On this page

1. National strategy(ies)

2. Promoting and supporting sport and physical activity among young people

3. Physical education in schools

4. Collaboration and partnerships

National strategy(ies)

#Youth health - the Norwegian Government’s strategy for youth health 2016 - 2021 [#Ungdomshelse – regjeringens strategi for ungdomshelse 2016-2021](1).

Type of official document: Strategy plan.


Main elements: To ensure that all public sectors contribute to good upbringing conditions, to enforce good mental and physical health, and reduce unfavourable demographic health outcomes. Furthermore:

- Strengthen low-threshold youth health services, and inter-sectorial cooperation, with focus on the patient/client.
- Increase user-involvement in the crafting of health services.
- Focus on availability and coordination to digital health service platforms.
- Strengthen the knowledge and research foundation on which youth health policies are based on.

Key objectives: Inter-ministerial government strategy plan identifying the current/future policies on youth health. No direct connection to the EU Physical Activity Guidelines.

Target groups: Youth age 13-25.
Promoting and supporting sport and physical activity among young people

The promotion and support of sports and physical activity among young people is described in the following documents:

- [Sport Policy Document](#) by The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF).


Type of measure: Plan for all organized sports in Norway.


Main objectives: To offer and make available a varied set of sports and physical activity to all children (for our purpose: youth under the age of 18). The activities shall be adapted to the child (youth under 18) developmental ability, and in a safe and stimulating environment. The plan shall secure a broad effort in recruiting to all activity, support the establishment and continuation of these activities, and further recruit particular talents for those who wish to pursue a future career in professional sports. The plan also stressed the importance of preventing recidivism in organized youth sports [frafall] [anchor link – national glossary]. Lastly, the plan is targeting low-threshold services, availability in spite of financial means, absolute non-discrimination, and respect to diversity.

Main outcomes: Broadly speaking, and for youth in particular: to increase the general level of physical activity. The plan sets and overarching goal to reach 40 percent of 13-year-olds at the recruitment level, and have 35 percent of all 19-year-olds at the established/continued activity level, through a regular organized physical activity or sport activity.

Connection to the EU Physical Activity Guidelines: No direct connection.

Specific target groups: Universal – particular focus on children and youth. Youth are further defined to be between the ages of 13 to 19 - young adults between the ages of 20 to 35.

Public funding: Not applicable at strategy level.
Mechanisms for monitoring and evaluation: Not applicable at strategy level. Monitoring and evaluation usually takes place through grant scheme reporting or through the annual report/audit.


Type of measure: White paper.

Timeframe: Signed March 11th 2016 – in effect.

Main objectives: Increase the general level of physical activity, with particular emphasis on the recruitment of children and youth. The recruitment of outdoor recreation activity is increasingly taking place in the volunteer and organizational sector, in favour of the family arena. The government suggests an increase in the grant schemes to accommodate this trend. Schools are also highlighted as an important arena to recruit children and youth, with particular focus on the school institutional facilitation of such activities, and teacher/staff training.

Main outcomes: Increase the general level of physical activity - by recommendation of the Norwegian Directorate for Health (2014) to a minimum of 60 minutes per day, where of three times a week this activity should be of high intensity.

Connection to the EU Physical Activity Guidelines: No direct connection.

Specific target groups: Universal – particular focus on children and youth. Additional focus on immigrant children and youth, and children and youth in low income families.

Public funding: Not applicable at strategy level.

Mechanisms for monitoring and evaluation: Not applicable at strategy level. Monitoring and evaluation usually takes place through grant scheme reporting or through the annual report/audit.

Physical education in schools

This section describes whether and how physical education and sport are incorporated in curricula and the time spent in schools for general and vocational education at upper secondary level. For the latter, jump to ‘Teaching Hours.’

Physical education and sports are incorporated into the National curricula, is mandatory, and taught as a separate subject. The official description of the subject can be accessed in detailed description (in English and Norwegian) through the website of the Norwegian Directorate for Education and Training:

Curriculum for Physical education (KRO1-04) [11] [Læreplan i kroppsvåing (KRO1-04) [12]].

The physical education is to: ‘help pupils acquire knowledge about exercise and training, lifestyle and health, and motivate them to have an active life and continue physical training into adulthood.’ (Directorate for Teaching and Training, KRO01-04/purpose [13]).

The subject has been structured into main subject areas for which competence aims have been
formulated. The main subject areas complement each other, and should be viewed in relation to one another.

Physical education is a common core subject for all the education programmes in upper secondary education. Learning in this subject shall therefore be as relevant as possible by adapting each subject to its education programme, as much as possible.

Physical education has competence aims after the fourth, seventh and tenth year levels in primary and lower secondary school and after Vg1, Vg2 and Vg3 in upper secondary education.

There are currently no top-level guidelines, recommendations, or large-scale initiatives on the inclusion of physical activities

- Outside the curriculum, but within the school day (e.g. in school breaks).
- On extracurricular sports activities in school.

**Figure 7.3 Curriculum for Physical Education in Norway - main subject areas** ([The Norwegian Directorate for Education and Training, 2017](#)).

Teaching hours

Teaching hours are given in 60-minute units:

**Primary school**

Year levels 1–7: 478 hours

**Lower secondary school**
Year levels 8-10: 223 hours

Upper secondary school:

PROGRAMMES FOR GENERAL STUDIES, EXCEPT FOR

THE PROGRAMME FOR MUSIC, DANCE AND DRAMA

Vg1: 56 hours

Vg2: 56 hours

Vg3: 56 hours

VOCATIONAL EDUCATION PROGRAMMES

Vg1: 56 hours

Vg2: 56 hours

Pedagogical tools and support provided to teachers responsible for physical education, including specific training programmes, web tools etc.

1. The Norwegian Directorate for Education and Training (Udir) provides some pedagogical tools and support through their website [Kroppsøving- Utdanningsdirektoratet][16] where acquired skills and recommended tests and approaches are reviewed.

2. The Norwegian National Centre for Food, Health and Physical Activity [Nasjonalt senter for mat, helse og fysisk aktivitet][17] is one of several national centres under The Norwegian Directorate for Education and Training, and The Ministry of Education and Research. This Centre is also under The Norwegian Directorate of Health and the Ministry of Health Care Services, and helps kindergartens, schools, public health centre services, and Universities and University Colleges to implement and execute national health- and education policy.

   The centre is responsible for:

   - Developing and disseminating knowledge and experience-based support and guidance material, as well as examples of good practice to the target groups.
   - Strengthening the work with food, meals and physical activity in kindergartens and school.
   - Strengthening the curricular subjects of food and health, and physical education in primary, secondary and upper secondary education.
Showing how nutrition and physical activity can be naturally integrated across disciplines.
Contributing to building networks and cooperation across disciplines and educations.

The centre has a resource platform dedicated to physical education and outdoor leisure activity [Læringsressurser kroppssøving [18]].

3. The ‘Open Educational Resources for Secondary Schools’

The Norwegian Digital Learning Arena [19] (Nasjonal digital læringsarena) is a joint enterprise operating on behalf of the county councils in Norway. Its aim is to develop and publish high quality, internet-based open educational resources (OER) in subjects taught at upper secondary school level and make these freely available.

The Norwegian Digital Learning Arena offers pedagogical tools and support through their platform: Nasjonal digital læringsarena – NDLA Kroppsøving [20].

Collaboration and partnerships

There is currently no separate top-level authority support collaboration, or partnership between schools youth workers, health professionals and sports organizations that promotes youth fitness and physical activity among young people.

There is however the 0-24 Cooperation Project for Vulnerable Children and Youth [Samarbeid om utsatte barn og unge mellom 0 og 24 år [21]] which is a mechanism of cross-sectorial cooperation between Departments, and Agencies involved in defining top-level policies and measures on social inclusion measures (including youth health), alongside youth employment and entrepreneurship.

The overarching goal is to lay the foundation to protect vulnerable children and youth between the ages of 0 – 24, through:

- Strong societal inclusion and participation.
- Lasting labour market involvement.

Areas of focus are:

- Cross-sectoral rules and regulation.
- Sectoral plans and schemes shall be considered in unison.
  - Considering potential for simplification and streamlining.
- Cooperation in the education and training arenas for refugees and asylum seekers.
- Sectorial cooperation for children and youth with specific learning disabilities.
- Children and youth apprenticeships with minority background and/or physical disabilities.

The main goal of the cooperative measure is to increasing the completion rate in upper secondary school [videregående skole].

The 0-24 Cooperation Project is appointed by a joint letter of commission [oppdragsbrev] from
The joint letter of commission is addressed to

- The Ministry Education and Research.
- The Ministry of Labour and Social Affairs.
- The Ministry of Children and Equality.
- The Ministry of Health and Care Services.
- The Norwegian Directorate for Education and Training.
- The Directorate for Labour and Welfare [Arbeids- og velferdsdirektoratet].
- The Norwegian Directorate for Children, Youth, and Family Affairs.
- The Norwegian Directorate for Health.

The above mentioned directorates (executive agencies of the various ministries) cooperate and coordinate the work and measures [tiltak] that are directed towards vulnerable children and youth between the ages of 0 – 24.

The 0-24 Cooperation Project is affiliated with the government’s strategy against child poverty 2015-2017. See 4.3 Strategy for the Social Inclusion of Young People.

The financial support framework, and source of funding is not publicly available.