



NORWAY

	Kind of structures Coverage	Average size of the groups	Official ratio	Staff jobs and initial training level		Legal participation conditions (free or obliged)	Financing aspect (parents' costs)
Before preschool age (0-3)	Kindergarten/day care Public and private with official accreditation	9 children age 1-2 (most common)	1 :3 (common but not required)	Jobs	Initial Training Level	free	Parents pay 15% of the costs (2012) The national maximum fee is 290 EUR/ month
	Family Daycare Public and private with official accreditation	10-15 children age 1-5 or 2-4	Regulations set a norm of 1 qualified preschool teacher per 7-9 children under the age of three	Preschool teacher	Level 6		
Preschool age (3-5)	Open kindergarten Public and private with official accreditation	No regulations concerning group size, as long as the staff ratio is followed.		Regulations set a norm of 1 qualified preschool teacher per 14-18 children over the age of three	Assistants	Level 2 or 3 No official requirements, a group of staff with a diverse experience	free
	• 54% of the 0-2 year old children attend ECEC (OECD, 2010)	No regulations concerning groups size, as long as the staff ratio is followed.	Jobs		In.Tr.lev.		
Preschool age (3-5)	Kindergarten/day care Public and private with official accreditation	18 - 20 children age 3-5 (most common. There might be more children per group or they might be organized as flexible groups.)	1 : 6	Preschool teacher	Level 6	free	Parents pay 15 % of the costs (2012) The national maximum fee is 290 EUR/ month.
	• 96,2% of the 3-5 year old children attend ECEC (OECD, 2010)	No regulations concerning groups size, as long as the staff ratio is followed.	Regulations set a norm of 1 qualified preschool teacher per 14-18 children over the age of three	Assistants	Level 2 or 3 No official requirements, a group of staff with a diverse experience		



Strengths	Weaknesses
<ul style="list-style-type: none"> A good system in general : A unitary ECEC system (0-6) under the auspices of Ministry of Education A coherent national curriculum for all kinds of ECEC (public and private) Public and private settings are funded equally A good child/staff ratio Reasonable parental fees, a national regulated maximum price Children are entitled to a place in ECEC from the age of 1 An increasing number of children attend ECEC (2010): 97% of the 4-5 year olds and 79% of the 1 and 2 year olds An increasing number of children from linguistic minorities attend ECEC: In 2009 68% of children from linguistic minorities (age 1-5) used ECEC A social pedagogic tradition intertwining play, care and education Focus on a strong relationship between parents and ECEC-centres Open Kindergartens (Play groups for children and parents) offer an educational programme to families who are not fond of day care centre Teacher education (for age group 0-5) on BA level, with possibility to continue to master degree in ECEC Specific efforts addressing young children at risk Since 1996 preschool teacher programmes have offered specialization courses (30 ECTS) dedicated to Working with Children under Three National guideline book on Linguistic and Cultural Diversity in ECEC National guideline book on The Youngest Children in ECEC (under three) The government gives economic support to municipalities for specific language support programmes developed in the local context A national multilingual library (http://www.dfb.deichman.no/) distributes childrens books in 40 languages all over the country National research programmes ask for studies focusing on children under three in ECEC Early intervention is one of the Government's goals to achieve equal possibilities for learning, according to White Papers and recent reports 	<ul style="list-style-type: none"> No formal education is needed for teaching assistants in ECEC. Two third of the personnel are assistants. Preschool teachers are a minority in ECEC (32% of the staff) and lead the educational work Unsatisfactory recruitment of preschool teachers to ECEC-centres Unsatisfactory recruitment of students to preschool teacher education Unsatisfactory payment of personnel A long-lasting lack of preschool teachers has resulted in replacement by unqualified personnel Lack of competence : No effective actions to increase the number of preschool teachers and qualified assistants Lack of knowledge : Very few research programmes investigate ECEC and particularly too little research about one and two year old children from disadvantaged backgrounds in ECEC. A long-lasting focus on quantity (a amount of children in ECEC) expels the focus on quality in ECEC The cash benefit scheme (offering money to parents for not using ECEC for their 1 year old child) leads to reduced access for children from low-income families and linguistic minorities A gap between increasing expectations of ECEC's role in lifelong learning and a decreasing allocation of money to each ECEC institution The goals for ECEC are set by the government but the implementation is on municipal level, where ECEC has to compete with other sectors Early intervention is put on the agenda, but not implemented in ECEC
Opportunities	Threats
<ul style="list-style-type: none"> To build a strong and robust ECEC sector To give all children a fair start in life, including children from poor families and children from cultural minorities To create interesting, meaningful workplaces and good recruitment to the ECEC sector To change public beliefs about early education and care, and its impact on lifelong learning 	<ul style="list-style-type: none"> Extended focus on formal learning for young children Unwillingness to prioritize the ECEC-sector and early intervention Too little funding for the sector Too few preschool teachers, too low educational level in the staff group Too low quality in the ECEC-sector, can't deliver the requested outcomes Low status to professionals working with children under three

