

Information about the rights to adapted language education for pupils from language minorities

Adapted language education for pupils from language minorities refers to three different types of language education:

- Strengthened instruction in Norwegian
- Mother tongue instruction
- Bilingual subject instruction

According to the Education Act §§ 3-6 and 6-5, on adapted language education for pupils from language minorities in primary, lower secondary and upper secondary school;

Pupils attending the primary, lower secondary and upper secondary school, who have a mother tongue other than Norwegian or Sami have the right to adapted language education until they are sufficiently proficient in Norwegian to follow the normal instruction of the school. The adapted language education must include strengthened instruction in Norwegian, and if needed, mother tongue instruction and/or bilingual subject instruction.

The Municipality/county authority shall regularly assess whether a pupil who has an individual decision regarding adapted language education has sufficient proficiency in Norwegian to participate in normal instruction.

The Municipality/county authority may decide that the pupil shall receive mother tongue instruction at a different school than the one the pupil normally attends.

In order to be offered adapted language education, the school must assess the pupil's Norwegian language proficiency. If the assessment shows that the pupil does not have sufficient skills in Norwegian to benefit from normal instruction, the pupil has the right to receive adapted language education. It is voluntary to receive adapted language education.

All pupil who has an individual decision regarding adapted language education must be offered strengthened instruction in Norwegian. If necessary, the pupil may also be offered bilingual subject instruction and/or mother tongue instruction.

Strengthened instruction in Norwegian differs from ordinary Norwegian instruction by being individually adapted and intensified, enabling the pupil to benefit from ordinary instruction in Norwegian as quickly as possible. This instruction takes place during the pupil's Norwegian lessons. The pupil may receive instruction according to the curriculum for Basic Norwegian for

pupils from language minorities, the ordinary curriculum for Norwegian, or a combination of the two.

The aim of the adapted language education is for the pupil to, as soon as possible, achieve a proficiency in the Norwegian language that allows him or her to follow the normal instruction in school. Once the pupil reaches this level of proficiency, he or she will no longer be given adapted language education.

What happens when the school recommends adapted language education?

- The school assesses the pupil's Norwegian language proficiency.
- The school sends an advance notice to the pupil/parents/legal guardians, who are entitled to respond to the advanced notice within a set deadline.
- If the pupil/parents/legal guardians consent to adapted language education, the school makes an individual decision that describes the content of the adapted language education. If they oppose, the pupil will follow the normal Norwegian language education.
- The pupil/parents/legal guardians may appeal the individual decision within a set deadline.

What happens when the pupil/parents/legal guardians apply for adapted language education?

- The pupil/parents/legal guardians send an application to the school.
- The school assesses the pupil's proficiency in the Norwegian language.
- The school evaluates whether the pupil is in need of adapted language education.
- The school will reject the application if the assessment shows that the pupil has sufficient proficiency in Norwegian to follow normal instruction.
- The school makes an individual decision if the assessment shows that the pupil does not have sufficient Norwegian proficiency.
- The pupil/parents/legal guardians have the right to appeal the decision within a set deadline.