public Security.

The Norwegian Ministry of Justice and Public Security, 2014. [Handlingsplanen for å forebygge radikalisering og voldelig ekstremisme \(2014\)](#). [Action plan in the prevention of radicalization and violent extremism (2014)] Oslo: Ministry of Justice and Public Security.

The Norwegian Ministry of Justice and Public Security, 2013. [Handlingsplan for forebygging av kriminalitet \(2013-2016\)](#) [Action Plan for Crime Prevention (2013-2016)] Oslo: Ministry of Justice and Public Security.

The Norwegian Ministry of Justice and Public Security, 1999. [NOU 1999: 27. «Ytringsfrihed bør finde Sted» — Forslag til ny Grunnlov § 100](#). [Official Norwegian Report 1999:27 Proposal to new Constitution] Oslo: Ministry of Justice and Public Security.

The Norwegian Ministry of Justice and Public Security, 1993. [NOU 1993:18 Lovgivning om menneskerettigheter](#). [Official Norwegian Report 1993:18 Legislation on the Human Rights] Oslo: Ministry of Justice and Public Security.

The Norwegian Ministry of Labour and Social Affairs (2016) Report 2016 7: on career guidance. [[NOU 2016:7: Norge i omstilling – karriereveiledning for individ og samfunn](#)].

The Norwegian Ministry of Labour and Social Affairs (2016) Report to Storting No. 33 (2015-2016) NAV in a new time – on work and activity [[Meld. St. 33 \(2015-2016\) NAV i en ny tid – for arbeid og aktivitet](#)].

The Norwegian Ministry of Labour and Social Affairs (2015) Expert committee report on NAV and suggestions to improvement [[Et NAV med muligheter – bedre brukermøter, større handlingsrom og tettere på arbeidsmarkedet](#)].

The Norwegian Ministry of Labour and Social Affairs (2010). New IA agreement and stimulus package to reduce sick leave: [Letter of Intent regarding a more inclusive working life - 1 March 2010 – 31 December 2013 \(IA agreement\)](#).

The Norwegian Ministry of Labour and Social Affairs, 2009. [Handlingsplan for samiske språk \(2009\)](#). [Action Plan for the Sami Language (2009)] Oslo: Ministry of Labour and Social Affairs.

The Norwegian Ministry of Local Government and Modernisation (2006). [Basic Agreement for the Civil Service](#) ("Hovedavtalen i staten") (valid 2006-2008). A newer agreements have not been translated into English.

The Norwegian Olympic and Paralympic Committee and Confederation of Sports NIF), 2015. Sport Policy Document by The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF). [In Norwegian Only] Last accessed 25.03.2017. https://www.idrettsforbundet.no/globalassets/idrett/idrettsforbundet/om-nif/idrettspolitisk-dokument-2015-2019/57_15_nif_idrettspolitisk-dokument-2015-2019_lr_0909.pdf

Proposition No. 55 to the Odelsting (2006-2007) Act on the registry for volunteer activity [[Ot.prp. nr. 55 \(2006-2007\) Om lov om register for frivillig virksomhet](#)]

Stortinget [The Norwegian Parliament] (2004). Report No. 268 Culture for Learning (2003-04) from the standing committee on education, research and church affairs (in Norwegian) Last accessed 31.07.2017. <https://www.stortinget.no/no/Saker-og-publikasjoner/Publikasjoner/Innstillinger/Stortinget/2003-2004/inns-200304-268/>

Stortinget [The Norwegian Parliament] (1996) Working Committee on Family and Cultural Affairs. [Inst. S. nr. 6 \(1996-97\) Om barnevernet](#) [Proposal to the Storting on the Child Welfare Services (1996-1997)] Oslo: Stortinget's Working Committee on Family and Cultural Affairs.

Storting Presidency, 2011. [Dokument 16 \(2011-2012\) Rapport til Stortingets presidentskap fra Menneskerettighetsutvalget om menneskerettigheter i Grunnloven](#). [Report to the Storting Presidency from the Norwegian Human Right's Commission on the Human Rights in the Norwegian Constitution] Oslo: the Storting Presidency.

The VAT (Value-added tax) deduction reform of 1. July 2001 [[momsreformen](#)]

Data and statistics

Aardal, Bernt. (2009) Statistics and tables on first time voters 1965-2009. <http://www.aardal.info/ungdom.pdf>

The Association of NGOs in Norway (Frivillighet Norge) About the Association of NGOs in Norway - the voluntary sector in Norway. Last accessed 10.10.2017 15:10. <http://frivillighetnorge.no/no/english/>.

Bakken, A., 2016. Ungdata 2016. Nasjonale resultater [Young data 2016. National Results]. Oslo: Oslo and Akershus University College of Applied Sciences/NOVA. Last accessed 03.08.2017 15:34. <http://www.hioa.no/Om-HiOA/Senter-for-velferds-og-arbeidslivsforskning/NOVA/Publikasjoner/Rapporter/2016/Ungdata-2016.-Nasjonale-resultater>.

Bjørnstad, R.; Gjelsvik, M.L; Godøy, A.; Holm, I.; and Stølen, N.M. (2010) [Report 39/2010. Demand and supply of labor by education towards 2030. Linking demographic and macroeconomic models for Norway](#). Oslo: Statistics Norway.

Cappelen, Å; Gjefsen, H; Gjelsvik, M; Holm, I; and Stølen, N.M. (2013) [Report 48/2013. Forecasting demand and supply of labour by education](#). Oslo: Statistics Norway.

Economic Greenfield (2016) [Light Crude Oil – Spot Price \(OED\) CME - Crude Oil prices since year 2000](#).

Eurostat. (2017) Early leavers from education and training. Last accessed 06.07.2017 13:40. http://ec.europa.eu/eurostat/statistics-explained/index.php/Early_leavers_from_education_and_training.

Eurostat (2016) [Employment and unemployment \(Labour Force Survey\)](#).

Fordelingsutvalget - Norwegian Directorate for Children, Youth, and Family Affairs, 2016. <https://www.fordelingsutvalget.no/statistikk> [in Norwegian]

The Norwegian Centre for International Cooperation in Education (SIU) (2017) [Senter for internasjonalsisering av utdanning (SIU)] Statistics on student mobility/internationalization of research and education. [In Norwegian only] Last accessed 31.07.2017 11.08. <https://www.siu.no/Data-analyse-og-prioriterte-samarbeidsland>.

The Norwegian Centre for International Cooperation in Education (SIU) (2017) [Senter for internasjonalsisering av utdanning (SIU)] Utenlandske studenter i Norge [Foreign citizens in institutions of higher education in Norway] Last accessed 26.07.2017. 15:32. <https://www.siu.no/Data-analyse-og-prioriterte-samarbeidsland/Analyse/studentmobilitet-2015-16/utenlandske-studenter-i-norge>.

The Norwegian Directorate for Children, Youth and Family Affairs (2017). Ung.no. Statistics 1st Quarter 2017. [In Norwegian Only] Last Accessed 21.05.2017. https://cdn.ung.no/element_db/1496920612/72/7265-Kvartalsrapport-ung.no-1-17.pdf.

The Norwegian Directorate for Children, Youth, and Family Affairs (2016) [On the Annual Budget of the National Youth Agency - Bufdir](#). Oslo: Norwegian Directorate for Children, Youth, and Family Affairs.

The Norwegian Directorate for Education and Training (Udir) Statistikkportalen. [Landing page for statistics] Last accessed 06.07.2017 13:34. <https://statistikkportalen.udir.no/Pages/default.aspx>.

The Norwegian Directorate for Education and Training [Utdanningsdirektoratet(Udir)] 2016: Satser lærlinger og lærekanidater for 2016 [Grant scheme bulks for apprenticeships candidates 2016] Last accessed 12.10.2017. <https://www.udir.no/om-udir/tilskudd-og-prosjektmidler/satser-larlinger-og-larekanidater-for-2016/>

The Norwegian Labour and Welfare Administration (NAV) (2016) [Hovedtall om arbeidsmarkedet](#) [Unemployment statistics – only available in Norwegian].

Norwegian Social Research (NOVA) , 2015. [Ungdata 2014: NOVA Report 7/15](#) [in Norwegian]. Oslo: Norwegian Social Research, Oslo and Akershus University College of Applied Sciences.

Statistics Norway (2017). Gjennomføring av videregående opplæringa, 2010-2015. [completion of upper secondary school 2010-2015]. Last accessed 06.07.2017 13:41. <https://www.ssb.no/utdanning/statistikker/vgogjen/aar/2016-06-02>

Statistics Norway (2017) Municipal elections statistics. Last accessed 06.07.2017 13:41. <https://www.ssb.no/valg/statistikker/kommvalg>

Statistics Norway (2017) Turnout parliamentary elections 2009 and 2013. Last accessed 06.07.2017 13:41. https://www.ssb.no/statistikkbanken/selectvarval/saveselections.asp_

Statistics Norway, 2017. The Norwegian Cultural Barometer. [Statistikkbanken – Norsk Kulturbarometer]. Last accessed 08.08.2017 11.20. <https://www.ssb.no/statistikkbanken/selecttable/hovedtabellHjem.asp?KortNavnWeb=kulturbar&CMSSubjectArea=kultur-og-fritid&PLanguage=1&checked=true>.

Statistics Norway (2016). [KOSTRA \(Kommune-stat-rapportering\)](#) Statistisk Sentralbyrå [In Norwegian] Oslo: Statistics Norway.

Statistics Norway (2016): <https://www.ssb.no/valg/nokkeltall/valg> and Figure 5.3 timeline on election turnout 1916 – 2015: https://www.ssb.no/_image/235668/label/

Statistics Norway (2016) [Labour force survey, seasonally-adjusted figures](#).

Statistics Norway (2011): [Sju av ti fullfører videregående opplæring](#). [in Norwegian]. Oslo: Statistics Norway.

Stortinget (2013) [the Norwegian Parliament's official website] On the average mean age of MPs. <https://www.stortinget.no/no/Stortinget-og-demokratiet/Representantene/Statistikk/Stortingsrepresentantenes-gjennomsnittsalder/>

Studies, reports and academic publications

Arts Council Norway (2016). Kulturrådet vil forske på barns forhold til kunst og kultur, 2016 [Arts council Norway orders research on children's relationship to culture and the arts.] Last accessed 23.08.2017 14:32. <http://www.kulturradet.no/fou/vis-artikkel/-/kulturradet-vil-forske-pa-barns-forhold-til-kunst-og-kultur>.

Bachmann, Kari & Haug, Peder (2006). [Forskning om tilpasset opplæring. Forskningsrapport nr. 62](#). [Research report No. 62. On individually adapted education] Høgskulen i Volda Volda: Møreforskning

Backe-Hansen, Elisabeth, Løvgren, Mette, Aamodt, Hilde Anette, and Winswold, Aina Irene (2014). [Til god hjelp for mange - Evaluering av Losprosjektet](#) [Evaluation report on the pilot guide initiative]. Oslo: Norwegian Social Research (NOVA).

Bakken, A. (2016). Ungdata (2016). Nasjonale resultater. [Youth data 2016. National Results] NOVA Rapport 8/16. Oslo: Norwegian Social Research. ISBN: 978-82-7894-592-6 (hard copy), 978-82-7894-593-3 (online); ISSN: 0808-5013 (hard copy), 1893-9503 (online).

Bakken, A., Frøyland L.R., & Sletten M.A. (2016) Sosiale forskjeller i unges liv. Hva sier Ungdata-undersøkelsene? (Youth social differences – results from the Youth data surveys) NOVA rapport 3/16. Last accessed 08.08.2017 11.20. [In Norwegian only] <http://www.hioa.no/content/download/123772/3198955/file/Sosiale-forskjeller-i-unges-liv-NOVA-Rapport-3-2016-18-april-.pdf>

Becken, L. E., S. Klingenberg, S. Berg, H. Jordel. (2015): Evaluering av de fylkesvise karrieresentrene – med søkelys på samhandlingen med Nav. [Evaluation report on the county career centres and cooperation with the Norwegian Labour and Welfare Administration offices] Proba samfunnsanalyse – rapport 2014 – 09.

Bråthen, M., and Vetvik, K (2011) Report on workers with reduced working capability [[Personer med nedsatt arbeidsevne - Hvem er de?](#)]

Carlén, Inge og Erlend Sand Bruer (2011): [Sårbar frivillighet. En rapport om endringer i rammevilkår for barne- og ungdomsorganisasjonene og konsekvensene for lokale lag](#). Oslo: Landsrådet for Norges barne- og ungdomsorganisasjoner.

Council of Europe (2004). [Youth policy in Norway - Report by the international team of experts appointed by the Council of Europe](#). Strasbourg: Council of Europe Publishing. ISBN 92-871-5601-8.

EACEA/Eurydice (2010). Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe. Luxembourg: Publications Office of the European Union, p. 59.

ENIK-NARIK (2017) Norway. Last accessed 27.07.2017. http://www.enic-naric.net/norway.aspx#anc09_38.

European Centre for the Development of Vocational Training (cedefop) (2017) Last accessed 25.05.2017. <http://www.cedefop.europa.eu/en/news-and-press/news/norway-digital-skills-education>

European Commission Mutual Learning Programme for Public Employment Services; and the Norwegian Directorate of Labour and Welfare (2011) [Peer country paper on Youth Guarantees' on Norway](#).

The European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) European Drug Report 2017. Last accessed 30.06.2017. <http://www.emcdda.europa.eu/publications/country-drug-reports/2017/norway>.

European Quality Assurance in Vocational Education and Training (EQAVET) (2016) [Quality management of VET in Norway's upper secondary school](#).

Eurydice (2017) Norway: Political, Social and Economic Background and Trends. Last accessed 31.07.2017. https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Norway:Political,_Social_and_Economic_Background_and_Trends.

Eurydice (2016) Mobility scoreboard. Higher education background report. Last accessed 27.07.2017 10:58. <https://publications.europa.eu/en/publication-detail/-/publication/97c912df-b535-11e6-9e3c-01aa75ed71a1/language-en/format-PDF>.

Fauske, Halvor, Guri Mette Vestby og Yngve Carlsson (2009): [Ungdoms fritidsmiljø. Ungdom, demokratisk deltakelse og innflytelse](#). Utredning fra ekspertgruppe nedsatt av Barne- og likestillingsdepartementet januar 2008 [Youth recreation, democratic participation, and influence – Report ordered by the Ministry of Children and Equality – January 2008].

FK Norway – the Norwegian Peace Corps, (2017). What is an FK-exchange?. Last accessed 17.09.2017 15:58. <https://www.fredskorpset.no/en/sider-som-skal-slettes/what-is-an-fk-exchange/>.

FK Norway – the Norwegian Peace Corps, (2017). Project descriptions. Last accessed 17.09.2017 15:58. <https://www.fredskorpset.no/en/projects/>.

Hammer, T. (1993). Unemployment and mental health among young people: a longitudinal study. Journal of Adolescence Volume 16, Issue 4, December 1993, Pages 407-420. Last accessed 13.10.2017. <https://doi.org/10.1006/jado.1993.1033>.

International Confederation of Private Employment Services (Ciett) (2016) [Annual economic report on staffing agencies \(2016\)](#).

Knudtzon, L. & Tjerbo, T. (2009): De unge stemmene. Innflytelsesorgan for barn og unge i kommuner og fylker. [Young voices – local level channels of influence] NIBR-rapport 2009:34 Oslo. Norsk institutt for by og regionforskning.

Langeland, S, Dokken T., & Barstad, A. (2016) Fattigdom og levekår I Norge – Tilstand og utviklingstrekk – 2015 [Poverty and Living Conditions in Norway – status quo and tendencies – 2015] NAV-rapport 2016:1 [NAV Report No.1] Oslo: The Norwegian Labour and Welfare Administration.

Lægreid, P., Nordø, Å.D. and Rykkja, L.H., (2013). [Coordinating Norwegian Welfare: The NAV Reform](#). COCOPS Country Report.

Løken, E., Stokke, T.A. and Nergaard, K. (2009). [Labour relations in Norway](#). Oslo: Fafo-report, 33.

Major, E. F., Dalgard, O. S., Mathisen, K. S., Nord, E., Ose, S., Rognerud, M., & Aarø, L. E. (2011). Bedre føre var-: psykisk helse: helsefremmende og forebyggende tiltak og anbefalinger. Oslo: Nasjonalt folkehelseinstitutt. [Report 2011: 1 on preventive measures in mental health. Oslo: The Norwegian Institute of Public Health].

The Norwegian Agency for Quality Assurance in Education (NOKUT) (2017): On Other Recognition Systems: Prior experiential learning. Last accessed 17.07.17 12:35. <http://www.nokut.no/en/Foreign-education/Other-recognition-systems/Prior-experiential-learning/>.

The Norwegian Centre for International Cooperation in Education (SIU) (2017) [Senter for internasjonalisering av utdanning (SIU)] Gradsstudier i utlandet [Full degree students from Norway abroad] Last accessed 26.07.2017. <https://www.siu.no/Data-analyse-og-prioriterte-samarbeidsland/Analyse/studentmobilitet-2015-16/gradsstudier-i-utlandet>.

The Norwegian Centre for International Cooperation in Education (SIU) (2017) [Senter for internasjonalisering av utdanning (SIU)] Studentmobilitet 2015-2016 [Student mobility (Norwegian exchange students) 2015-2016. Last accessed 26.07.2017. <https://www.siu.no/Data-analyse-og-prioriterte-samarbeidsland/Analyse/studentmobilitet-2015-16/utvekslingsstudenter-i-utlandet>.

The Norwegian Directorate for Education and Training (Udir) (2013) Framework for basic skills. Last accessed 27.06.2017. <https://www.udir.no/in-english/Framework-for-Basic-Skills/>

The Norwegian Directorate for Education and Training (Udir) (2007) Vocational Education and Training in Norway. Last accessed 27.06.2017. https://www.udir.no/Upload/Fagopplaring/4/Vocational_Education_and_Training_in_Norway.pdf?epslanguage=no

The Norwegian Institute of Public Health, & The European Monitoring Centre for Drugs and Drug addiction (2017) Norway: Country Drug Report 2017. Lisbon: The European Monitoring Centre for Drugs and Drug addiction. Available at: <http://www.emcdda.europa.eu/system/files/publications/4510/TD0116916ENN.pdf>.

The Norwegian Ministry for Children and Equality (2016) [The Rights of the Child in Norway](#). Norway's fifth and sixth periodic reports to the UN Committee on the Rights of the Child – 2016.

The Norwegian Ministry of Children and Equality, and Ministry of Foreign Affairs (2008). [Report: The Rights of the Child Norway's fourth periodic report to the UN Committee on the Rights of the Child – 2008](#). Oslo: Ministry of Children and Equality, and Ministry of Foreign Affairs.

The Norwegian Ministry of Children and Equality, and Ministry of Foreign Affairs (2003). [Barnets rettigheter. Norges tredje rapport til FNs komité for barnets rettigheter 2003](#). [The Rights of the Child Norway's third periodic report to the UN Committee on the Rights of the Child – 2003] Oslo: Ministry of Children and Equality, and Ministry of Foreign Affairs

The Office of the Auditor General of Norway [Riksrevisjonen] (2016) [Dokument 3:9 \(2015-2016\): Riksrevisjonens undersøkelse av oppfølging av ungdom utenfor opplæring og arbeid](#) [Report on the follow-up services of youth in Norway].

Olofsson, J. and Wadensjö, E., (2012). [Youth, education and labour market in the Nordic countries](#). Friedrich-Ebert-Stiftung, International Dialogue.

The Organisation for Economic Co-operation and Development (OECD) (2013). Education Policy Outlook: Norway. Last accessed 12.07.2017 15:32. http://www.oecd.org/norway/EDUCATION%20POLICY%20OUTLOOK%20NORWAY_EN.pdf

Osterud, O. (Ed.) (2013). Norway in transition: Transforming a stable democracy. New York: Routledge.

Rosser, J. Barkley; Rosser, Marina V. (2003). Comparative Economics in a Transforming World Economy (2nd ed.). Cambridge, Massachusetts: MIT Press. ISBN 978-0-262-18234-8.

Selle, P. and Øymyr, B., 1995. Frivillig organisering og demokrati. Oslo: Samlaget.

Sivesind, K.H., 2007. Frivillig sektor i Norge 1997–2004 Frivillig arbeid, medlemskap, sysselsetting og økonomi. ISF-rapport. 71 p. Oslo: Institutt for samfunnsforskning.

Sletten, M. A., & Hyggen, C. (2013). Ungdom, frafall og marginalisering. Temanotat Norges Forskningsråd. [Youth, dropout and marginalisation. Thematic notes – Programme of Welfare, Working Life and Migration]. Oslo: The Research Council of Norway]

Statistics Norway (2017) Facts about education in Norway 2017. Last accessed 21.10.2017 13:08. <https://www.ssb.no/en/utdanning/artikler-og-publikasjoner/facts-about-education-in-norway-2017>

The Swedish Ombudsman for Children, 2009. [Retten til medvirkning for samiske barn og unge \(2009\)](#). Ett samarbeidsprosjekt mellom Barnombudsmannen i Finland, Barneombudet i Norge och Barneombudsmannen i Sverige. [Sami Children and youth's right to participate (2009) - International cooperation between the offices of the Swedish, Norwegian and Finnish Ombudsman for Children and Youth] Stockholm: The Swedish Ombudsman for Children.

Vestby, Guri Mette (2003): Medvirkning i skolen som byggestein i demokratiutvikling? [School co-decision-making as a building block of democracy building] I: Fredrik Engelstad og Guro Ødegård (red.): Ungdom, makt og mening. Oslo: Gyldendal Akademisk.

VOX – the Norwegian Agency for Lifelong Learning (2016) Evaluation report on career guidance for newly arrived immigrants ([Karriereveiledning for nyankomne innvandrere](#)).

Winsvold, A. and Falck, S. (2011). Modeller for å sikre medbestemmelse og medinnflytelse blant utsatte ungdomsgruppe. [Approaches to facilitate co-decision-making for vulnerable youth] NOVA Notat 5/11. Oslo: Norwegian Social Research (NOVA).

Wollebæk, Dag (2006): Barne- og ungdomsorganisasjonene i lokaldemokratiet. Fritid med mening 13. Barne-, likestillings- og inkluderingsdepartementet.

Wollebæk, D. and Selle, P., 2002. Det nye organisasjonssamfunnet. Demokrati i endring. Bergen: Fagbokforlaget.

Work Research Institute (AFI) (2016) 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](#). [Research report on vulnerable youth and NAV labour market initiatives].

Official websites

Arts Council Norway [Kulturrådet] <http://www.kulturradet.no/english> (last accessed 31/10/2017).

Arts for Young Audiences Norway [Kulturtanken] <https://www.kulturtanken.org/what-is-kulturtanken> (last accessed 31/10/2017).

The Association of Non-Governmental Organizations in Norway [Frivillighet Norge]. <http://www.frivillighetnorge.no/no/english/> (last accessed 31/10/2017).

The Barents Youth Coordination Office (BYCO). <http://www.barentsyouth.org/byco.268292.en.html> (last accessed 31/10/2017).

Changemaker. <https://changemaker.no/en> (last accessed 31/10/2017).

The Confederation of Norwegian Enterprise (Næringslivets Hovedorganisasjon - NHO). <https://www.nho.no/en/> (last accessed 31/10/2017).

The coordinating centres for volunteering [Frivillighetsentralene] <http://frivilligsentral.no/> [Norwegian only] (last accessed 31/10/2017).

Council of the Baltic Sea States (CBSS) and the Expert group for cooperation on children at risk (EGCC). <http://www.childrenatrisk.eu/> (last accessed 31/10/2017).

Greenpeace Norway. <http://www.greenpeace.org/norway/no/> [Norwegian only].

The Federation of Norwegian Professional Associations [Akademikerne]. http://akademikerne.no/no/om_akademikerne/english/ (last accessed 31/10/2017).

'The follow-up service' [Den fylkeskommunale oppfølgingstjenesten (OT)]. https://utdanning.no/tema/hjelp_og_veiledning_nyttig_informasjon/oppfolgingstjenesten (last accessed 31/10/2017).

Fremtiden i våre hender [The future in our hands]. <https://www.framtiden.no/201001172135/om-oss/in-english/the-future-in-our-hands.html> (last accessed 31/10/2017).

Husbanken [The Norwegian State Housing Bank]. <https://www.husbanken.no/english/about-the-housing-bank/> (last accessed 31/10/2017).

KFUK/KFUM Norway. <https://www.kfuk-kfum.no/aktiviteter/ungdom/ledere-i-vekst-global> [Norwegian only] (last accessed 31/10/2017).

The National Erasmus+ Youth in Action Office [Erasmus+ Aktiv ungdom] and the Norwegian Directorate for Children Youth and Family Affairs (Bufdir). <https://www.aktivungdom.eu/> (last accessed 31/10/2017).

The National Union of Students in Norway [Norsk studentorganisasjon – NSO]. <https://www.student.no/english/> (last accessed 31/10/2017).

Natur og Ungdom [Nature and Youth – Young Friends of the Earth Norway]. <https://nu.no/english/> (last accessed 31/10/2017).

The Nordic child and youth committee [Nordisk barne- og ungdomskomite (NORDBUK)]. <http://www.norden.org/en/nordic-council-of-ministers/ministers-for-co-operation-mr-sam/children-and-young-adults/nordic-committee-for-children-and-young-people-nordbuk> (last accessed 31/10/2017).

The Nordic Institute for Studies in Innovation, Research and Education (NIFU) [Nordisk institutt for studier av innovasjon, forskning og utdanning – NIFU]. <http://www.nifu.no/en/about-nifu/> (last accessed 31/10/2017).

Nordjobb.org. <http://www.nordjobb.org/no/> [in the Nordic languages only] (last accessed 31/10/2017).

The Nordplus Programme. <http://www.nordplusonline.org/> (last accessed 31/10/2017).

Norsk Folkehjelp Ungdom – Norwegian People's Aid Youth. <https://www.folkehjelp.no/Ungdom> [Norwegian only] (last accessed 31/10/2017).

Norway Makers. <http://norwaymakers.org/> [Norwegian only] (last accessed 31/10/2017).

The Norwegian Association of Higher Education Institutions (UHR) [Universitets- og høyskolerådet]. http://www.uhr.no/om_uhr/about_uhr (last accessed 31/10/2017).

The Norwegian Association of Local and Regional Authorities (KS) [KS – Kommunenes sentralforbund]. <http://www.ks.no/news-in-english/english-articles/about-ks/> (last accessed 31/10/2017).

The Norwegian Agency for Development Cooperation (Norad). <https://www.norad.no/en/front/about-norad/> (last accessed 31/10/2017).

The Norwegian Agency for Quality Assurance in Education (NOKUT). <http://www.nokut.no/en/> (last accessed 31/10/2017).

The Norwegian Board of Health Supervision [Helsetilsynet]. <https://www.helsetilsynet.no/no/> [Norwegian only] (last accessed 31/10/2017).

The Norwegian Centre for Art and Culture in Education [Nasjonalt senter for kunst og kultur i opplæringen]. <http://www.kunstkultursenteret.no/wips/1522190734/> (last accessed 31/10/2017).

The Norwegian Centre for International Cooperation in Higher Education (SIU). <https://www.siu.no/eng> (last accessed 31/10/2017).

The Norwegian Centre for Minority Health Research (NAKMI). <https://www.nakmi.no/english/> (last accessed 31/10/2017).

The Norwegian Children and Youth Council (LNU). <http://www.lnu.no/english/> (last accessed 31/10/2017).

The Norwegian Civil Affairs Authority. <http://www.sivilrett.no/index.php?cat=305212> (last accessed 31/10/2017).

The Norwegian Council for Schools of Music and Performing Arts [Norsk kulturskoleråd]. <http://www.kulturskoleradet.no/om-oss/historien/the-history-in-english> (last accessed 31/10/2017).

The Norwegian Confederation of Trade Unions (LO) [Landsorganisasjonen i Norge]. <http://www.lo.no/english/> (last accessed 31/10/2017).

The Norwegian Confederation of Unions for Professionals (Unio). <https://www.unio.no/no/om-unio/organisasjon>. [Norwegian only] (last accessed 31/10/2017).

The Norwegian Confederation of Vocational Unions (YS) [YS - Yrkesorganisasjonenes Sentralforbund]. <http://ys.no/om-ys/welcome-to-ys/> (last accessed 31/10/2017).

The Norwegian Consumer Ombudsman. <https://forbrukerombudet.no/english> (last accessed 31/10/2017).

The Norwegian Correctional Services. <http://www.kriminalomsorgen.no/index.php?cat=265199> (last accessed 31/10/2017).

The Norwegian Directorate for Children, Youth, and Family Affairs. https://www.bufdir.no/en/English_start_page/ (last accessed 31/10/2017).

The Norwegian Directorate for Cultural Heritage [Riksantikvaren]. <https://www.riksantikvaren.no/en/About-Us/Strategy> (last accessed 31/10/2017).

The Norwegian Directorate for Education and Training. <https://www.udir.no/in-english/> (last accessed 31/10/2017).

The Norwegian Directorate for Health. <https://helsedirektoratet.no/English> (last accessed 31/10/2017).

The Norwegian Directorate of Immigration. <https://www.udi.no/en/> (last accessed 31/10/2017).

The Norwegian Directorate of Integration and Diversity (IMDi) <https://www.imdi.no/en/> (last accessed 31/10/2017).

The Norwegian Directorate for Labour and Welfare [Arbeids- og velferdsdirektoratet]. <https://www.nav.no/no/NAV+og+samfunn/Kontakt+NAV/Kontakt+oss/Kontorer/arbeids-og-velferdsdirektoratet>. [Norwegian only] (last accessed 31/10/2017).

The Norwegian Equality and Anti-discrimination Ombudsman. <http://www.ido.no/en/> (last accessed 31/10/2017).

The Norwegian Federation for Arts in Education [Fellesrådet for kunstfag i skolen (fks)]. <http://www.fellesradet-fks.no/pub/fks/fks/?aid=37&cid=38> [Norwegian only] (last accessed 31/10/2017).

The Norwegian Institute of Public Health. <https://www.fhi.no/en/> (last accessed 31/10/2017).

The Norwegian Labour and Welfare Administration (NAV). <https://www.nav.no/en/Home/About+NAV/What+is+NAV> (last accessed 31/10/2017).

The Norwegian Medicines Agency. <https://legemiddelverket.no/English> (last accessed 31/10/2017).

The Norwegian Ministry of Agriculture and Food. <https://www.regjeringen.no/en/dep/lmd/id627/> (last accessed 31/10/2017).

The Norwegian Ministry of Children and Equality. <https://www.regjeringen.no/en/dep/bld/id298/> (last accessed 31/10/2017).

The Norwegian Ministry of Climate and Environment. <https://www.regjeringen.no/en/dep/kld/id668/> (last accessed 31/10/2017).

The Norwegian Ministry of Culture. <https://www.regjeringen.no/en/dep/kud/id545/> (last accessed 31/10/2017).

The Norwegian Ministry of Defence. <https://www.regjeringen.no/en/dep/fd/id380/> (last accessed 31/10/2017).

The Norwegian Ministry of Education and Research. <https://www.regjeringen.no/en/dep/kd/id586/> (last accessed 31/10/2017).

The Norwegian Ministry of Finance. <https://www.regjeringen.no/en/dep/fin/id216/> (last accessed 31/10/2017).

The Norwegian Ministry of Foreign Affairs. <https://www.regjeringen.no/en/dep/ud/id833/> (last accessed 31/10/2017).

The Norwegian Ministry of Health and Care Services. <https://www.regjeringen.no/en/dep/hod/id421/> (last accessed 31/10/2017).

The Norwegian Ministry of Justice and Public Security. <https://www.regjeringen.no/en/dep/jd/id463/> (last accessed 31/10/2017).

The Norwegian Ministry of Labour and Social Affairs. <https://www.regjeringen.no/en/dep/asd/id165/> (last accessed 31/10/2017).

The Norwegian Ministry of Local Government and Modernisation. <https://www.regjeringen.no/en/dep/kmd/id504/> (last accessed 31/10/2017).

The Norwegian Ministry of Trade, Industry and Fisheries. <https://www.regjeringen.no/en/dep/nfd/id709/> (last accessed 31/10/2017).

The Norwegian Ministry of Transport and Communications. <https://www.regjeringen.no/en/dep/sd/id791/> (last accessed 31/10/2017).

The Norwegian Music Council [Norsk Musikkråd]. <http://www.musikk.no/nmr> [Norwegian only] (last accessed 31/10/2017).

The Norwegian National Commission for UNESCO. <http://unesco.no/eng-child-page/the-national-commission-for-unesco/> (last accessed 31/10/2017).

The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF). <https://www.idrettsforbundet.no/english/> (last accessed 31/10/2017).

The Norwegian Ombudsman for Children. <http://barneombudet.no/english/about-the-ombudsman/> (last accessed 31/10/2017).

The Norwegian Ombudsman for Privacy/ The Norwegian Data Protection Authority. <https://www.datatilsynet.no/en/> (last accessed 31/10/2017).

The Norwegian Ombudsmen for pupils and apprentices. <http://www.elevombudene.no/#hvem> [Norwegian only] (last accessed 31/10/2017).

The Norwegian Parliament: Stortinget. <https://stortinget.no/en/In-English/> (last accessed 31/10/2017).

The Norwegian Peace Corp Youth [Fredskorpset – Fredskorpset Ung]. <https://www.fredskorpset.no/en/> (last accessed 31/10/2017).

The Norwegian Police Security Services. <http://www.pst.no/om/> [Norwegian only] (last accessed 31/10/2017).

The Norwegian Sami Parliament. <https://sametinget.no/> [Norwegian/Sami only] (last accessed 31/10/2017).

Norwegian Social Research (NOVA). <http://www.hioa.no/eng/About-HiOA/Centre-for-Welfare-and-Labour-Research/NOVA> (last accessed 31/10/2017).

The Norwegian Society of Engineers and Technologists (NITO – Norges største organisasjon for ingeniører og teknologer). <https://www.nito.no/> [Norwegian only] (last accessed 31/10/2017).

The Norwegian Support System for Special Education. <http://www.statped.no/Spraksider/In-English/> (last accessed 31/10/2017).

The Norwegian System of Compensation to Patients. <https://www.npe.no/no/Om-NPE/> [Norwegian only] (last accessed 31/10/2017).

The Office of the Auditor General of Norway [Riksrevisjonen]. <https://www.riksrevisjonen.no/en/Pages/Homepage.aspx> (last accessed 31/10/2017).

NPH - The Norwegian Network for Private Higher Education Institutions [Nettverk for Private Høyskoler]. <http://www.nph.no/english/> (last accessed 31/10/2017).

Operation Day's Work (ODW) [Operasjon Dagsverk (OD)]. <http://www.od.no/OD-in-English> (last accessed 31/10/2017).

Organization for Norwegian Vocational Students (Organisasjon for Norske Fagskolestudenter - ONF). <http://www.fagskolestudent.no/> [Norwegian only] (last accessed 31/10/2017).

Plan International Norway Youth [Plan International Norge Ungdom]. <https://www.plan-norge.no/ungdom-og-skoler> [Norwegian only] (last accessed 31/10/2017).

Press. <https://press.no/> [Norwegian only] (last accessed 31/10/2017).

Red Cross Youth Norway [Røde Kors Ungdom]. <https://www.rodekors.no/om-rode-kors/rode-kors-ungdom/> [Norwegian only] (last accessed 31/10/2017).

The Research Council of Norway (NFR). https://www.forskningsradet.no/en/Home_page/1177315753906 (last accessed 31/10/2017).

School Student Union of Norway [Elevorganisasjonen]. <http://elev.no/om-eo/> [Norwegian only] (last accessed 31/10/2017).

The Service Centre for Foreign Workers (SUA). <http://www.sua.no/en/sua/> [Norwegian only] (last accessed 31/10/2017).

Sex og samfunn – senter for ung seksualitet [Sex and community/society – center for young sexuality]. <https://www.sexogsamfunn.no/> [Norwegian only] (last accessed 31/10/2017).

Skills Norway (previously Norwegian Agency for Lifelong Learning (VOX)) [Kompetanse Norge – tidligere Nasjonal fagorgan for kompetansepolitikk (VOX)] <https://www.kompetansenorge.no/English/> (last accessed 31/10/2017).

Spekter. <http://spekter.no/Stottemeny/Om-Spekter/Om-Spekter/Information-in-English/> (last accessed 31/10/2017).

Spire. <http://www.spireorg.no/english> (last accessed 31/10/2017).

Statistics Norway. <http://www.ssb.no/en/> (last accessed 31/10/2017).

Ung.no. <https://www.ung.no/> [in Norwegian] (last accessed 31/10/2017).

Ungdom og Fritid. <https://www.ungdomogfritid.no/> [in Norwegian]

UNGORG. http://buro.unginfo.oslo.no/?post_type=ungorg&p=22 [in Norwegian] (last accessed 31/10/2017).

Utdanning.no. <https://utdanning.no/> [in Norwegian] (last accessed 31/10/2017).

Virke, the Enterprise Federation of Norway (Virke – hovedorganisasjonen). <https://www.virke.no/en/about-virke/> (last accessed 31/10/2017).

Workinnorway.no. <https://www.workinnorway.no/> (last accessed 31/10/2017).

Young People with Disabilities (Norway). <http://www.ungefunksjonshemmede.no/> [in Norwegian] (last accessed 31/10/2017).

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 allmennyttig	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.
Lovlighetstilsyn 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 (RFH)	helseforetak	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.

ARCHIVE

Information from previous years can be accessed and freely downloaded through the PDF files below.

2018:

 [Norway.pdf](#)

2017:

 [Norway.pdf](#)