

Multiculturalism, Migration, Mathematics Education and Language

Project Number: 526333-LLP-1-2012-1-IT-COMENIUS-CMP

EDUCATIONAL POLICY TOWARDS MINORITIES IN NORWAY

On educational policy

To find answers to task 2 (about national programmes for training of teachers to teach mathematics in multicultural classes) and 3 (about didactical resources available to mathematics teachers working in multicultural classes), a questionnaire was sent out to all mathematics educators at universities and university colleges that belong to the so called hit-list. They were asked to answer the following questions (overlapping the two questions):

- Finns det i Norge några nationella program för utbildning av lärare som undervisar matematik i multinationella klasser (där det finns elever med olika etnisk bakgrund och språk)?
- Vilka didaktiska resurser känner du till för matematiklärare som arbetar i multikulturella klasser?
- Kan du ge förslag på litteratur om matematikundervisning i multikulturella klasser?
- Litteratur om språkets roll i lärande av matematik och naturvetenskap?
- Litteratur om att undervisa matematik och eller naturvetenskap till elever som har annat språk än norska som första språk?

Here is a summary of the replies:

- First, samic people are a minority in Norway but not immigrants, rather indigenous people. They have a special situation. There is a samic university college in Kautokeino where teachers for samic pupils are educated. Most samic pupils are in multicultural classes. The teaching for samic pupils should take its origin in samic language, culture and societal life according to the special curriculum for them (based in the Norwegian fundamental law).
- Otherwise, there is no full education programme or specialisation for teacher education with respect to mathematics and language and multicultural groups. In some universities there are master courses dealing with issues about multiculturalism and language issues in teaching.

One of the respondents has been teacher of multicultural classes in Oslo for 15 years and he sent two papers in Norwegian about his work. He is now working at the national Centre for Mathematics Education in Trondheim and must be one of the more experienced in working with multicultural groups and mathematics in Norway. So at least in the national centre there is awareness of the multicultural issues.