



Norwegian Ministry
of Education and Research

Early Childhood Education and Care in Norway towards 2030 – policy trends and perspectives

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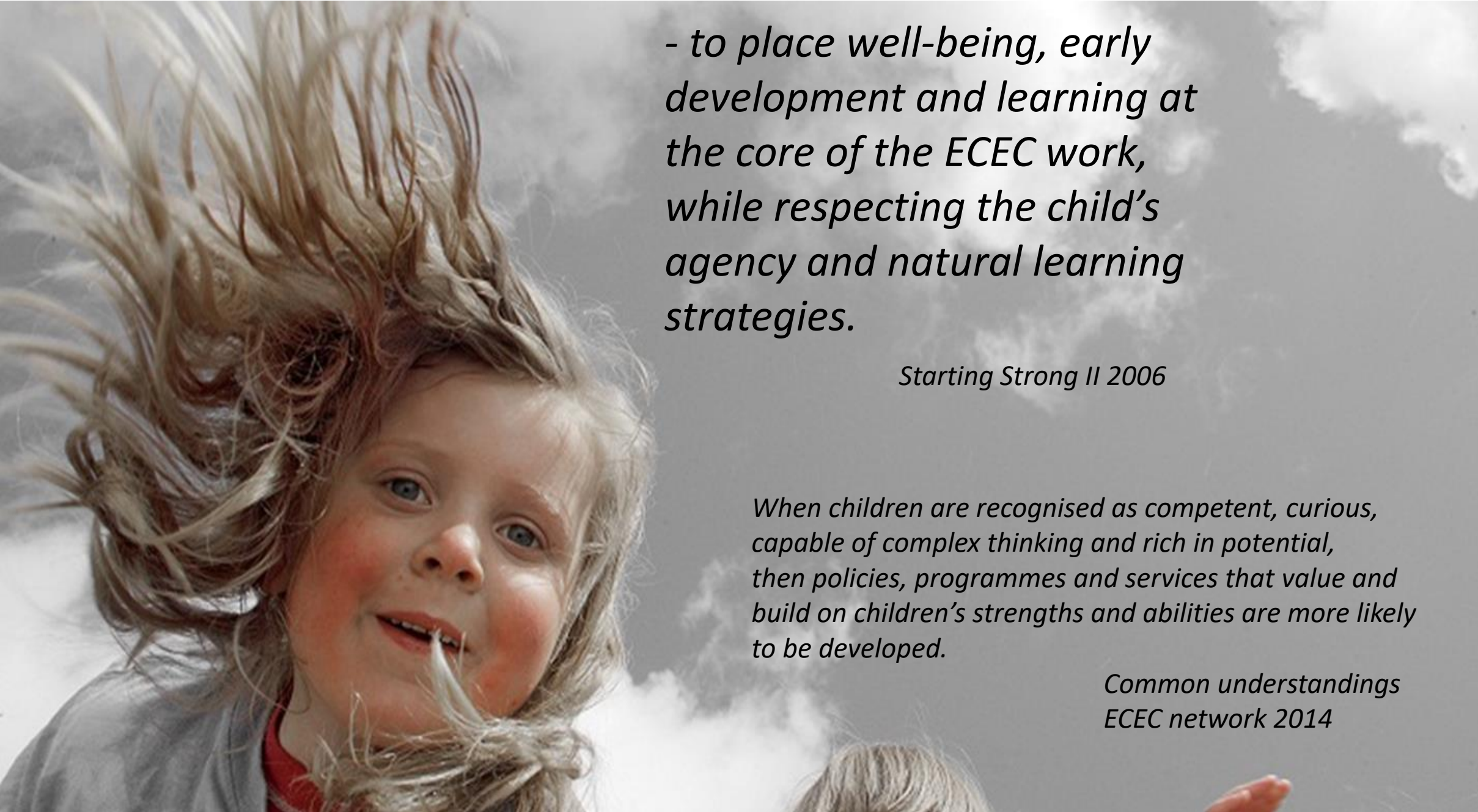




- Setting the scene
- ECEC in Norway
 - Facts
 - Framework Plan
- ECEC towards 2030

Setting the scene



A young child with blonde hair is blowing a dandelion seed head. The seeds are caught in the air, creating a large, cloud-like shape around the child's head. The child is looking towards the camera with a slight smile. The background is a bright, cloudy sky.

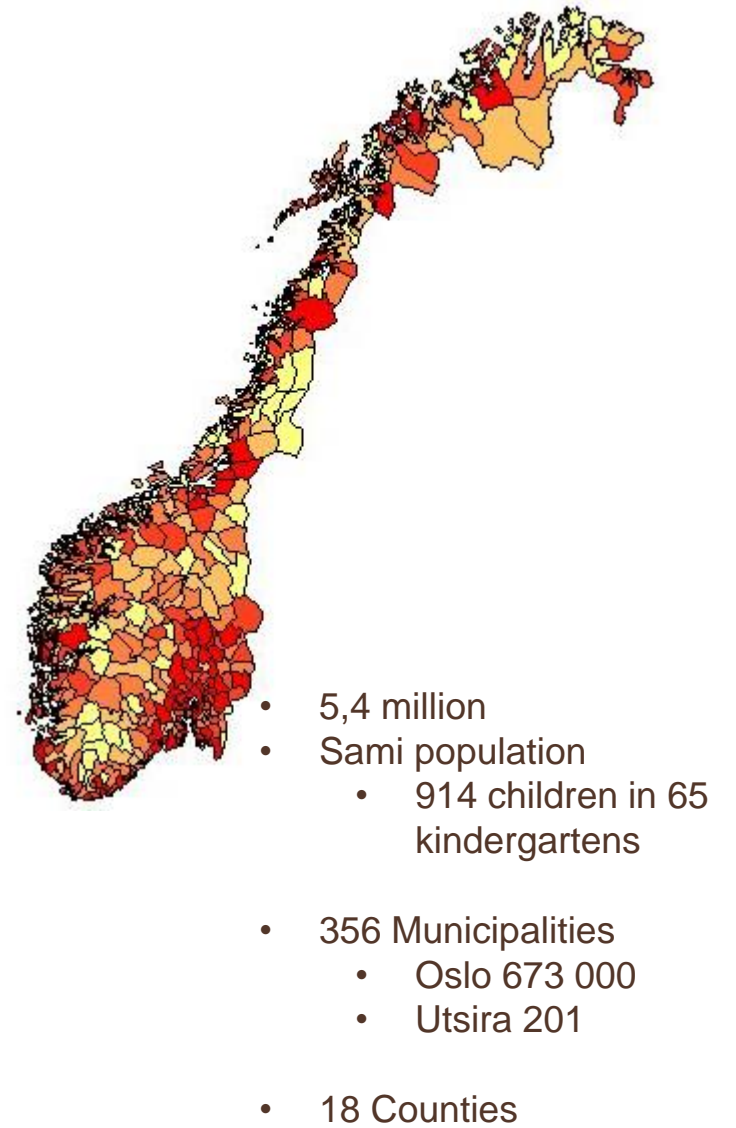
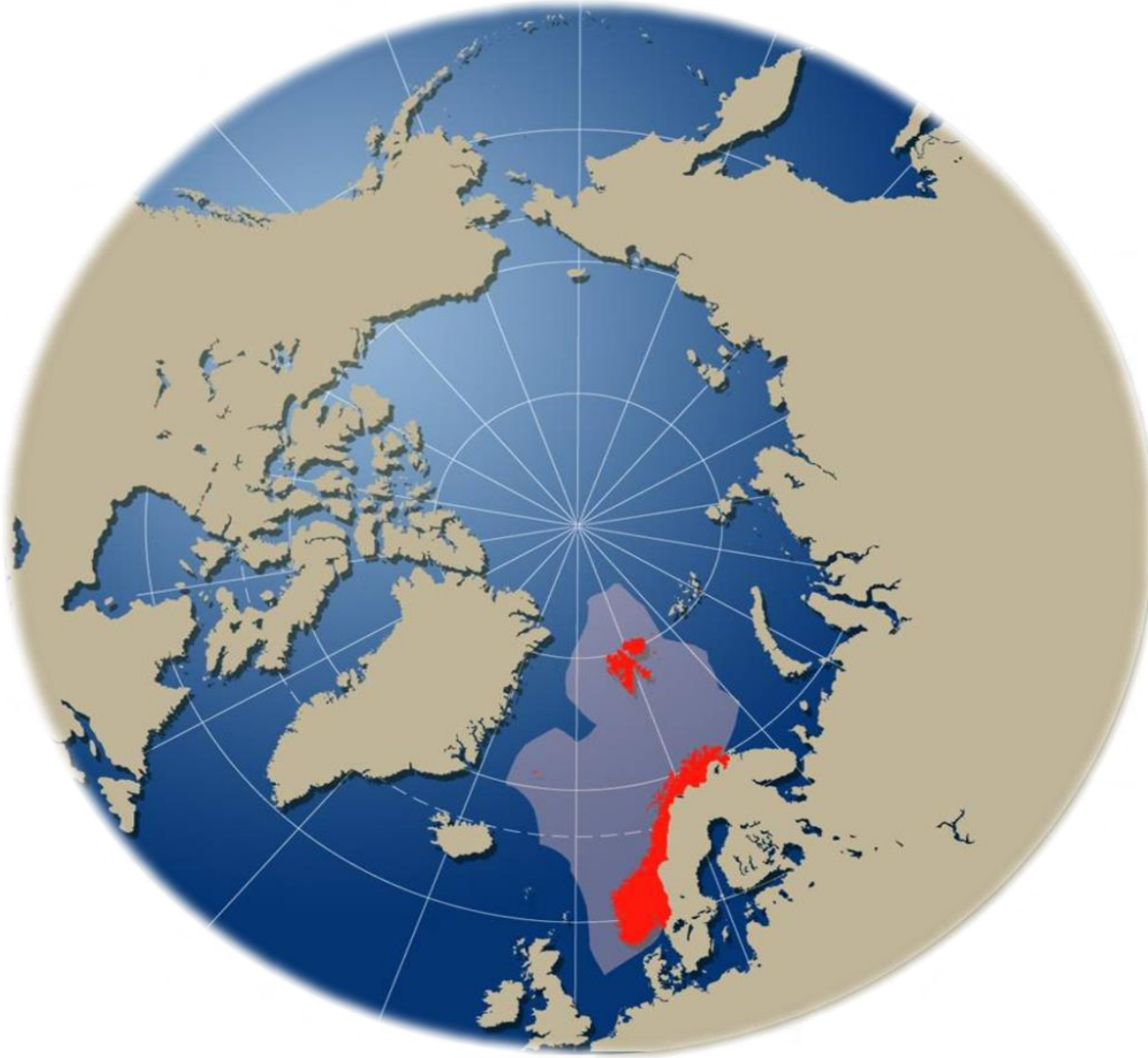
- to place well-being, early development and learning at the core of the ECEC work, while respecting the child's agency and natural learning strategies.

Starting Strong II 2006

When children are recognised as competent, curious, capable of complex thinking and rich in potential, then policies, programmes and services that value and build on children's strengths and abilities are more likely to be developed.

*Common understandings
ECEC network 2014*

Norway



ECEC in Norway

ECEC in Norway – at a glance

~280 000 children

- 1-2 year olds : 83.5 per cent
- 3-5 year olds: 97.1 per cent
- 95.5 per cent full day (+ 41 hours per week)

~5 900 Kindergartens

- 98.6 per cent Center-based Kindergartens
- 1.4 per cent Family Kindergartens – guided home-based
- + "Open Kindergartens" – guided playgroups
- 54 per cent private (publicly funded)
- 46 per cent public (municipal)
- Funding: 86.4 per cent public funding
- 13.5 per cent parents fees



ECEC in Norway – at a glance

~80 000 Staff

- Staff: Teachers and Assistants
 - Teacher:child ratios
1:7 and 1:14
 - Staff:child ratio
1:3 and 1:6
- 9,9 per cent men
- Kindergarten Act 1975, 1995, 2005
- Framework plan (curriculum framework): 1996, 2006, (2011),2017
- Statutory right to a place for children from 1 year of age (2009)*
- 85 per cent of mothers of young children work full time or part time

New
regulation
2018/2019



Barnehager in Norway "Curriculum Framework"

A holistic pedagogical philosophy

- with care, play, learning and dannung(bildung /formation)

- Nordic model
 - EDUCARE : education + care
 - The intrinsic value of childhood
- Play-based
- Child-centered
- Well-being and joy
 - Creative zest,
 - Sense of wonder and
 - Need to investigate
- Language and social-emotional development



- *Meeting every child's need for care, security, belonging and respect, and enabling children to participate and contribute in the community*
- Framework Plan for kindergartens into force 1st of August 2017.
<https://www.udir.no/in-english/framework-plan-for-kindergartens/>



The Curriculum Framework

The Framework Plan – Values and topics

Children learn best when they are active and engaged

Interactions are frequent and meaningful

Curriculum builds on prior learning



Norway's revised curriculum framework 2017

- Clearer obligations
- Strengthening
 - Democracy, Diversity, Equality
 - Sustainable development
 - Life skills and health
 - Language
 - Transitions
- Responsibility to prevent, stop and respond to exclusion and harassment
- More attention to the very youngest children

1. Core values
2. Roles and responsibilities
3. Objectives and content
4. Children's participation
5. Co-operation between home and kindergarten
6. Transitions
7. Kindergarten as a pedagogical undertaking
8. Working methods
9. Learning areas

Children and Childhood

Kindergartens shall respect and safeguard the intrinsic value of childhood.

The children shall be welcomed as individuals, and the kindergartens shall respect the child's experiential world.

Children's lives are shaped by their environment, but children also exert influence over their own lives.

Kindergartens shall make allowances for children's differing abilities, perspectives and experiences and help to ensure that the children, together with others, develop a positive relationship with themselves and confidence in their own abilities.

Democracy

Increasing diversity and individualisation demands an understanding of democracy, respect for our differences and positive attitudes in order to be able to live together.

By participating in the kindergarten community, the children shall be able to develop an understanding of society and the world in which they live.

Kindergartens shall be inclusive communities in which everyone is allowed to express themselves, be heard and participate.

Diversity and mutual respect

Kindergartens shall promote respect for human dignity by highlighting and valuing and promoting diversity and mutual respect.

The children shall be able to discover that there are many ways in which to think, act and live.

Kindergartens shall also give the children shared experiences and highlight the value of community.

Kindergartens shall demonstrate how everyone can learn from each other and promote the children's curiosity and sense of wonder about similarities and differences.

Equity and equality

Kindergartens shall promote equity and equality irrespective of gender, functional ability, sexual orientation, gender identity and expression, ethnicity, culture, social status, language, religion and world view.

Kindergartens shall combat all forms of discrimination and promote compassion.

Everyone shall have the same opportunities to be seen, heard and encouraged to participate in all shared activities in kindergarten.

Sustainable development

The children shall learn to look after themselves, each other and nature.

Kindergartens shall help make the children understand that their actions today have consequences for the future.

Kindergartens shall foster the children's ability to think critically, act ethically and show solidarity.

Children shall be given opportunities to give care and to look after their surroundings and the natural environment. For Sami children, this means living in harmony with, making use of and reaping the land.

The children shall be given outdoor experiences and discover the diversity of the natural world, and kindergartens shall help the children to feel the connectedness with nature.

Life skills and health

Kindergartens shall promote good health, play a preventive role and help even out social inequalities.

They shall promote physical and mental health in the children.

They shall contribute to the children's well-being, happiness, attainment and feeling of self-worth, and they shall combat harassment and bullying.

Kindergartens shall be a safe and challenging place in which the children can experiment with different aspects of interaction, community and friendship.

The children shall be given support in coping with adversity, tackling challenges and exploring their own feelings and those of others.

Kindergartens shall promote formative development

- Kindergartens shall support the children in taking a probing and inquisitive approach to the world around them and help lay the foundations for courageous, independent and responsible participation in democratic communities.
- In kindergarten children shall be able to participate in decision-making processes and develop shared content.
- Kindergartens shall use interaction, dialogue, play and exploration to help the children develop critical thinking, ethical judgement and an ability to put up resistance and take action in order to effect change.

Implementation



Strategy for raising competence
2018-2022



Resources from the
Directorate

Films
Guidance
material



Tools to make the reflections on
the Framework plan visible in
kindergartens (posters)



ECEC towards 2030

A Strategy to ensure and enhance Quality



What did recent research on Norwegian ECEC tell us?

BePro

- Norwegian kindergartens was of median quality , large quality variations
- Only 9 per cent of highest score

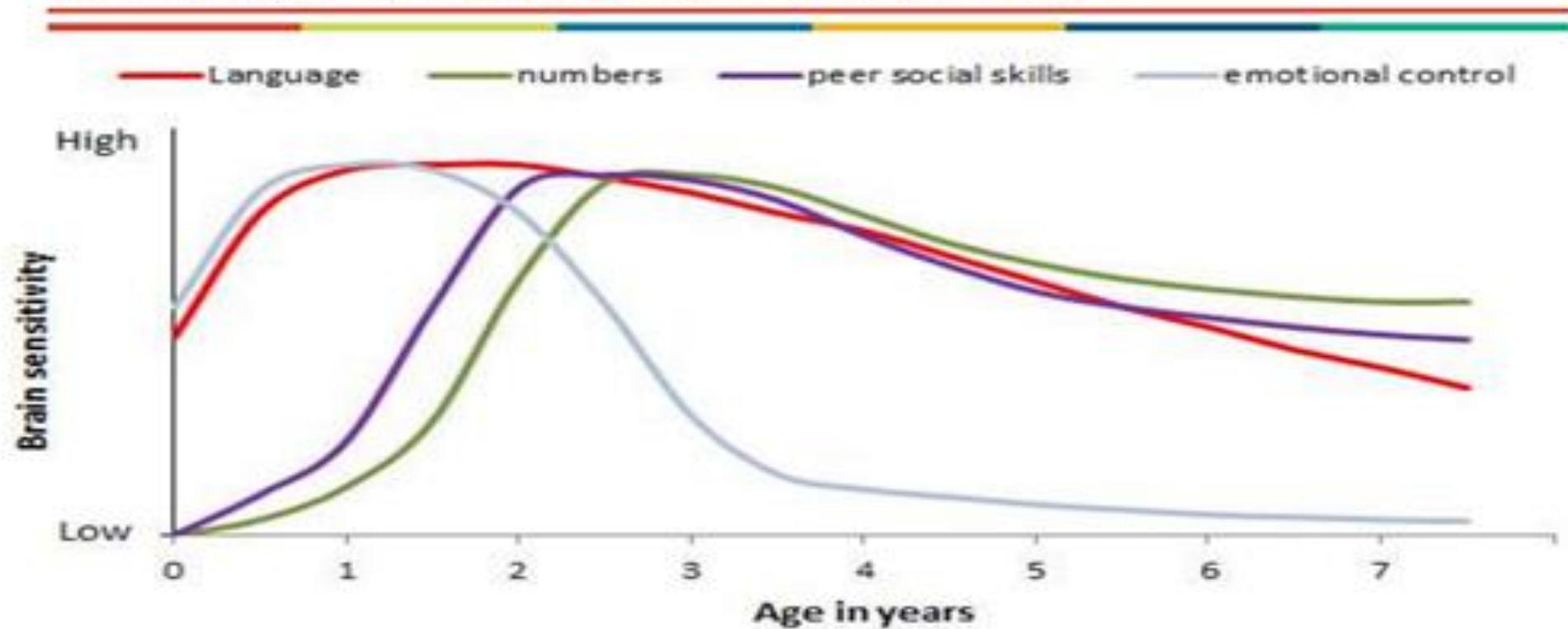
University of Stavanger – Stavanger Study

- Already at age 2,5 there is a large variation within language and communication skills, emerging mathematical perceptions, social competence and motor skills.
- When children do not receive appropriate support, children with challenges will fall out socially and miss opportunities for development and learning.

Playbased learning – the Agder Study

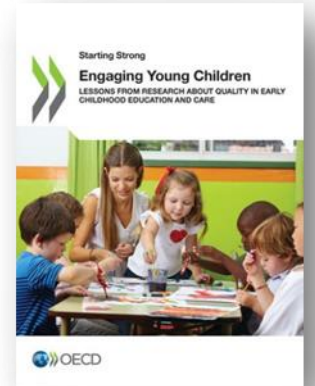
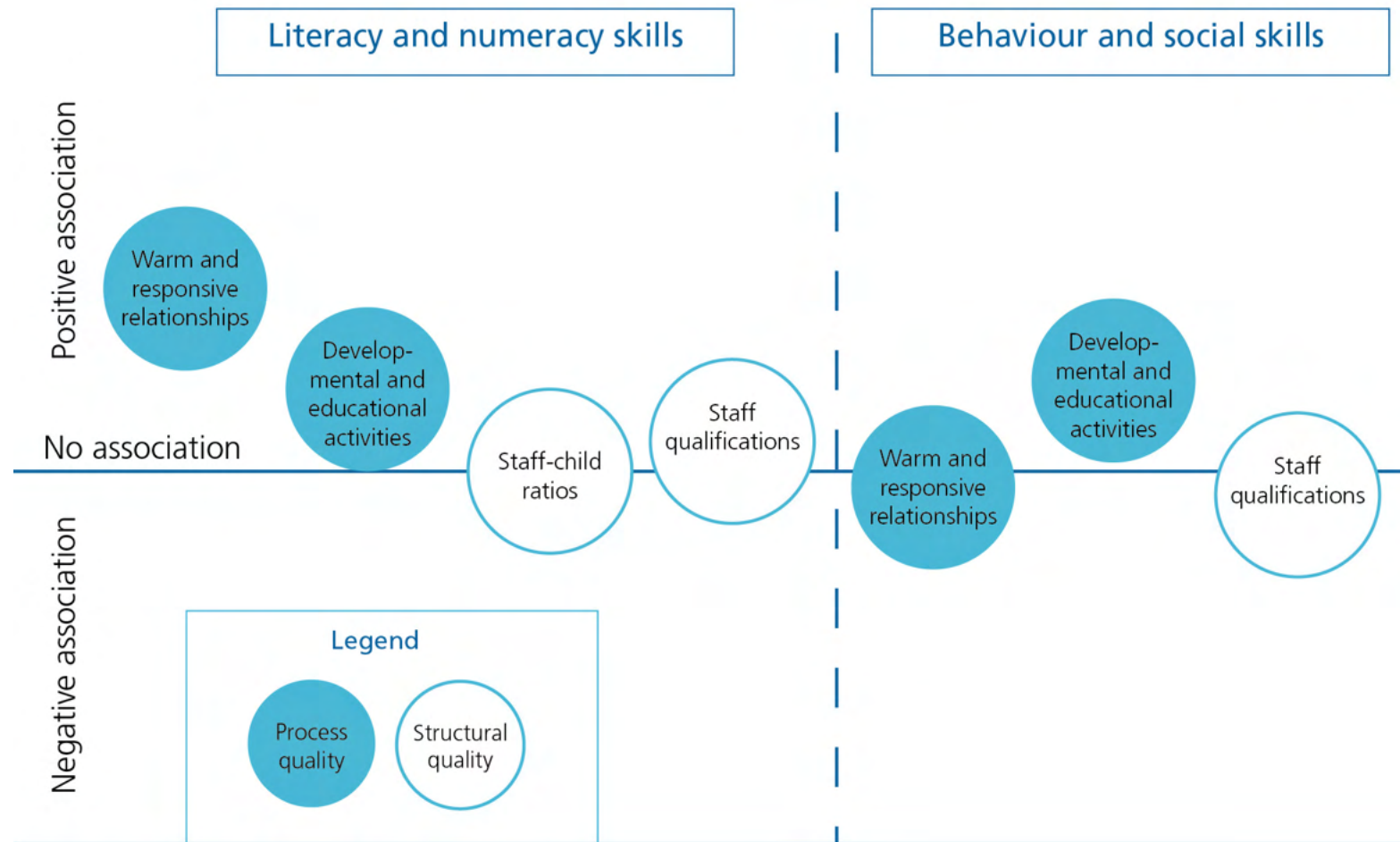
- There are large differences in children's learning dependent on the quality of the kindergarten. The intervention had effect for children in kindergartens of low quality.

Brain sensitivity of highly important developmental areas peak in the first three years of a child's life



Metaanalysis and Litterature study

- Engaging with children






The government had already taken measures to strengthen quality, but variations in quality were persistent.

The Minister therefore invited stakeholders across the sector to a dialogue on how to develop a policy towards 2030 that could ensure that all children regardless of background, habitat and conditions could attend good quality kindergartens.

Questions were related to how national and measures, acts and regulations, dialogues and guidance, authorities and responsibilities, ownership, funding and monitoring, competence and workforce policies together could contribute to this end.



Knowledge base

- Updated research on ECEC in Norway
 - First report from the evaluation of the implementation of the Framework plan
 - Report from the Expert Group on the kindergarten teacher role –
 - New ways of organising kindergartens, new roles, professional learning communities
 - Report from the group following the new Kindergarten Teacher Education
 - Evaluation of the System for Quality in Kindergartens
 - Evaluation of a number of strategies
 - Reports on funding mechanisms and effects
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Kindergartens shall meet the children with confidence and respect and recognize the intrinsic value of childhood.

1. Quality in ECEC towards 2030

- Aim: All children will have high quality ECEC provision regardless of where they live and which kindergarten they attend
- An ECEC setting for the future
 - The strategy shall make it possible for all stakeholders to engage in a joint effort for quality in 2030
 - **Continuity and renewal**
- High quality kindergartens in the best interest of all children
 - Valuing childhood, part of the education system, provide support in an inclusive environment



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The children shall have the possibility to actively participate in the kindergarten's planning and assessment



2. High quality ECEC requires competent staff and continuous quality enhancement

- Aim: All ECEC are **professional learning communities** that work systematically with developing and enhancing quality and have **leaders and staff with relevant competence**
- What is important to have good quality provision?
- Possibilities and Challenges
 - Evaluation of the Framework Plan
- Priorities for the coming decade
 - Systematic Pedagogical Work
 - Strengthening the workforce

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Enabling quality in kindergarten's everyday life requires engagement from actors on all levels in the sector



3. Governance and support for continuous quality enhancement

- Aim: All ECEC are **supported** in their work to develop their quality from kindergarten owners, local and national authorities and other actors.
- Roles and responsibilities
- Possibilities and Challenges
- Priorities for the next decade
 - Supporting systematic work with quality enhancement
 - Guidance and monitoring as tools for good quality
 - A joint effort – engaging all stakeholders

New Government October 2021

Knowledge for the Future

Good Kindergartens Provides Children With a Good Start

- Equal opportunities, experiencing inclusion, fellowship and friendship
- Staff shall have trust and be supported in using time and skills together with the children
- Strengthening measures to raise competence in ECEC
 - Reaffirming the aim and ambition of the proportion of teachers
 - Being more specific on increasing the proportion of child-and youth care workers
- Strengthening the staff:child ratios in ways to ensure enough staff with children
- Strengthening policies for quality kindergartens in areas with high proportion of immigrants and low Socio-Economic-Status
- Reducing Parental fees



Norwegian Ministry
of Education and Research

Thank you for your attention

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Photos :

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Sveinung Bråthen

Halvard Bræin

Gjerholm design

Film Director ECEC the Nordic Way: Halvard Bræin



Nature and play are key elements in the pedagogical practice

“Snow is like rain.
Only slower.
And colder.

If you hold still and let it fall on your nose, it tickles!

I lost a tooth once.
We were sledding and then we crashed.
But it was OK because the tooth was loose anyhow.

How can you crash really hard into something really soft?

The small children sleep outside even when it's cold.
They don't mind because they have really warm sleeping bags.
I'm *always* warm -even if it's cold.
Cause I play so much.

自然と遊びは、教育的実践（pedagogical practice）における重要な要素

「雪は、雨みたいなもの。
遅いだけ。
あと、もっと冷たい。

じっとして鼻に落ちるようにすると、くすぐったい！

1回、歯がなくなったことがある。
ソリをしていたら、ぶつかっちゃって。
どうせぐらぐらしていたから、いいんだけどね。

どうしてあんな柔らかいものに、激しくぶつかることができるの？

小さい子たちは、寒い時でも外で寝る。
でも、とっても温かい寝袋があるから、気にしてない。

私は寒い時でも、いっつもあったかい。
たくさん遊ぶからね」