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FORSKNINGSDEPARTEMENTET**

Norwegian Ministry of Education and Research

COUNTRY REPORT

NORWAY

**Ministry of Education and Research
Norway**

**Language Education Policy Profile
2003 - 2004**

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The *Country Report* has been prepared by Heike Speitz, Telemark Educational Research, on behalf of the Board of Education

SECTION 1 – Factual description

Facts about Norway:

- population: 4,3 million (14 inhabitants per km²)
- 19 counties, 435 municipalities
- official languages: Norwegian (bokmål, nynorsk) and Sami
- a constitutional monarchy
- national assembly: Storting, since 1989 also a Sami Parliament: the Sámediggi (any matter which particularly affects the Sami people)



1.1. Context for language learning

1.1.1. Facts about Norwegian Education and Training

590 000 pupils in compulsory education 164 000 pupils in upper secondary education 174 000 students in higher education Approx. 1 million adults in various full time or evening courses Approx. 85 000 teachers in compulsory education Approx. 23 000 teachers in upper secondary education 11 300 academic staff (full time equivalents)

Primary and lower secondary education

Compulsory education in Norway is based on a common national 10-year curriculum and divided into three stages:

- Lower primary (grades 1–4),
- Upper primary (grades 5–7) and
- Lower secondary (grades 8–10)

As a result of Norway's scattered population, forty per cent of primary and lower secondary schools are so small that pupils of two or more years are taught in the same classroom. Primary and lower secondary levels are often combined in the same school.

The common objectives and principles for teaching in primary and lower secondary schools are laid down in the national curriculum. The curriculum for primary and lower secondary education includes:

- Core curriculum for primary and lower secondary, upper secondary and adult education
- Principles and guidelines for primary and lower secondary education
- Curricula for individual subjects

The subject curricula propose a common learning content for all pupils which increases in scope throughout the school and is most extensive at the lower secondary stage. This common learning content is enlarged on and supplemented to adapt it to local conditions and to the needs of individual pupils.

The most recent school reform in primary and lower secondary education was carried out in 1997 (L97) and has been evaluated during the past years (1999-2003). Results from this evaluation are being published in spring 2003. Foreign languages in general (English, German, French, Finnish) are not subject of this evaluation, but several projects touch upon language education, e.g. *Linguistic Minorities in the L97 School in Oslo*, *Introducing the Saami language and understanding in the Saami school*, *Classroom Practices subsequent to Reform 97*, *Quality Assurance of the acquired Level of Competence in written Norwegian - The QAL Project*.

Municipalities are responsible for primary and lower secondary schools.

Upper secondary education

Upper secondary education embraces all courses leading to educational qualifications above the lower secondary level and below the level of higher education. Since the last school reform in 1994, everyone between the ages of 16 and 19 has had a statutory right to three years' upper secondary education leading either to higher education or to vocational qualifications or partial qualifications. Applicants are entitled to a place on one of the three foundation courses they apply for.

Some schools offer general theoretical education only, at other schools general theoretical education and vocational training are offered side by side. After finishing vocational training, pupils have the possibility to add an additional year in order to fulfill entrance conditions for higher education. Thus it has been made easier for those who have opted for vocational training to acquire the necessary additional qualifications for entrance to higher education.

A second foreign language (in addition to English) is mandatory in general theoretical education, but is not a condition for entrance to higher education.

In the school year 2002/2003, there are for the first time more students attending vocational training than there are students in general theoretical education.

County authorities are responsible for upper secondary schools.

Higher education

Higher education consists of courses/studies at universities and university colleges. Entry is normally gained on the basis of completed upper secondary education.

With the exception of some private university colleges, all are state-run, but have considerable academic and administrative autonomy¹.

At the moment, higher education is going through a reform process, the so-called 'Quality Reform', which aims to improve the quality of higher education. The Ministry of Education and Research provides the framework for this reform.

Adult education

Lifelong learning and educational opportunities are considered important principles of Norwegian educational policy.

The so-called "Competence Reform" aims to meet the need for new or changed competence in society, in the workplace, and for the individual. An important objective is e.g. to make the workplace an active arena for learning.

In addition, a right to primary and secondary education for adults was introduced, starting in 2000:

The Norwegian Parliament (Storting) has decided that all adults shall have a statutory right to primary, lower secondary and upper secondary education, and that the teaching shall be adapted to the needs of each adult. The right to upper secondary education was put into force from autumn 2000, while the right to primary and lower secondary education was put into force from autumn 2002. Non-formal learning may lead to the shortening of a course or exemption from examinations or tests.

¹ From: [Education in Norway](#)

As of August 2001, adults aged 25 and over also have the right to entry at higher education institutions on the basis of non-formal learning.”
(from: *Education in Norway*)

Municipalities are responsible for primary and lower secondary education for adults, and for training in Norwegian language and civic life for adult immigrants. County authorities are responsible for upper secondary education for adults.

1.1.2. The language situation in Norway

Geographically, Norway has few direct neighbours: it shares a long borderline with Sweden, a shorter one with Finland and a very short one with Russia in the North. Denmark is often considered a neighbour as well, out of historical reasons and due to a number of fast ferry connections between the two countries.

Due to the fact that Norwegian, Swedish and Danish are intercomprehensible languages, the teaching and learning of neighbouring languages have not really been an issue in Norway², with the exception of the two northernmost counties, Troms and Finnmark, which in several ways form a multilingual region (cf. below).³

Official languages

Norway has two official languages, **Norwegian** and **the Sami language**. Norwegian is the language spoken by the majority of the people, while the Sami language is the language of the indigenous Sami population.

Norwegian

What makes the language situation even more diverse and has been both an important and a sensitive educational issue is the fact that there are two official Norwegian languages, *bokmål* and *nynorsk*. These are related but differ more than just dialects. Both are compulsory subjects at school, and children (or rather parents) choose one variant as their main language when starting school. From the age of twelve the other Norwegian variant is taught.

There are rules/laws regulating the use of both variants in public institutions (e.g. a law on use of language variant in public services). The Norwegian Language Council (Norsk språkråd) is the Norwegian government's advisory body in matters pertaining to the Norwegian language and language planning. Their role is for example to

give advice to the authorities in matters pertaining to the Norwegian language, in particular as regards the use of Norwegian in schools, in the Norwegian Broadcasting Corporation and in government bodies, submit statements on the principles of codification of the written language and place names, and propose legal measures in matters regarding the Norwegian language.
(<http://www.sprakrad.no/engelsk.htm>)

The use of language variant differs between regions, or even between municipalities within one region. Appendix 1 provides an overview of official language use in the 19 Norwegian counties.

Linguistic minorities are usually being introduced to *bokmål*, which is more widely used in national newspapers, news and national media in general. However, just recently the Norwegian Board of Education has announced net-based material for the teaching and learning of *nynorsk* for adult immigrants/*nynorsk* as a foreign language (<http://skolenettet.ls.no/nynorskpluss/>). This new offer for language minorities who are

² In 8th grade, meeting and understanding Swedish and Danish are introduced in the curriculum.

³ Cf. Martinussen 2001

entitled to training in Norwegian as a foreign language may enhance the use of 'nynorsk' by linguistic minorities.

Sami

The Sami language is considered a regional language and constitutes four major languages, Northern Sami, Southern Sami, Lule Sami and Eastern Sami, which exhibit varying degrees of similarities.

The administrative area for the Sami languages consists of the following six municipalities: Karasjok, Kautokeino, Nesseby, Porsanger, Tana and Kåfjord.

The majority of the Sami population speaks the Northern Sami language. The Sami are a North European ethnic group, the indigenous population of the vast open areas of the north of Norway, Sweden and Finland, as well as some of the northwestern districts of Russia. It is believed that approximately 25 000 people in Norway speak the Sami language, cf. a language utilization survey that was completed by the Sami Language Council in October 2000.⁴

There is a separate Sami curriculum of the 10-year compulsory school in Norway (L97S), which was introduced to cover the overall education of pupils living in Sami administrative regions of Norway where there are long traditions of Sami language and culture.

Minority languages

In addition to the two official languages, there are three minority languages in Norway which are granted protection under Part II of *the European Charter for regional or minority languages*:

The Kven/Finnish language

The Kven/Finnish language is considered a minority language in Norway. The settlement and history of the Kven in Norway are part of an extensive process of colonization by Finnish peasants, almost in the form of a mass emigration from the old agricultural communities of Finland and northern Sweden. This wave of emigration continued for several hundred years, from the 16th century up until the first half of the 19th century. This was followed, later in the 1800s, by modern labour migration on a larger scale.

The Kvens first received official status as a minority group in Norway in 1999, when Norway ratified the Council of Europe's *Framework Convention for the Protection of National Minorities*. Until then they had been regarded as an assimilated immigrant group.

Northern Norway, where the Sami, Norwegian and Finnish languages have been in use for centuries, has traditionally been multilingual. The Kven dialects have represented the Finnish language in northern Norway. Traditionally, Kven variants have been described as belonging to the northern Finnish dialects, but Kven can also be considered an autonomous language. It has its own features, because it has been in contact with other languages outside the borders of Finland, and also because it has mainly been an oral language. Kven has many loan words, not only from Norwegian, but also from the Sami language. It also has grammatical features that differ from Finnish.

Kven/Finnish is used in Troms and Finnmark, the two northernmost counties of Norway. The estimates of the number of speakers of Kven/Finnish vary from 2 000 to 8 000, depending on the criteria and methods used. There are no statistics on the people who speak the Kven language in Northern Norway. No one knows how many consider themselves Kvens, or are of Finnish derivation (Niiranen 2002).

⁴ European Charter for regional or minority languages. Second periodical report on Norway.

An experiment project "Finnish as second language" was started in 1990 and received positive evaluation. Consequently, Finnish was given the status of 'second language' in the National Curriculum of 1997. Finnish as a second language has to be offered (from 1st grade) at schools where at least three pupils apply for it (Troms and Finnmark only). Finnish and Kven in this region can thus be described as interdependent in many ways – Kven having been ratified as minority language and thus providing formal rights, Finnish adding to recruitment, demand, teachers and teaching material. Kven has not been used that much in its written form. Today, the two variants, Kven and the Standard Finnish language, are both used in schools, though the standard variant is the variant that dominates. In Northern Norway, the struggle today is between Kven and Finnish, a struggle involving both language and identity (Niiranen 2002).

Romanes

Romanes is the language of the Roma ("Gypsy") minority and is considered a non-territorial minority language in Norway. Approximately 400 people have lived in Norway during the last decades, mainly in the Oslo area. All of these are assumed to have Romanes as their mother tongue. During the last ten to twelve years, some Roma have come to Norway as refugees from Bosnia and Kosovo. The numbers of these are not known, since there is no registration of language affiliation or ethnic origin in Norway.

Romani

Romani is the language of the Romani people (the so-called "taters"/"travellers") and is considered a non-territorial minority language in Norway. Romani people have lived in Norway for several centuries. The number of speakers of Romani has been estimated to some hundred to some thousand.

1.2. Opportunities for language learning

1.2.1. Norwegian mother tongue / Norwegian as first language

The following paragraph from the National Curriculum for the 10-year compulsory school provides very good insight into the subject *Norwegian* and its defined educational aims:

Language is the most distinctive feature of man; it is a characteristic of every society and of every individual. The tongues of nations tell their countries' histories just as professional languages express the insights and experience of different vocations. Languages and words are constantly changing, and each new generation contributes to the change. No one speaks or writes in the same way throughout his/her life. The language a person develops determines the limits for what s/he can understand and express – and it sets boundaries between groups and countries. Linguistic development is closely related to the shaping of personality. Language is created in close interplay action with others. The subject Norwegian, then, is about identity.
(http://www.ls.no/L97/L97_eng/)

Besides "identity", core ideas/concepts for the school subject Norwegian are: "experience", "becoming educated", "culture", "skills" and "communication".

During the last decades the subject has moved from a focus on formation/education ("dannelsesfag") to identity/cultural belonging ("identitetsfag").

Defined general aims of the subject in the National Curriculum are:

- *To increase pupils' abilities in their mother tongue and teach them to avail themselves of the opportunities for interaction, which their 1st language provides both in speech and writing, so that they can acquire the knowledge and skills that will serve as a platform for further learning in and outside school, and also make them active participants in society*

- *To strengthen pupils' sense of cultural belonging by mediating experience in and knowledge of Norwegian language and literature, insight into other cultures, and understanding the significance of other cultures on the development of our own*
- *To strengthen pupils' sense of personal identity, their openness to experience, their creativity, and their belief in their own creative abilities*
- *To make pupils conscious participants in their own learning processes, provide them with insight into their own linguistic development, and enable them to use language as an instrument for increasing their insight and knowledge*

There is a clear focus on identity, culture, communication etc., and in addition the last goal introduces a meta-perspective on pupils' own learning process.

From 8th grade, students are expected to start using the other Norwegian variant as a working tool.

1.2.2. Norwegian Sign Language as a first language

Norwegian Sign Language is designated its own chapter in the national curriculum. It is defined as a minority language, differing in a significant respect from other minority languages: The majority of those for whom Norwegian Sign Language is a first language have parents who do not share it as a first language. On the other hand, Norwegian Sign Language can be the first language of hearing children of deaf parents.

Since the situation of pupils in this group varies according to background and experience, the planning and implementation of programmes of study may therefore vary and be adapted to suit the individual child.⁵

Official general aims of the subject are:

- *To enable pupils to acquire sound knowledge of and good skills in Norwegian Sign Language, so that they can understand others, acquire experience, exercise judgement, and express themselves confidently and exibly in various situations and for various purposes*
- *To stimulate the ability of pupils to use the language actively, inquiringly, creatively and in interaction with others*
- *To develop pupils' skills relating to the structure and use of Norwegian Sign Language and their identities and roles as active members of the deaf community and of Norwegian society in general, and to give them insight into historical, social and cultural relations*
- *To equip pupils with the concepts needed in other subjects, and thus to lay the foundations for functional bilingualism*

1.2.3. Norwegian for linguistic minorities/Norwegian as a 2nd language

Pupils who have another mother tongue than Norwegian may choose *Norwegian as a second language*, which officially provides them with the same competence level as standard *Norwegian*. There seems to be some pressure, however, for many students from linguistic minorities, to 'fit in' and take *Norwegian* as their first language. There are several possible reasons for this: lack of information (teachers, students, parents), lack of qualified teachers, pressure from the system, and social acceptance and integration.

⁵ The curriculum for the 10-year compulsory school: Norwegian Sign Language (NSL) as a first language.

1.2.4. First language of linguistic minorities

The increase in immigration to Norway has led to a growth in the number of pupils belonging to linguistic minorities. In autumn 2000, about 40 000 pupils in primary and lower secondary school had another first language than Norwegian or Sami. This number equals about 7 % of all pupils. Oslo, as capital and largest city in Norway, has the highest percentage of pupils from immigrant families (31% in 2000/01), whereas the counties in the North, Nordland and Tromsø, have the lowest percentage (2% each). Within the languages of linguistic minorities, Urdu represents the largest group of speakers (over 4 600 pupils in 2000/01), followed by Albanian (3 000 pupils), Vietnamese and English (2 800 pupils each). From 1994 to 1999, 155 different languages were registered as mother tongues in the statistics of the Norwegian Board of Education (see appendix 3).

Until some years ago, all students with a different first language or even bilingual pupils had a right to training in their mother tongue(s). Now, training in a first language other than Norwegian only has to be offered to pupils who have too little competence in Norwegian in order to attend regular classes. The aim is to integrate pupils little by little, following their increasing command of Norwegian.

On lower secondary level, students may choose their first language as a specialisation ("compulsory additional subject"). Whether this is offered as an option is, however, depending on each school. In reality, this option will depend on the number of pupils with the same first language. Pupils who are not offered this possibility at lower secondary level can document their competence in their first language by taking an exam at the end of 10th grade. The Norwegian Board of Education is responsible for this documentation.

On upper secondary level, pupils from linguistic minorities may choose their mother tongue as B-/C-language (see appendix 4).

1.2.5. Foreign languages

English - 1st foreign language

Already in the 1960s, English became a compulsory subject in Norwegian schools, starting in grade 5. In 1974, the teaching and learning of English started with a preparatory year in grade 3. With the latest school reform in 1997 (L97), English as a foreign language was introduced from 1st grade in primary school. Schools are free, however, to dispose over a certain amount of lessons in the course of lower primary level (grades 1-4).

English as first foreign language is a compulsory subject throughout primary and lower secondary education. It continues in upper secondary education, including vocational classes.

The importance accorded to English is partly explained by the fact that Norway as a small language community is highly dependent on foreign language skills for contact and interaction with other peoples, in a global as well as a European perspective.

No other languages can be chosen as first foreign language. The predominance of English is explained in the National Curriculum as follows:

It is natural for Norwegian pupils to learn English as their 1st foreign language. English is a major world language, and represents the language area with which we have the closest links in terms of geography, culture, and language history.
http://www.ls.no/L97/L97_eng/index.html

According to the National Curriculum, all language curricula, from mother tongue to first and possibly second or third foreign language are intended to be interrelated:

The task of enhancing pupils' overall language competence is common to all the language courses. The aims and approaches of all the language syllabuses are therefore viewed as being interrelated. First language and foreign language teaching are thus based on a shared view of language, in which foreign language learning is not only viewed as skills training but also as an educational process, involving socialisation and the development of language awareness and cultural awareness. The syllabus in English is based on the language-learning foundations laid when pupils learn their 1st language, on experience pupils have already gained through contact with other languages and cultures both at school and elsewhere, and on text competence, which pupils have acquired through learning their 1st language.

The subject comprises four main areas

- *Encountering the spoken and written language*
- *Using the language*
- *Knowledge of the English language and its cultural context*
- *Knowledge of one's own language learning*

There are no studies so far which focus on the implementation of the curriculum for English in school. English as a foreign language (e.g. students' competences, teacher education and teacher availability) is part of an ongoing important discussion on foreign languages in general in Norway. English is therefore presented in part 3.1. of this report, under section 3 – Issues for discussion.

Finally, as in many other European countries, English is the dominant “other language” in pupils' everyday life in Norway, e.g. the influence of music or the media. Since Norway is a small language community, films for example are usually not dubbed but subtitled. Consequently, most children are used to hearing English from an early age and some do already have some knowledge of and about English before they even start school. This and other aspects of English as a “foreign language” will be discussed in section 3 of this report.

When it comes to adult education and aspects of lifelong learning, English as the first foreign language plays an important role in several ways: Starting with the Competence Reform in 2000 (cf. 1.1.1. p. 5-6), all adults have a statutory right to primary, lower secondary and upper secondary education. On this background, the county of Møre og Romsdal for example carried out a two-year project in 38 municipalities, restricted to primary and lower secondary education.⁶ Interesting results include: first of all, English was the subject desired by the largest percentage of registered persons. Reasons given for this choice were above all personal interest and usefulness. Many adult students had experienced the need for a foreign language through traveling, working-life or personal contacts. Secondly, English as a first subject choice proved to have motivational effects for other subject areas. Success in their first choice gave many students both self-assurance and motivation to extend their education by several subjects.

The second foreign language – compulsory additional subject

The second foreign language (mainly German) has a long tradition in Norwegian school as a subject for theoretically skilled pupils.

With the introduction of a common compulsory school for all pupils in 1974, German and later also French received the status of optional subjects. The idea behind a common compulsory school was to offer so-called practical esthetic subjects as counterbalance for so-called theoretical and abstract subjects with the intention to provide ‘breathing space’ and make school less theoretical. Thus, the second foreign language became an optional subject, which

⁶ *Grunnskoleprosjektet* (two reports available in Norwegian and English)

in principle was open to all but which in reality turned out to be a 'closed' subject, reserved to pupils who were considered both theoretically strong and motivated.

The latest school reform in 1997 introduced modern theories and methodologies about the teaching and learning of foreign languages and introduced the second foreign language as a subject for all pupils. Still, the second foreign language remains a subject in competition with other optional subjects (now called "compulsory additional subjects") such as practical project work, which is adapted locally.

Thus, after L97, pupils in 8th grade choose one *compulsory additional subject* out of the following options:

- A second foreign language (syllabuses exist for German, French and Finnish)
- Supplementary language study (Norwegian, Norwegian sign language, English)
- Practical project work
- Finnish as a second language (in the counties of Troms and Finnmark)

Conditions for these subjects as a group are as follows:

- 8 lessons/week, distributed over 3 years (grade 8-10, mostly distributed 2+3+3)
- Possibility to change subject within this group
- Grading optional

As far as foreign languages are concerned, each school has to offer at least one option. At most schools, this language is German. In cities, most schools offer both **German** and **French**, an increasing number also **Spanish**, other languages being rather exceptional. In rural areas German is very often the only second foreign language offered. Reasons for this difference are both teacher availability and size of the schools. Appendix 2 gives an overview of the choices offered in the 19 Norwegian counties in 2000/2001.

The second foreign language was introduced as a compulsory additional subject, with a new subject curriculum, in lower secondary school in 1997. Whereas German and French traditionally have been subjects for theoretically skilled pupils, and considered both theoretical and demanding, the official intention of the reform in 1997 was, through the new syllabus, to give the subject a new profile:

The approaches are designed to make the subject accessible to all pupils. Pupils should be allowed room to develop many facets of their personalities and to use their own approaches to language learning. Pupils may acquire elements of language in different sequences, and what they learn of the language may also differ. In cooperation with teachers and fellow pupils, they will gain experience of shaping their own language learning.
(http://www.ls.no/L97/L97_eng/index.html)

Emphasis is laid on "discovering" and "investigating" the language, using it from the very beginning, and on working with authentic texts. As far as teaching and learning methods are concerned, there is a strong element of "creative work in which drama and music have a natural place" or the use of information technologies "to gain immediate and realistic experience of the language in a motivating and efficient way". Other important new elements are included in approaches to the study of a new language e.g. understanding the process of learning a foreign language.

During the European Year of Languages, focus was put on the issue of 2nd foreign languages in lower-secondary school through a study on the situation of these languages, initiated by the Ministry of Education and Research and supported by the EU Commission (the only full-year project in the EYL in Norway). This study (Speitz/Lindemann 2002) revealed important discrepancies between official goals and the actual situation for the subject. A discussion of these issues will be given in section 3.2. of this report.

On upper-secondary level, a B-/C-language is compulsory for pupils in general theoretical education. In addition, supplementary studies of a foreign language can be added in the third year of upper-secondary education. Opportunities for the latter have been drastically reduced, however, in the past years because pupils doing supplementary studies in sciences receive more credit points than those choosing languages or social sciences. This inequality, which was a well-meant effort by the authorities to strengthen natural sciences in upper-secondary school, has had drastic consequences for pupils' possibilities and choice of subjects.

As of today, a second foreign language is not an entrance condition to higher education in Norway.

Finnish as a second language has a special position since it also has the status of second language at schools in Troms and Finnmark (cf. 1.1.2.). Very often, these two are mixed which means that schools integrate pupils with Finnish as foreign language into second language classes, which makes groups extremely heterogeneous (from beginners to bilingual children). In 2001/2002, 1064 pupils were registered with Finnish as a 2nd language.

Pupils attending Finnish as a second language can continue with Finnish at upper secondary school instead of the other Norwegian variant ('bokmål' or 'nynorsk') which is mandatory for all pupils in Norway.

The issue of a second foreign language for all Norwegian pupils has been identified as a clear focus of this report and will be discussed in detail in section 3.

SECTION 2 – Plurilingualism and diversification of language learning – Norway’s Response to Principles and Recommendations of the Council of Europe

As a member state of the Council of Europe, Norway has agreed upon and ratified central documents prepared and recommended by the Council. In addition, as a member state of the European Economic Area (EEA), Norway participates in processes initiated by the EU Commission e.g. the reform of higher education as a consequence of the Bologna process and ongoing work concerning general education (Lisboa process, including a working group of experts on languages).

In many ways the language situation in Norway is typical with regard to descriptions given by the Council of Europe in its “Guide for the development of language education”, e.g. challenges and tasks connected to:

- “Ordinary” representations of languages and language teaching (p. 77)
- The forms in which languages are present in the media and public space (p. 78)
- Raising awareness (p. 79)
- Learner awareness (p. 80)
- Raising the awareness of and training language teachers (p. 81)

The present work on a language education profile for Norway is part of a national process leading towards a White Paper (Stort.meld.) on education in spring 2004 and an expected educational reform in 2005/06. Consequently, principles and recommendations of the Council of Europe may have considerable influence on Norwegian foreign language policies in the near future.

2.1. National, Regional or Minority Languages

During the 1980’s and 1990’s, regional and minority languages in Norway have been strengthened and gained more acceptance. Especially through the implementation of the European charter for regional or minority languages, Norway has increased the attention paid to the protection of national minorities.

As far as pupils from linguistic minorities are concerned, one can ask the question whether today’s practice is taking good enough care of precious resources in Norwegian society. Only pupils who do not have sufficient competence in Norwegian have a right to formal training in their 1st language. This practice excludes for example bilingual pupils. It could be interesting to know whether other countries have better solutions that can support these pupils in their individual plurilingualism.

2.2. Foreign Languages in general education

A most recent report from *Europaprogrammet* (Gaarder 2003) – “Out into the world with English only? Or do we need several foreign languages? – German as an example”⁷ gives an impression of social representations of languages in Norway. The need for English as an important tool of communication is almost taken for granted whereas other languages obviously are struggling for their existence and justification as foreign languages in education.

⁷ Author’s translation

The analysis provided by Gaarder seems to prove, in fact, the need for competence in several foreign languages in different sectors of society: higher education, business and administration, trade, media etc. It concludes by challenging society and policy makers in particular to improve conditions for the learning of foreign languages (“lifelong learning”) and language diversity in the Norwegian education system.

The discussion of foreign language learning in Norway is often characterized by traditional representations of languages, – how supposedly difficult they are to learn (f.ex. German which is linguistically very close to Norwegian but has traditionally been taught through grammar methods), their usefulness or educational value etc.

The situation depicted in the “Guide for the development of language education policies in Europe” (main version, September 2002, p. 41) can thus be seen as a future goal:

... the question of languages probably needs to be reformulated: it is less a matter of deciding which and how many foreign languages should be taught in education systems than of directing the goals of language education towards the acquisition of plurilingual competence encompassing the mother tongue, the national language(s), regional and minority languages, European and non-European languages, etc.

The following paragraph on contemporary pedagogical thinking and goals for language teaching and learning is to a large degree true for the situation in Norway. Although modern pedagogical thinking is included in the latest national curricula for foreign languages, traditional representations characterize teachers’, pupils’ and parents’ attitudes:

The dominant representations of teaching/learning have not yet been greatly influenced by contemporary pedagogical thinking. Young children and their parents may still believe that learning a language requires years of (academic) study and that the reward will only be forthcoming at the end of all the time invested in learning it. (Guide, p. 46)

Creating a culture of plurilingualism will be a challenge for the future, including pluricultural awareness and intercultural communication.

Principles and recommendations of the Council of Europe may be considered together with work being done in the EU Commission. According to the Norwegian representative in the EU “Working group of experts on languages”, Per Ramberg, the Commission aims at proposing an action plan for the learning and teaching of foreign languages in Europe. Indicators will be connected to e.g.

- formal conditions for the learning and teaching
- pupils’ level of competence in two foreign languages
- in-service training for language teachers.

Hopefully, all efforts on national and CoE/European level, can be combined successfully and improvements be implemented during the coming years.

2.3. The European Year of Languages

In 2001, Norway participated in the European Year of Languages (EYL). Activities included for example:

- A national opening conference in April 2001
- A national conference on the European Day of Languages, September 26th in Bergen
- A national conference in Oslo in October (presentation of results)
- A series of four radio programs on the European Year of Languages
- A series of 10 language programs (radio) during the summer holidays (“summer languages”)

Four projects received funding from the EU Commission:

- A study on the status of the 2nd foreign language in compulsory school (Telemark Educational Research, in cooperation with the University of Tromsø)
- WILL – a multilingual workshop for the promotion of Innovative Language Learning (net-based in-service training for language teachers (VOX, national institute for adult education)
- Language Cafés (Folkeuniversitetet Tønsberg)
- La Toile Française – internet homepage for teachers of French (the Knowledge Net)

For the second project deadline, in February 2001, the National Board of Education had received 31 project proposals, including projects from ”nynorsk” and Sami milieus. Officials have expressed some disappointment about the Commission’s choice of projects which seemed to support rather ’important’ languages, judging the ”nynorsk” and Sami projects to be too narrow (cf. summary of the EYL, the National Board of Education).

In a national context, most attention was given to the survey on 2nd foreign languages in compulsory school. Results of this survey are presented in section 3.2.

2.4. The European Language Portfolio

There have been carried out two small-scale pilot projects for testing parts of the European Language Portfolio (ELP). Those were limited to the fields of English/German/French in upper-secondary school and to adult education, including Norwegian as a foreign language.

A new project is planned to start in fall 2003. The Norwegian Board of Education has invited to a meeting on the 8th of May 2003. This project is going to focus to a larger degree on the 2nd foreign language, starting in compulsory education (at the moment: 8th grade). For developing a Norwegian version of the portfolio, and for implementing the ELP as a working tool in schools, however, a large-scale project and training of teachers will be necessary.

In co-operation with the European Centre of Modern Languages (ECML) in Graz, Angela Hasselgren from the University of Bergen has been working on a framework for continuous informal assessment of the language skills of learners of English, using a core set of *can dos*. ([http://www.ecml.at/documents/Projects/pdesc221E\(2\).PDF](http://www.ecml.at/documents/Projects/pdesc221E(2).PDF)) It seems natural to connect this project to the development of a Norwegian portfolio version.

Through its CoE-membership, Norway has committed itself to participation in CoE educational policies. So far, Norway has a rather traditional and conservative foreign language profile. The past few years, however, there has been a recurrent debate on Norway’s need for several foreign languages. Norway thus seems to be in a transitional phase, from strong Anglo-American influence to increasing awareness of its need of linguistic pluralism. So far though, both the Common European Framework (CEF) and the ELP are very little known to the Norwegian public (schools, teachers, teacher trainers etc.).

SECTION 3 – Issues for discussion

On the background of the plurilinguistic and pluricultural situation described in sections 1 and 2, Norwegian national authorities have identified *foreign languages in compulsory education* and *teacher training* as priorities for education policies in the coming years.

3.1. English – 1st foreign language in Norway

English has a unique position as 1st foreign language in Norway. Both by way of the education system and outside education (music, media etc.), it is the dominant “other language”.

As was already mentioned in chapter 1.2.3. English became a compulsory subject from 1st grade in 1997. Schools, however, are free to dispose over a certain amount of lessons in the course of lower primary level (grades 1-4). In practice, pupils start learning English somewhere between 1st and 3rd grade, often depending on teachers’ competence at the individual school.

In fact, English from 1st grade was introduced in compulsory school without systematically preparing schools and in spite of a lack of qualified teachers with regard to

- English language competence of existing teachers
- competence in teaching a foreign language to young learners
- English as a subject in general teacher education (cf. 3.3.).

A survey carried out by Statistics Norway in 2000 showed that a high percentage of teachers of English do not have formal tertiary education in their subject:

- 67% at lower primary level
- 49% at upper primary level
- 20% at lower secondary level

So far, there are no studies on the implementation of English in primary school. This year, a project on the subject will be started with the participation of Ion Drew, teacher trainer at the University College of Stavanger ([Learning and teaching of English in primary education - collaborative activities - CIDREE](#)).

As far as pupils’ competence is concerned, Ion Drew commented the following at a symposium for language teacher educators in 2000⁸:

Norwegians, just like members of the neighbouring Scandinavian countries, are generally considered by the outside world to have a relatively good command of oral English. While this may indeed be so, there appears to be a serious crisis in the standard of written English, especially in Norwegian tertiary education. In recent research on the literacy level of Norwegian tertiary students of English, Lehmann (1999) concluded that the level of written competence among these students is generally low, that elementary grammatical errors are common in these students’ writing, and that in addition many students seem to be unaware of their own shortcomings. In fact, the number of students who actually fail their English foundation courses in Norwegian colleges and universities is sometimes as high as 50 per cent or more in one institution.

Drew argues further that “there is a serious discrepancy between ambitious new learning and teaching targets, outlined in new national curriculum guidelines, on the one hand, and weaknesses in the educational system responsible for certifying its English teachers, on the

⁸ The 8th IALS Symposium for Language Teacher Educators, on ‘Politics, Policy and Culture in Language Teacher Education, The University of Edinburgh, November 2000

other". In addition, there seems to be a trend towards less qualification in English in general teacher education (cf. 3.3.)

Seen in the light of Council of Europe recommendations, it might be worth asking what can be achieved by making one foreign language (English) compulsory from 1st to 11th grade, as compared to for example enhancing plurilingualism by offering a choice of foreign languages or making several foreign languages compulsory at different levels. These and other questions may become central for Norwegian foreign language teaching policies in the years to come.

In order to gain an overall picture of the situation, we will first discuss the situation for the 2nd foreign languages in compulsory education and then come back to the relations between subsequent languages.

3.2. Languages other than English (LOTE) in compulsory education

English is a compulsory subject for all pupils in compulsory education, including those attending vocational subject areas. Other languages than English (LOTE) lag far behind, both in the quality and quantity of teaching and learning, including teacher education (e.g. latest publications from the Norwegian Ministry of Education, Research and Church Affairs (KUF), 28.09.2000).

During the European Year of Languages, Telemark Educational Research, in co-operation with the University of Tromsø, carried out a study on the situation of 2nd foreign languages in Norwegian lower-secondary school, a project initiated by the Ministry of Education and Research and partly financed by the EU Commission.

This national study revealed interesting facts about today's situation for LOTE in Norway. In order to fully understand the facts presented, here a short description of the formal conditions for the subject at school (cf. also 1.2.5., p. 10):

The official status of the 2nd foreign language is that of a compulsory additional subject. As such, languages as German, French, Finnish or Spanish are competing with supplementary language study (Norwegian, Norwegian Sign Language, English), project work (varying from arts and crafts, taking a moped or tractor licence, to cooking etc., adapted to local conditions) or Finnish as a second language (in the counties of Troms and Finnmark).

Conditions for these subjects as a group are:

- 8 hours/week, distributed over 3 years (most often distributed 2+3+3)
- Possibility to switch subject within this group
- Grading is optional
- No credit points for upper-secondary education

On this background, the national study investigated factors such as teachers' and pupils' background, attitudes, and experiences.

Teachers' characteristics

Teachers of German, French and Finnish show a very positive attitude towards their subjects. 89% agreed strongly with their subject being interesting and challenging. However, over half of these teachers are going to reach retirement age within the next 10-15 years. 60 % of the teachers of German and 46% of the French teachers in our study are 50 years or older. Norway is facing a serious recruitment problem in the field of foreign languages. Already today, many teachers are teaching foreign languages without formal education in their subject.

Since the latest school reform in 1997, all lower secondary schools must offer a 2nd (optional) foreign language to pupils starting in 8th grade. Traditionally, German is the most commonly

taught 2nd foreign language in Norway, and is offered at almost all schools. French, however, is offered only at less than half of all schools. Spanish seems to be gaining ground, but is so far only offered at very few schools. The options of foreign languages at lower secondary school are mostly dependent on teachers' qualifications. Thus, teacher qualification proves to be a key factor for pupils' language competence in Norway.

Although the national curriculum of 1997 introduced the 2nd foreign language as a subject for **all** pupils, the study proved that the majority of teachers of German and French (65% of the ones who were asked) do not consider their subject suitable for all pupils. In addition, it revealed that the teaching and learning of 2nd foreign languages still is far more traditional than expected. Learning several foreign languages still is considered a goal for theoretically skilled and motivated pupils.

Finnish as a foreign language is formally in a completely different situation. It is offered in the two northernmost counties, in combination with Finnish as a 2nd language. But also Finnish is struggling with finding qualified teachers, and in addition with having suitable teaching material available.

Pupils' characteristics

Today's 2nd foreign language teaching suffers from the fact that about 28% of students of German and about 25% of pupils of French quit between 8th and 10th grade. They don't get credit points for their achievements in a 2nd foreign language, a fact which has consequences for pupils' motivation when they approach the end of lower secondary school. Other subjects that count for acceptance on upper secondary level are of course considered more important and rewarding. In 2001, only about 55% of all pupils in lower secondary school had learned a 2nd foreign language for three years.

Conclusions

The situation of the 2nd foreign languages in Norway is characterized by inconsistent signals to teachers, pupils and parents.

On the one hand, a 2nd foreign language was introduced as an optional subject meant for **all** pupils starting in grade 8. The national curriculum stresses the importance of a 2nd foreign language and the fact that foreign languages should be possible to learn for all pupils (65% of the teachers we asked, however, did not agree with this aim).

On the other hand, the 2nd foreign language suffers from low status (compared to 'important' subjects such as mathematics or Norwegian), partly due to the conditions which define the subject at school: few lessons (2-3 lessons/week), grades do not count for further schooling, and at many schools pupils do not have a choice between several languages.

This national study provides a picture of the teaching of the 2nd foreign languages that is more traditional than expected. Not only is the learning of these languages very much connected to textbooks, but teaching methods seem to be very conservative. Pupils answered that they mainly read and translated texts and worked with grammar exercises. There is little use of e.g. music, role-play or ICT. Only few schools participate in international projects where other foreign languages than English are used.

Of course there are many enthusiastic teachers who manage to motivate their students and who are highly qualified. The existing framework for 2nd foreign languages at school, however, does not facilitate their work.

This study of the situation of 2nd foreign languages in Norway was restricted to lower secondary school. In order to obtain a complete picture of the situation, one would have to

add facts about upper secondary school and relations between those two levels. What can be mentioned, however, is the fact that foreign languages (other than German) often are subject to a “Catch 22”-situation: On the one hand, lower secondary schools may not start offering another foreign language because the regional upper secondary school doesn’t offer the same language, and pupils thus are not guaranteed continuity. On the other hand, upper secondary schools may claim that recruitment for other, more “exotic” languages is too low. There are relatively few examples of regional co-operation when it comes to foreign language teaching at these school levels. Traditionally, there is little contact between lower and upper secondary schools in subject matters, although one of the principles of Norwegian education policies is a comprehensive education system with easy transition between levels and courses⁹. In order to change this situation and in order to ensure equal opportunities for all pupils, decisions will have to be made at national level.

Developments

There are signs going in the direction of a positive change for the status of 2nd foreign languages in Norway:

- Teacher education is going through a reform process, and there are projects being carried out at several universities (e.g. with the use of ICT in teacher training). This change represents a challenge for traditional milieus at universities and university colleges.
- The Ministry of Education and Research has initiated a project for national in-service training for teachers of German and French and for recruiting new teachers (start of a testing period in 2003).
- In November 2002, the Ministry of Education and Research arranged a seminar on 2nd languages in Norway. Signals and recommendations have for example being forwarded to the so-called “quality committee” (‘Kvalitetsutvalget’), a committee which is going to present suggestions for a reform of the educational sector in the beginning of June 2003.¹⁰ Experts expect that one of these suggestions will be to make a 2nd foreign language compulsory for all pupils at an earlier stage than today.
- Norway’s participation in a “Working group of experts on languages” (Norwegian representative: Per Ramberg, Norwegian University of Science and Technology) and the work of this group with an action plan for foreign language education in Europe can be a step towards enhancing the learning of foreign languages in a common European context.
- Finally, the present work on a Language Education Policy Profile, in co-operation with the Council of Europe, has to be seen as a political signal of willingness to improve the present situation for foreign languages and to enhance plurilingualism in Norway.

3.3. Reform of higher education and teacher training

Norwegian higher education is going through a reform process connected to the Bologna process within the EU. This process is nationally known as the “Quality Reform”.

⁹ cf. Berg/Berntzen 2003

¹⁰ Hopefully, these suggestions will be made official before the CoE expert meeting in Oslo in the first week of June.

3.3.1. The Norwegian Quality Reform

Starting in fall 2003, higher education in Norway is going to be organized according to principles developed as a consequence of the Bologna process (started in 1999) for a common system of higher education in Europe.

We assume that any reader of this document is acquainted with the according EU and CoE processes. Thus we can restrict ourselves to some central elements of the Norwegian quality reform¹¹, e.g.

- A new degree structure in accordance with the Bologna principles
- Internationalisation and international co-operation
- Increased participation in international programs and more exchange of students, teachers and researchers

Especially the elements of this reform which include/enhance internationalisation, are expected to have an impact on the demand and the status of foreign languages in Norwegian education in general. Already today, universities and university colleges see an increase in demand of language courses for students who intend to spend part of their studies abroad.

3.3.2. Teacher training

There are basically three different ways to qualify as a foreign language teacher in Norway:

- To study the subject at a university college or a university, either with an integrated or a follow-up one-year certificate in education ("praktisk pedagogisk utdanning", PPU)
- English only - to study English as part of a general teaching certificate. English is an optional subject in Norwegian teacher training. Other foreign languages are not subject of the framework for a general teaching certificate in Norway.
- Distance-learning courses for teachers who would like to obtain a formal qualification for teaching a foreign language, either because they already teach this language at school or because they want to widen their spectre of subjects. Courses for English started in 2002, courses for German and French are in a planning phase and will be tried out starting in May 2003.

English

A discussion of teacher training in foreign languages is closely interconnected with the position of a foreign language in the education system. As mentioned earlier, English became a compulsory subject from grade 1 with the latest school reform in 1997.

In Norway, only 10-20% of all students in general teacher training choose English as a optional subject. This will have severe consequences for the teaching of English in primary and lower secondary schools in the years to come.

Figures from the Central Statistics Agency (Statistisk Sentralbyrå, 2000) show that many teachers of English already today lack formal tertiary qualification:

-	grades	1-4:	67%
-	grades	5-7:	49
-	grades 8-10:		20%

¹¹ For details, see <http://odin.dep.no/archive/ufdvedlegg/01/02/thequ067.pdf>

An important trend was pointed out by Bjørn Sørheim, the Norwegian national coordinator for inservice and further education in English, and by Ion Drew, Stavanger University College:

Another trend, and equally as worrying as the number of unqualified teachers, is the fact that the youngest teachers are the least qualified. For instance, at the intermediate level the statistics reveal the following percentages of unqualified teachers according to age:

- 67% of teachers under the age of 34
- 39% of teachers between the ages of 35 and 44
- 44% of teachers over the age of 45

The explanation would appear to be simple. In a teacher training system in which English has always been an optional subject, fewer and fewer students in recent years have actually chosen English as one of their options. It is difficult to know the exact number. A conservative figure may be one in five, but the actual figure may be one in ten or fewer. One reason for this fall in numbers is that English has suffered in a system that has gradually become less flexible. Every student, however, who graduates with a general teaching certificate is formally qualified to teach English, and many of them, as the figures show, are actually asked to do so.¹²

In the latest framework plan for general teacher education ('Rammeplan for Allmennlærerutdanningen', April 2003) the number of compulsory subjects has been reduced, thus opening up for more choices, e.g. English in the 3rd or 4th year of teacher training. Whether this modification will have any consequences for the qualification of English teachers, will be interesting to see in some years from now.

In 2002, a network of university colleges started national in-service training for teachers of English, financed by the Ministry of Research and Education, through The Norwegian Agency for Flexible Learning in Higher Education (SOFF). This year, about 230 teachers have enrolled in these programs which include 13 courses offered by five university colleges. According to Bjørn Sørheim, the co-ordinator of the national project, there is much enthusiasm connected to this national project, both among teachers and teacher trainers. However, after this first year, no national funding has been guaranteed for a continuation of the project. Thus, official intentions can give the impression of arbitrariness and lack of coherence.

Other foreign languages

Languages other than English (LOTE) are not core subjects in Norwegian compulsory education (cf. 3.2) and, as was mentioned above, other foreign languages than English are not subject of the framework of a general teaching certificate in Norway. Teachers of LOTE are usually educated with a main focus on academic competences (literature and linguistics).

If the status of foreign languages in compulsory education is to be reconsidered, consequences for the range of languages offered within the framework of a general teaching certificate should be taken into consideration as well.

The quality reform of higher education opens also for integrated studies (5 years) for future teachers, with a clear orientation towards teaching in schools. This represents a major challenge for traditional thinking and competence in Norwegian university milieus.

¹² Drew 2000, p. 7f

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Appendices

Charts and statistics

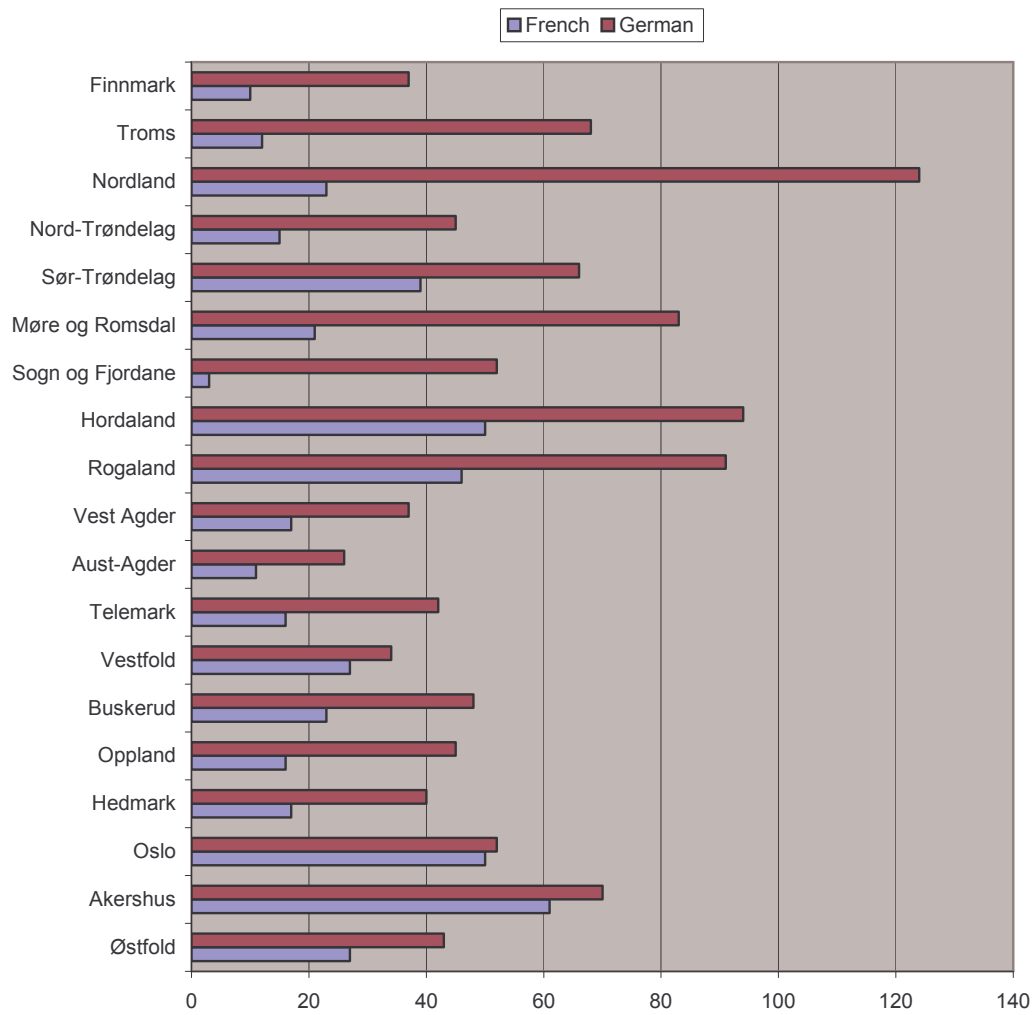
Appendix 1: Municipalities, by language used in administration. "Bokmål" and "nynorsk" (2000)

	Municipalities by language used in administration				Population in municipalities by language used in administration. Per cent		
	Total	"Bokmål"	"Nynorsk"	Neutral	"Bokmål"	"Nynorsk"	Neutral
Total	435	165	117	153	40.9	11.9	47.2
Østfold	18	16	-	2	87.5	-	12.5
Akershus	22	17	-	5	79.7	-	20.3
Oslo	1	-	-	1	-	-	100.0
Hedmark	22	15	-	7	68.9	-	31.1
Oppland	26	9	8	9	65.0	13.7	21.3
Buskerud	21	13	3	5	67.4	4.7	27.9
Vestfold	15	15	-	-	100.0	-	-
Telemark	18	-	8	10	-	13.0	87.0
Aust-Agder	15	4	4	7	70.5	5.4	24.1
Vest-Agder	15	7	2	6	80.0	1.6	18.4
Rogaland	26	3	12	11	40.9	16.9	42.2
Hordaland	34	-	31	3	-	41.0	59.0
Sogn og Fjordane	26	-	26	-	-	100.0	-
Møre og Romsdal	38	2	23	13	8.3	48.9	42.8
Sør-Trøndelag	25	9	-	16	15.1	-	84.9
Nord-Trøndelag	24	6	-	18	9.0	-	91.0
Nordland	45	25	-	20	50.6	-	49.4
Troms	25	9	-	16	16.1	-	83.9
Finmark	19	15	-	4	77.7	-	22.3

Source: Ministry of Education, Research and Church Affairs.

More information: <http://www.lovdata.no/sentraleforskrifter/> . 2001 © Statistics Norway

Appendix 2: Numbers of schools offering German and/or French in 8th grade



Appendix 3: Linguistic minority students in upper secondary education

SPRAKID	LANGUAGE	1994	1995	1996	1997	1998	1999
		4373	5486	5957	6761	6674	6868
1	AFRIKAANS	1		8	1	3	3
2	AKAN (TWI)	1	25	28	13	15	6
3	ALBANSK	59	94	141	172	198	294
4	AMHARISK	28	33	29	40	26	47
999	ANNET	99	53	17	150	456	143
5	ARABISK	210	221	205	467	282	321
6	ARMENSK	2	1	2	5	5	8
206	ASERI-TYRKISK						1
7	AZERBAIDJANSK		3		2		4
8	BAHASA INDONESIA	1	2	2	2	2	3
9	BALUCHI		4	7	45	5	9
10	BAMBARA			1			
211	BAMILEKE				2		
215	BASKISK				1		
11	BEMBA			1			
12	BENGALI	13	19	16	24	12	12
13	BERBERSK		9	66	47	65	88
220	BETI				2		
227	BOBO				4		
14	BOSNISK/KROATISK		158	667	677	511	442
228	BRAHUI						1
15	BULGARSK	4	7	6	13	6	13
232	BURJATISK					1	
16	BURMESISK			2	3	1	1
233	CEBUANO				1	1	2
17	CHICHEWA		2				
234	CRIOULO		1			1	1
236	DANAKIL		1			3	
18	DANSK	2	4	3			5
237	DARGINSK			1			
19	DARI	5	7	10	15	10	37
239	DIOLA						1
22	ENGELSK	229	200	132	151	159	203
243	ESHIRA						1
23	ESTLANDSK	7	7	4	2	6	6
24	EWE			2	2	2	3
25	FANG					1	
26	FIJI			1	2		
27	FILIPPINSK	81	89	114	117	127	129

28	FINSK	14	17	26	30	26	29
29	FLAMSK		1	4	2	5	3
31	FRANSK	26	30	36	45	44	49
32	FULANI		4	1	1	2	
33	FÆRØYISK	4	3	4	3	3	2
246	GA-ADANGBE		1		1		
249	GBANDI				1	2	1
35	GRESK	1	6	9	7	9	7
36	GRØNLANDSK			2	4	1	1
37	GUARANI						4
38	GUJARATI			2	1	3	
261	HASSANYA					1	
39	HAUSA		3	2	2	1	1
40	HEBRAISK	2	3		2	2	2
41	HINDI	53	49	56	52	54	64
42	HVITERUSSISK		3			1	
43	IBO	5		8	5	5	3
266	ILOCANO		1		1		
44	IRSK				2	2	
45	ISLANDSK	29	26	51	51	88	67
46	ITALIENSK	6	9	9	13	9	12
47	JAPANSK	6	4	5	11	6	3
268	KABARDINSK				1		
270	KALENJIN					1	
48	KANTONESISK		4	18	28	25	27
275	KASHIN		1				
50	KASHMIRSK						1
51	KATALANSK			1	1		
276	KAVANGO		1				
278	KHASI						2
52	KHMER	7	2	5	8	15	22
279	KIKONGO				3		
280	KIKUYU				2	1	4
54	KINESISK	49	67	85	112	109	109
55	KINYARWANDA					4	13
56	KIRGISISK		3				
57	KIRUNDI		1		1	2	2
283	KONGO		1		1	1	1
59	KONIAGI					1	
284	KONKANI			1	1		
60	KOREANSK		6	4	11	5	2
62	KREOL*		2	2	2	5	5
63	KRIO		1	1	1		1
64	KROATISK		16	36	37	41	39
65	KURDISK	67	61	182	170	187	251
66	LAO		2	2	1	2	3
67	LATVISK	3	1	8	4	2	5

293	LIMBA					3	
68	LINGALA					5	
69	LITAUISK	2			3	6	5
72	LUGANDA		3	6	6	10	9
299	LUO		1		4	1	2
74	MADAGASSISK	1			1	3	2
75	MAKEDONSK	10	12	21	19	16	23
77	MALAYALAM			1	4	1	
78	MALAYISK		1	1	2	2	2
303	MANDÉ					1	
81	MANDINGO	1	5	5	3	4	8
309	MASSI				1		
85	MONGOLSK				1		
320	MORU			1	6		
87	NDEBELE				1	1	
88	NEDERLANDSK	14	16	13	16	14	27
89	NEPALI		1	1	2	1	1
0	NORSK						4
91	OROMO					2	1
328	OVAMBO				1	1	
93	PASHTO	10	13	9	13	19	15
94	PERSISK	299	338	298	298	355	343
95	POLSK	95	89	82	122	100	127
96	PORTUGISISK	24	32	34	40	35	62
97	PUNJABI	47	129	167	121	110	133
99	ROMANI		2		5	3	2
332	ROMANSH					1	
100	RUMENSK	9	9	10	14	11	15
101	RUSSISK	51	40	64	90	102	184
102	SAMISK						12
104	SERBISK	306	488	83	64	57	52
337	SERER				1		
106	SETSWANA				3		
107	SHONA			1			
109	SINGALESISK	1	6	11	42	21	12
110	SISWATI		1	1			
111	SLOVAKISK	1	1	4		3	2
112	SLOVENSK		1			2	11
113	SOMALISK	210	315	354	383	381	386
114	SPANSK	275	314	280	332	291	304
115	SUNO					1	
117	SVENSK	4	6	7			19
118	SWAHILI	10	23	21	33	26	25
119	SYRIAC - ASSYRISK		2	3	2	2	4
120	TADSIKISK			1	3	2	1
121	TAMIL	196	246	223	231	222	249
122	TATARISK						1

124	TEMNE		2	3	1		1
125	THAI	26	67	75	100	93	77
126	TIBETANSK		1	2	2	2	3
127	TIGRÈ		2	2	4	2	1
128	TIGRINIA	79	52	72	56	62	53
130	TONGA				1		
132	TSJEKKISK	3	1	6	4	5	6
133	TSJETSJENSK				3		2
347	TULU		1				
348	TUVINSK		4				
135	TYRKISK	191	225	211	247	277	281
136	TYSK	35	42	32	44	54	65
137	UKRAINSK				2	2	1
138	UNGARSK	9	7	4	15	5	7
139	URDU	664	842	1010	985	1105	1097
140	USBEKISK					2	
141	VIETNAMESISK	766	872	795	839	671	686
353	WATUSI				2		
142	WOLOF	20	5	16	6	11	19
354	XHOSA				1		
143	YORUBA			1	2	1	6
144	ZULU			1	2	4	1

(Source: the National Board of Education)

Appendix 4: Pupils registered for exams in languages at upper secondary level¹³

Subject	Type	Group	Spring 2000	Spring 2001	Spring 2002
Engelsk	Sp	Engelsk	36026	36074	34682
Engelsk, IT-forsøk	Sp	Engelsk, IT-forsøk	143	183	279
Norsk hovedmål	Sp	Norsk hovedmål	32467	32445	32423
Norsk sidemål	Sp	Norsk sidemål	32303	32365	32320
Norsk hovedmål (IT-forsøk)		Norsk hovedmål (IT-forsøk)		112	61
Norsk sidemål (IT-forsøk)		Norsk sidemål (IT-forsøk)		112	61
Norsk h.mål fritak sidemål		Norsk h.mål fritak sidemål	988	1091	1182
Norsk h.mål fritak sidemål		Norsk h.mål fritak sidemål	943	1063	1156
Nordsamisk 1. språk	Sp	Nordsamisk 1. språk	28	63	31
Sørsamisk 1. språk	Sp	Sørsamisk 1. språk		1	
Norsk for elever med samisk	Sp	Norsk for elever med samisk	54	70	52
Norsk for elever med finsk	Sp	Norsk for elever med finsk		1	4
Nordsamisk 2. språk	Sp	Nordsamisk 2. språk	24	26	18
Sørsamisk 2. språk	Sp	Sørsamisk 2. språk	1	2	3
Lulesamisk 2. språk	Sp	Lulesamisk 2. språk	2	1	
Norsk 2. språk	Sp	Norsk 2. språk	1022	1057	1221
Finsk 2. språk	Sp	Finsk 2. språk		1	5
Tysk B-språk 1	Sp	TyskB(4)		540	614
Tysk B-språk 2	Sp	TyskB(4-4)	12109	10856	10448
Tysk B-språk 4	Sp	TyskB(4-4-5)	1605	1251	1077
Tysk C-språk 2	Sp	TyskC(4-4)	3028	3367	3216
Tysk C-språk 3	Sp	TyskC(4-4-4)	2350	2216	2134
Tysk C-språk 3	Sp	TyskC(5-5)	14		
Fransk B-språk 1	Sp	FranskB(4)		261	195
Fransk B-språk 2	Sp	FranskB(4-4)	3422	3259	3335
Fransk B-språk 4	Sp	FranskB(4-4-4)	669	563	433
Fransk C-språk 2	Sp	FranskC(4-4)	1354	1615	1445
Fransk C-språk 3	Sp	FranskC(4-4-4)	1225	1219	1168
Fransk C-språk 2,5	Sp	Fransk C-språk 2,5		270	194
Fransk C-språk 3	Sp	FranskC(5-5)	228		
Spansk B-språk 2	Sp	SpanskB(4-4)	31	23	33
Spansk B-språk 4	Sp	SpanskB(4-4-5)	22	12	10
Spansk C-språk 2	Sp	SpanskC(4-4)	447	624	746
Spansk C-språk 3	Sp	SpanskC(4-4-4)	459	510	531
Spansk C-språk 2,5	Sp	Spansk C-språk 2,5		342	325
Spansk C-språk 3	Sp	SpanskC(5-5)	311		
Italiensk B-språk 2	Sp	Italiensk B-språk 2	2		2
Italiensk B-språk 4	Sp	Italiensk B-språk 4		3	
Italiensk C-språk 2	Sp	Italiensk C-språk 2	28	28	27
Italiensk C-språk 3	Sp	Italiensk C-språk 3	13	18	20
Italiensk C-språk 2,5	Sp	Italiensk C-språk 2,5			14
Russisk B-språk 2	Sp	Russisk B-språk 2	22	24	25

¹³ B-language is the 2nd language started in lower secondary school, C-language is the 2nd/3rd language started at upper-secondary school. Pupils may choose their mother tongue instead of the B-/C-language offered at their school. (The largest numbers are highlighted.)

Russisk B-språk 4	Sp	Russisk B-språk 4	22	23	36
Russisk C-språk 2	Sp	Russisk C-språk 2	28	19	15
Russisk C-språk 3	Sp	Russisk C-språk 3	25	11	14
Russisk C-språk 2,5	Sp	Russisk C-språk 2,5			6
Nordsamisk B-språk 1	Sp	Nordsamisk B-språk 1		1	
Nordsamisk B-språk 2	Sp	Nordsamisk B-språk 2	2	2	
Sørsamisk B-språk 2	Sp	Sørsamisk B-språk 2			1
Nordsamisk B-språk 4	Sp	Nordsamisk B-språk 4		2	3
Nordsamisk C-språk 2	Sp	Nordsamisk C-språk 2	12	11	16
Lulesamisk C-språk 2	Sp	Lulesamisk C-språk 2		3	1
Nordsamisk C-språk 3	Sp	Nordsamisk C-språk 3	10	16	17
Lulesamisk C-språk 3	Sp	Lulesamisk C-språk 3		1	1
Finsk B-språk 2	Sp	Finsk B-språk 2	1	2	2
Finsk B-språk 4	Sp	Finsk B-språk 4	1	1	1
Finsk C-språk 2	Sp	Finsk C-språk 2	14	7	10
Finsk C-språk 3	Sp	Finsk C-språk 3	7	8	10
Finsk C-språk 3	Sp	Finsk C-språk 3	1		
Japansk C-språk 2	Sp	Japansk C-språk 2			2
Japansk C-språk 2,5	Sp	Japansk C-språk 2,5		1	
Japansk C-språk 3	Sp	Japansk C-språk 3	3		
Latin C-språk 2	Sp	Latin C-språk 2	20	21	13
Latin C-språk 3	Sp	Latin C-språk 3	6	5	8
Latin C-språk 2,5	Sp	Latin C-språk 2,5		5	6
Latin C-språk 3	Sp	Latin C-språk 3	6		
Islandsk B-språk 2	Sp	Islandsk B-språk 2	4	5	2
Islandsk B-språk 4	Sp	Islandsk B-språk 4	5	3	3
Islandsk C-språk 3	Sp	Islandsk C-språk 3	1	6	
Nederlandsk B-språk 2	Sp	Nederlandsk B-språk 2	1	2	
Nederlandsk B-språk 4	Sp	Nederlandsk B-språk 4	2		
Nederlandsk C-språk 2	Sp	Nederlandsk C-språk 2	2		1
Nederlandsk C-språk 3	Sp	Nederlandsk C-språk 3	1	1	
Portugisisk B-språk 2	Sp	Portugisisk B-språk 2	5	3	3
Portugisisk B-språk 4	Sp	Portugisisk B-språk 4	3	2	3
Portugisisk C-språk 2	Sp	Portugisisk C-språk 2		1	1
Bulgarsk B-språk 4	Sp	Bulgarsk B-språk 4	3		3
Bulgarsk C-språk 3	Sp	Bulgarsk C-språk 3		1	
Estisk B-språk 2	Sp	Estisk B-språk 2			1
Litauisk B-språk 2	Sp	Litauisk B-språk 2	1		1
Litauisk B-språk 4	Sp	Litauisk B-språk 4	1	1	2
Litauisk C-språk 3	Sp	Litauisk C-språk 3	1		
Latvisk B-språk 2	Sp	Latvisk B-språk 2		1	
Latvisk B-språk 4	Sp	Latvisk B-språk 4			1
Polsk B-språk 2	Sp	Polsk B-språk 2	5	6	5
Polsk B-språk 4	Sp	Polsk B-språk 4	3	8	5
Polsk C-språk 2	Sp	Polsk C-språk 2		4	1
Polsk C-språk 3	Sp	Polsk C-språk 3		2	
Rumensk B-språk 2	Sp	Rumensk B-språk 2		1	
Rumensk B-språk 4	Sp	Rumensk B-språk 4	1		1
Rumensk C-språk 3	Sp	Rumensk C-språk 3	1		
Slovakisk B-språk 4	Sp	Slovakisk B-språk 4	1		
Tsjekkisk B-språk 2	Sp	Tsjekkisk B-språk 2		2	1
Ungarsk B-språk 2	Sp	Ungarsk B-språk 2			3
Bosnisk B-språk 2	Sp	Bosnisk B-språk 2	18	14	23
Bosnisk B-språk 4	Sp	Bosnisk B-språk 4	19	19	21

Bosnisk C-språk 2	Sp	Bosnisk C-språk 2	5	5	4
Bosnisk C-språk 3	Sp	Bosnisk C-språk 3	7	3	6
Kroatisk B-språk 2	Sp	Kroatisk B-språk 2	3	3	2
Kroatisk B-språk 4	Sp	Kroatisk B-språk 4	3	2	
Kroatisk C-språk 2	Sp	Kroatisk C-språk 2			1
Serbisk B-språk 2	Sp	Serbisk B-språk 2	5	5	2
Serbisk B-språk 4	Sp	Serbisk B-språk 4	1	7	1
Serbisk C-språk 2	Sp	Serbisk C-språk 2		1	2
Serbisk C-språk 3	Sp	Serbisk C-språk 3	2		2
Albansk B-språk 2	Sp	Albansk B-språk 2	13	13	10
Albansk B-språk 4	Sp	Albansk B-språk 4	3	6	10
Albansk C-språk 2	Sp	Albansk C-språk 2	4	3	5
Albansk C-språk 3	Sp	Albansk C-språk 3	1	2	4
Makedonsk B-språk 2	Sp	Makedonsk B-språk 2	1		1
Makedonsk C-språk 2	Sp	Makedonsk C-språk 2	1		
Nygresk B-språk 2	Sp	Nygresk B-språk 2	3	3	1
Nygresk B-språk 4	Sp	Nygresk B-språk 4		1	2
Nygresk C-språk 2	Sp	Nygresk C-språk 2		2	1
Tyrkisk B-språk 2	Sp	Tyrkisk B-språk 2	22	12	21
Tyrkisk B-språk 4	Sp	Tyrkisk B-språk 4	15	13	11
Tyrkisk C-språk 2	Sp	Tyrkisk C-språk 2	5	2	4
Tyrkisk C-språk 3	Sp	Tyrkisk C-språk 3		1	6
Kurdisk (sorani) B-språk 2	Sp	Kurdisk (sorani) B-språk 2	5	7	12
Kurdisk (sorani) B-språk 4	Sp	Kurdisk (sorani) B-språk 4	11	4	7
Kurdisk (sorani) C-språk 2	Sp	Kurdisk (sorani) C-språk 2	2	1	3
Kurdisk (sorani) C-språk 3	Sp	Kurdisk (sorani) C-språk 3			8
Kurdisk (kormandji) B-språk 2	Sp	Kurdisk (kormandji) B-språk 2	2	2	5
Kurdisk (kormandji) B-språk 4	Sp	Kurdisk (kormandji) B-språk 4		1	2
Kurdisk (kormandji) C-språk 2	Sp	Kurdisk (kormandji) C-språk 2			2
Kurdisk (kormandji) C-språk 3	Sp	Kurdisk (kormandji) C-språk 3		1	1
Armensk B-språk 2	Sp	Armensk B-språk 2		2	
Armensk C-språk 3	Sp	Armensk C-språk 3			2
Georgisk B-språk 4	Sp	Georgisk B-språk 4			1
Hebraisk B-språk 2	Sp	Hebraisk B-språk 2		2	1
Hebraisk B-språk 4	Sp	Hebraisk B-språk 4			1
Arabisk B-språk 2	Sp	Arabisk B-språk 2	15	23	13
Arabisk B-språk 4	Sp	Arabisk B-språk 4	9	13	15
Arabisk C-språk 2	Sp	Arabisk C-språk 2	5	3	3
Arabisk C-språk 3	Sp	Arabisk C-språk 3		1	6
Persisk B-språk 2	Sp	Persisk B-språk 2	25	23	24
Persisk B-språk 4	Sp	Persisk B-språk 4	19	17	27
Persisk C-språk 2	Sp	Persisk C-språk 2	3	9	5
Persisk C-språk 3	Sp	Persisk C-språk 3	2	3	10
Dari B-språk 2	Sp	Dari B-språk 2	3		1
Dari B-språk 4	Sp	Dari B-språk 4		1	3
Pashto B-språk 2	Sp	Pashto B-språk 2		1	4
Pashto B-språk 4	Sp	Pashto B-språk 4	2	1	1
Pashto C-språk 2	Sp	Pashto C-språk 2		1	
Pashto C-språk 3	Sp	Pashto C-språk 3	1		
Urdu B-språk 2	Sp	Urdu B-språk 2	105	149	172
Urdu B-språk 4	Sp	Urdu B-språk 4	97	78	91
Urdu C-språk 2	Sp	Urdu C-språk 2	48	29	40
Urdu C-språk 3	Sp	Urdu C-språk 3	5	6	22
Panjabi B-språk 2	Sp	Panjabi B-språk 2	8	6	13

Panjabi B-språk 4	Sp	Panjabi B-språk 4	8	6	7
Panjabi C-språk 2	Sp	Panjabi C-språk 2	3	1	2
Panjabi C-språk 3	Sp	Panjabi C-språk 3	2	1	4
Tadsjikisk B-språk 2	Sp	Tadsjikisk B-språk 2			1
Hindi B-språk 2	Sp	Hindi B-språk 2	3	7	5
Hindi B-språk 4	Sp	Hindi B-språk 4	4	2	4
Hindi C-språk 2	Sp	Hindi C-språk 2		4	2
Hindi C-språk 3	Sp	Hindi C-språk 3		3	6
Bengali B-språk 2	Sp	Bengali B-språk 2			1
Bengali C-språk 2	Sp	Bengali C-språk 2		1	
Bengali C-språk 3	Sp	Bengali C-språk 3	1		
Singalesisk B-språk 2	Sp	Singalesisk B-språk 2	2		
Singalesisk B-språk 4	Sp	Singalesisk B-språk 4		1	
Tamil B-språk 2	Sp	Tamil B-språk 2	17	25	24
Tamil B-språk 4	Sp	Tamil B-språk 4	14	13	18
Tamil C-språk 2	Sp	Tamil C-språk 2		4	3
Tamil C-språk 3	Sp	Tamil C-språk 3		6	4
Thai B-språk 2	Sp	Thai B-språk 2	4	2	3
Thai B-språk 4	Sp	Thai B-språk 4	4		3
Thai C-språk 3	Sp	Thai C-språk 3			1
Malayisk B-språk 2	Sp	Malayisk B-språk 2		1	
Filipino B-språk 2	Sp	Filipino B-språk 2	10	6	4
Filipino B-språk 4	Sp	Filipino B-språk 4	12	3	4
Filipino C-språk 2	Sp	Filipino C-språk 2	2	2	
Filipino C-språk 3	Sp	Filipino C-språk 3	2		
Mandarin B-språk 2	Sp	Mandarin B-språk 2	8	4	7
Mandarin B-språk 4	Sp	Mandarin B-språk 4	3	5	7
Mandarin C-språk 2	Sp	Mandarin C-språk 2		1	1
Kantonesisk B-språk 2	Sp	Kantonesisk B-språk 2	5	2	2
Kantonesisk B-språk 4	Sp	Kantonesisk B-språk 4	5	1	
Kantonesisk C-språk 2	Sp	Kantonesisk C-språk 2	1		
Koreansk B-språk 2	Sp	Koreansk B-språk 2			1
Koreansk B-språk 4	Sp	Koreansk B-språk 4			1
Khmer B-språk 2	Sp	Khmer B-språk 2			1
Vietnamesisk B-språk 2	Sp	Vietnamesisk B-språk 2	29	42	34
Vietnamesisk B-språk 4	Sp	Vietnamesisk B-språk 4	35	26	31
Vietnamesisk C-språk 2	Sp	Vietnamesisk C-språk 2	7	7	7
Vietnamesisk C-språk 3	Sp	Vietnamesisk C-språk 3	4	7	9
Amharisk B-språk 2	Sp	Amharisk B-språk 2		3	4
Amharisk B-språk 4	Sp	Amharisk B-språk 4	3	1	2
Amharisk C-språk 2	Sp	Amharisk C-språk 2	1		
Tigrinja B-språk 2	Sp	Tigrinja B-språk 2	2	3	2
Tigrinja B-språk 4	Sp	Tigrinja B-språk 4	3	1	2
Tigrinja C-språk 2	Sp	Tigrinja C-språk 2	1		2
Tigrinja C-språk 3	Sp	Tigrinja C-språk 3			1
Somali B-språk 2	Sp	Somali B-språk 2	30	23	33
Somali B-språk 4	Sp	Somali B-språk 4	16	16	23
Somali C-språk 2	Sp	Somali C-språk 2	5	5	3
Somali C-språk 3	Sp	Somali C-språk 3		2	7
Akan (twi) B-språk 2	Sp	Akan (twi) B-språk 2		2	5
Akan (twi) B-språk 4	Sp	Akan (twi) B-språk 4	2	2	3
Akan (twi) C-språk 3	Sp	Akan (twi) C-språk 3	2		
Luganda B-språk 4	Sp	Luganda B-språk 4	1		3
Swahili B-språk 2	Sp	Swahili B2	1	2	3

Swahili B-språk 4	Sp	Swahili B4		1	2
Swahili C-språk 2	Sp	Swahili C2	2		1
Swahili C-språk 3	Sp	Swahili C3			1
Wollof B-språk 2	Sp	Wollof B-språk 2			2
Kinyarwanda	Sp	Kinyarwanda			1
Kinyarwanda	Sp	Kinyarwanda			2
Yoruba	Sp	Yoruba			1
Afoan-Oromo	Sp	Afoan-Oromo			1
Tegnspråk B-språk 1	Sp	Tegnspråk B-språk 1		6	
Tegnspråk B-språk 2	Sp	Tegnspråk B-språk 2			5
Engelsk I	Sp	Engelsk I (5)	9829	9487	9715
Engelsk II, skriftlig (alt. A)	Sp	Engelsk II	7048	6807	6754
Engelsk II, skriftlig (alt. B)	Sp	Engelsk II, skriftlig (alt. B)	1315	1235	1329

(Source: the National Board of Education)