

Overview of the Commission's proposed measures

Chapter 4: For the rights of persons with disabilities

- The CRPD is incorporated into the Human Rights Act, and all legislation (including circulars/guidelines) that is affected by incorporation is reviewed, updated and harmonised.
- The Optional Protocol to the CRPD is ratified.
- All relevant administrative levels receive increased knowledge of, and training on, the CRPD.
- Representatives and organisations for persons with disabilities are consulted in all work involving the development and implementation of legislation and policy at all levels for persons with disabilities, in accordance with the CRPD.
- Terminology and language pertaining to the field of disabilities are developed in accordance with the intentions of the CRPD.
- All guidelines and circulars concerning the allocation of welfare services are updated in accordance with the CRPD, so that the municipalities' margin of appreciation is limited.
- The terms *with disabilities* or *impairment* are replaced by the Norwegian term “funksjonshindret”, (a term which encompasses the societal barriers and discrimination faced by persons with disabilities.)
- An improved, expanded and comprehensive assistance service is developed with User-Controlled Personal Assistance (UCPA) as the starting point. Responsibility for the service must be transferred from the municipalities to the State to ensure that the service becomes a genuine tool for equality of the same quality, nationwide. This service must be applicable in all arenas and in all phases of life.
- Work relating to a universally designed society, with equal access to technology, information, physical surroundings, goods and services, is prioritised. Therefore, the Government must present a new binding action plan with clear deadlines for completion.
- It must be evaluated whether the interpretation of undue burden in the legislation regarding universal design is in accordance with the legislature's intentions.
- A suitable and agreed-upon manner of defining/measuring disabilities in Norwegian research is established, so that we ensure satisfactory and relevant supporting data to be able to make sound decisions in future policy that affects persons with disabilities. This work must also, in a suitable manner, include considerations for privacy and how this dilemma can be resolved.
- Financial surveys on the living conditions of persons with disabilities and their families are launched. Such surveys must be carried out over time in order to be able to document and track developments.
- The National Council for Persons with Disabilities is restored and its mandate reassessed.
- The municipal councils for equality for persons with disabilities are strengthened by giving the chairperson and deputy chairperson of the council permanent right to participation and right to speak in municipal councils.
- The municipal councils for equality for persons with disabilities must be involved at an early stage in the consideration of cases, so that they have a genuine influence on matters affecting persons with disabilities in the municipality.

- The work of developing sound models for interagency cooperation involving person-centred, flexible and comprehensive services is strengthened.
- Ongoing pilot projects which aim to establish interagency cooperation models involving person-centred, flexible and comprehensive services, are scaled up and expanded.
- Follow-up research and service development experiments are supported and strengthened to ensure well-coordinated and equal services for persons with disabilities.
- The Norwegian Labour and Welfare Administration (NAV) ensures that persons with disabilities in the age group 18–25 receive special follow-up, so that this group receives the necessary assistance in the transitions between primary and lower secondary school, education and work.

Chapter 5: More than disabled!

- More research is conducted on the experiences of persons who belong to several minority groups at the same time and what challenges they face, so that this can be taken into account when policies for persons with disabilities are designed.
- Persons with disabilities must be more clearly included as a group in government diversity policies and be explicitly mentioned in all public guidelines and measures addressing diversity. Persons with disabilities must be included in the concept of diversity.
- More training must be provided on diversity among persons with disabilities and on intersectionality. Such competence must be integrated into all educational programmes in the fields of health and social services, as well as other programmes for service providers who will encounter persons with disabilities in their professional practice.
- More research is conducted in the field of gender incongruence and disabilities in Norway, particularly within autism spectrum diagnoses and cognitive disabilities.
- All persons shall have the same opportunity to receive individual assessment for the treatment of gender incongruence, regardless of additional diagnoses.
- A separate grant scheme is established for policy, user and interest groups that wish to receive funds for intersectional work.
- Funds for work against identity-based discrimination and hate speech shall also be available for persons with disabilities. Persons with disabilities must be included in grant schemes for diversity on an equal footing with other naturally comparable minority groups.

Chapter 6: Families expecting a child with disabilities

- A state-funded, comprehensive and national follow-up service with peer support and guidance for pregnant women/couples expecting a child with disabilities is introduced.
- Information provided to all pregnant women, including online information, is standardised and quality assured.
- All centres for foetal diagnosis have a social worker/family therapist available to provide satisfactory support to pregnant women/couples who are in a situation where they are faced with a choice.
- A welcome/measures package is prepared for pregnant women who are carrying a child with disabilities.

- Living condition surveys on the situations of children and adults with disabilities and their families are carried out.
- Public funding of volunteer work carried out in organisations (peer support etc.) is strengthened.

Chapter 7: Families with children with disabilities

- Sufficient earmarked funding for children's coordinator positions is ensured.
- It is ensured that the children's coordinators who are to follow up families with various minority backgrounds have sufficient multicultural competence to perform the task.
- It is ensured that the children's coordinators have the opportunity to be coordinators for the *entire* family.
- It is ensured that the children's coordinator role is followed up and improved in accordance with the evaluation which is to be carried out of this role.
- There is a competence requirement for coordinators and service providers.
- The Ombudsperson for Children separately monitors how the new children's coordinator role impacts the formative conditions of children with disabilities.
- County governors must closely monitor how the new children's coordinator role works.
- Outdated guidelines in the health and social services sector are updated in accordance with current legislation and the CRPD.
- Digital solutions and plain language are improved in application procedures for health and social services.
- Schemes for financial compensation, in particular the right to a care allowance, for parents who are unable to participate in working life due to caregiver responsibilities for their own children, are strengthened.
- The child's need for assistance is applied when granting UCPA to children in day-care centres.
- The National Relatives Guidelines must contain requirements for measures to be offered to siblings, as relatives. Furthermore, the Commission recommends that the Sibling Intervention, SIBS, be introduced as a national follow-up measure for siblings of children with disabilities.
- Public funding of peer support carried out in organisations is strengthened.
- The resources for the Norwegian Directorate for Children, Youth and Family Affairs' (Bufdir) *Hva med oss?* (What about us?) courses for relatives and parents with children with disabilities are strengthened, so that more people will have the opportunity to participate. It must also be ensured that the courses are available to parents with a minority background, in different languages – and that the service is available to all applicable individuals.

Chapter 8: Upbringing, leisure time and participation for children and young people with disabilities

- An improved, expanded and comprehensive assistance service is developed with User-Controlled Personal Assistance (UCPA) as the starting point. Responsibility for the service must be transferred from the municipalities to the State to ensure that the service becomes a genuine tool for equality of the same quality, nationwide. This service must be applicable in all arenas and in all phases of life.

- Children and young people who are not candidates for UCPA must be given access to other forms of assistance for their leisure time, such as *Fritid med bistand* (Leisure Time with Assistance). Such assistance must be provided to a sufficient extent.
- It must be ensured that all children and young people who require a carer/assistance to participate in recreational activities have access to it.
- The municipal scheme involving carer certificates for events, attractions and public transport is codified and expanded, without age restrictions.
- All goods, services, information, technology and physical surroundings that affect children and young people's formative conditions must be universally designed.
- Requirements must be set for universal design when funding is allocated to sports, culture and recreational measures for children and young people.
- Municipal managers in childhood and culture departments ensure satisfactory training on the CRPD and the rights of children and young people with disabilities for sports coaches and other adults who are involved in non-profit organisations.
- The voices of children and young people are included in the preparation of state and municipal policy for this target group, including through the involvement of relevant children's and youth organisations.
- The municipalities enter into a collaboration with the Norwegian Association of Youth with Disabilities on the *Inclusion Label* for the guidelines *Barrierefritid* (Barrier-Free Leisure Time) and implement the measures in these guidelines to ensure an active leisure time for children and young people with disabilities.
- Financial support for peer support for children and young people is strengthened, in particular the funding of summer camps.
- A national pot is established for the provision of recreational and holiday services for children, young people and young adults under 35 years of age with disabilities. The pot should be managed by the Norwegian Children and Youth Council (LNU) and have a simple application process for quick implementation.
- A financial guarantee is ensured through the Recreation Declaration that all children and young people with disabilities can participate in a minimum number of activities.
- Culture schools must be strengthened by earmarking funds both for operations and for the universal design of existing buildings. The framework plan for culture schools must be transferred to the Directorate of Education, so that clear enough guidelines are provided regarding the inclusion of children and young people with disabilities. It must be ensured that children and young people with disabilities are included in the operationalisation of the diversity work of culture schools.
- All children and young people with disabilities who live with other children and young people also have the right to individual recreational activities.
- More research is done on pupils in special schools, their leisure time, as well as the importance of recreational programmes organised through the school, so that we can gain increased knowledge in this field.
- Cooperation between the non-profit sector and special schools should be strengthened to ensure improved recreational programmes for pupils.
- The right of children and young people with disabilities to exercise their faith and religion is strengthened through, e.g., satisfactory assistance and adapted religion and life stance education and confirmation preparations.

Chapter 9: Primary, lower secondary and upper secondary education

- It must be ensured that local schools are a genuine first choice for all pupils and parents/guardians.
- All pupils shall be given the opportunity to achieve the learning objectives/competence objectives for their respective grades with the possibility of receiving grades or other documentation of achieved competence. Such documentation grants individuals the freedom to personally choose their continued education and, subsequently, career path.
- The time limit for a universally designed school is set to 2030. Bufdir's road map to a universally designed local school shall be applied and not merely be a recommendation for primary and lower secondary schools. There shall be no exemption from this obligation.
- The universal design of upper secondary schools must be followed up in the Completion Reform. A road map to a universally designed upper secondary school similar to Bufdir's road map to a universally designed primary and lower secondary school must be developed, with time limits.
- All learning materials must be accessible and in the format that pupils require, and shall, to the extent possible, be received at the same time as all other pupils receive learning materials.
- More research is needed on how different special educational measures affect children in day-care centres and pupils in upper secondary education, and what effects the measures have.
- In the event of changes to school policy and other relevant administrative practices, an impact analysis must be carried out in advance on how the changes affect the educational provision and everyday school life of pupils with disabilities.
- An agreed-upon and sound manner of collecting information and statistics on pupils with disabilities is prepared, which at the same time safeguards considerations for privacy. As shown, there is a considerable need for updated figures on the number of pupils with disabilities who drop out in the transition between lower secondary school and during upper secondary education.
- Compulsory training must be prepared and implemented for staff and pupils in schools to prevent bullying, exclusion and hate speech.
- The UCPA scheme must be strengthened. Earlier in the report, the Commission proposed a comprehensive change to the UCPA scheme and UCPA must be offered regardless of school level.
- The transition between school and work must be strengthened in accordance with the pupil's level of competence, wishes and needs. School authorities and NAV are required to better collaborate to ensure that all pupils with the right to an adapted education on the pathway to working life receive necessary and suitable assistance.
- Career guidance must be offered to all pupils in primary, lower secondary and upper secondary school, regardless of disabilities. Career guidance and counselling are particularly important to prevent pupils with disabilities from dropping out of school.
- All vocational programme subjects must be made accessible so that free choice of school is a genuine possibility for pupils with disabilities.
- National requirements must be established for the offer of adapted vocational training (training candidate scheme) for pupils with an expert assessment from the Educational-Psychological Service.
- The requirement of special educational competence in teacher training, and as compulsory continuing education for current teachers who do not have such

competence, must be continued in the new Education Act. The Education Act must specify requirements for special educational competence in addition to professional and educational competence.

- A compulsory special educational competency programme must be prepared for assistants who are to assist special education teachers and general education teachers.
- The school is required to provide documentation and information to parents in relation to the special education offer the pupil has received. The absence of a duty to provide documentation makes it difficult for parents/guardians and pupils to follow up on whether the pupil receives the number of hours that have actually been granted.
- The National Service for Special Needs Education's (Statped) specialist function for sensory impairments and rare conditions must be strengthened and further developed.
- The right to language training must be ensured. Pupils who use Augmentative and Alternative Communication (AAC) or sign language, and pupils with disabilities who have a mother tongue other than Norwegian or who are bilingual, must be safeguarded throughout their education.
- AAC must be included in the Language Act in the same manner as sign language.
- More research is needed on management in schools and the role and influence of management in the efforts to create an inclusive school, where diversity and pupils with disabilities naturally belong.
- There shall be a requirement for managerial competence for management positions in schools, and this competence must include knowledge of equality and inclusion.
- More research is needed on issues in Norwegian schools related to the situations of pupils with disabilities with cultural and/or ethnic minority backgrounds.
- Knowledge regarding indigenous peoples and national minorities among managers, teachers and assistants in the school and education system must be ensured, so that persons with disabilities with such backgrounds can fulfil their right to equal education, as well as the right to education in their own language and culture for those who have such a right.
- Knowledge regarding gender and sexual diversity must be strengthened among managers, teachers and assistants in the school and education system to ensure that queer persons with disabilities are safeguarded and receive an equal education.

Chapter 10: Higher education

- A possibility of early admission is evaluated for students who require adaptation, so that the adaptation is in place before the commencement of studies.
- A state UCPA scheme for students, modelled on the functional assistance scheme, must be evaluated.
- NAV must be given an expanded responsibility to follow up young people with disabilities throughout their education and into working life in order to ensure a comprehensive responsibility.
- The work assessment allowance scheme must be expanded so that those who wish and are qualified for it can pursue a graduate degree. There should be opportunities to receive support for deferral if a student is unable to complete their studies within the standardised period of time.
- The Norwegian State Educational Loan Fund and NAV must facilitate financial frameworks that make it possible to complete a study programme. The additional grant for students with disabilities must be increased to 2.5 G (basic amount in the National Insurance scheme).

- Disability benefits must be possible to combine with higher education according to individual assessment.
- The Norwegian State Educational Loan Fund's rules for converting grants into loans must equate income from national insurance benefits such as work assessment allowance with salary income. Patient injury compensation and any insurance sums paid out shall not count as assets in the Norwegian State Educational Loan Fund's calculations.
- The legislature must, through guidelines and/or circulars, clarify the *Act relating to equality and a prohibition against discrimination* and the *Higher Education Act* in terms of the educational institution's responsibility for adaptation for persons with disabilities. The current legislation allows for considerable differences between the institutions.
- An incentive system must be developed in the funding system for higher education, e.g., through double financial payment in the current credit and candidate production.
- Universities and university colleges that earmark admissions for persons with disabilities should be rewarded in particular within the sector's funding system.
- All study programmes and course descriptions must be reviewed with regard to the special challenges that persons with disabilities may have during implementation. Compulsory learning activities may create unnecessary obstacles to diversity in higher education. That curricula and course descriptions are universally designed can be ensured through the quality system at the individual educational institution.
- All universities and university colleges must have a central resource that applicants and students with disabilities can contact for assistance, adaptation, guidance and inclusion. Practical assistance and adaptation must be ensured in the individual study programme. The Ministry of Education and Research should in particular follow up that the rights of this student group are safeguarded at all vocational colleges, university colleges and universities.
- The counselling service in primary, lower secondary and upper secondary school must enhance its competencies regarding what disabilities mean in order to be able to see what opportunities the individual has also with regard to higher education. The county authorities were given expanded responsibilities for competence guidance in connection with the local government reform, but no funds have been set aside to strengthen this service.
- The Ministry of Education and Research must earmark a significant number of new admissions within existing study programmes for persons with disabilities and possibly create new programmes aimed specifically at this group. This requires a revision of existing acts and regulations in the area.
- The student ombud's role and authority in relation to this group must be made more visible.
- It must be possible to bring UCPA and aids on exchange programmes during the education. Students must be entitled to temporary exemptions from rules stating that benefits and services must be used within the realm.
- Research on student mobility among students with disabilities must be initiated, and the Norwegian State Educational Loan Fund must be responsible for presenting annual national mobility statistics among this student group.

Chapter 11: Work, employment and career opportunities

- It must be evaluated how to better combine national insurance/work/education, so that it becomes easier and more profitable to work. The flexibility to alternate between disability benefits and work must be continued and strengthened.
- The scheme involving not performing work capability assessments for persons who have already received a decision regarding secured income in the form of disability benefits shall not be linked to specific diagnoses. All persons with developmental disabilities, with the exception of persons who clearly do not have the capability to work, are entitled to, and must receive, a suitable individual work capability assessment.
- A government funding scheme is established from which employers can apply for funds to rebuild their own premises and systems to a satisfactory standard for universal design. The funds must also be possible to use to accommodate employees with disabilities who need accommodation beyond these standards.
- The activity and reporting obligation is expanded to apply to all public enterprises, regardless of size, and in private enterprises that regularly employ more than 10 employees. *The Commission's minority, Haavorsen and Magelssen, do not support this measure.*
- The goal that five per cent of new employees must be persons with disabilities must be continued in the State, and also introduced in municipalities and county authorities. Measures must be taken to improve the achievement of results.
- The Agreement for a More Inclusive Working Life's old subsidiary goal 2 must be reintroduced. The parties in working life take the initiative to ensure that the goal of participation in work for persons with disabilities is safeguarded in the partite cooperation at all levels. Organisations for persons with disabilities must be involved in this work.
- The functional assistance scheme must be expanded to apply to all persons with disabilities, regardless of diagnosis. It must also be made available to everyone who needs it, including in temporary positions, internships, trainee schemes and interns in work training.
- It must be evaluated whether wage subsidies can replace disability benefits in those cases where partial disability benefits are granted.
- There must be greater flexibility in the use of work assessment allowance, so that the scheme can also be used for longer rehabilitation, habilitation and educational programmes, or until work capability has been determined or, where applicable, disability benefits have been granted.
- Sufficient and earmarked funds are allocated to NAV to be able to provide assistance, guidance and follow-up to persons receiving disability benefits, with the aim of getting them into work as quickly as possible.
- A grant scheme should be introduced for employers who wish to assess the possibilities of re-designing work tasks in their enterprise, and where the aim is to establish positions for persons with reduced work capability.
- Interagency/interdisciplinary collaboration must be tested in several municipalities to get more people into work, following the model from Keops in Porsgrunn.
- Requirements are set to design more sustainable positions, i.e., jobs that have a longer duration, and that employment only counts when the person concerned has worked for six months.
- When purchasing job placement measures, requirements for own industry contacts are set in the requirement specification/announcement of the funds.

- Follow-up from job counsellors is provided without time limits for those employers and employees who need it.
- Helt Med, or similar enterprises with an adapted method, will become a national service and be expanded. An escalation plan must be drawn up to achieve the goal of full coverage within five years.
- Permanently adapted work must increase by 1000 places annually until the need is met.
- It must be evaluated how the remuneration in permanently adapted work can be changed from the current combination of disability benefits and incentive pay to salary payment for those who have been granted a permanently adapted workplace.
- The scheme involving work and educational trips is expanded to also apply to individuals with a permanently adapted workplace, and the scheme must be made more widely known.
- In cases where persons with developmental disabilities do not have the opportunity to get a job, via, e.g., permanently adapted work, the municipalities should be imposed a statutory duty to establish suitable adult day-care centres.
- The use of work preparation training must be increased until the need is met.

Chapter 12: Housing

- The new Social Housing Act must be revised so that it clarifies the municipality's responsibility for providing suitable housing. The municipality must provide necessary and appropriate assistance to obtain adequate and suitable housing for persons who are unable to safeguard their own interests in the housing market. The municipality's assistance should contribute to ensuring housing in line with the users' wishes.
- The Norwegian State Housing Bank must be strengthened. There should be new conditions for grants and loans from the Norwegian State Housing Bank. Grants from the Norwegian State Housing Bank must be given in a sufficient order of magnitude so that the individual can purchase an accessible dwelling and also have the option of having their own assistant's room if the person in question needs it.
- Ownership in the housing market for persons with disabilities must be strengthened by developing new models, such as a third housing sector, with the aid of the Norwegian State Housing Bank and other professional actors.
- Frameworks for start-up loans must follow inflation.
- The housing benefit limit must be revised annually so that persons receiving disability benefits are still entitled to housing benefits when national insurance benefits are adjusted. The income limits should at all times be regulated so that persons who are receiving 100 per cent disability benefits and receive less than 3.5 G in disability benefits qualify for housing benefits. Additional funding should also be provided if there is a need for particularly accessible housing, which is often more expensive.
- A ceiling on five co-located dwellings should be introduced. The municipality must not be able to co-locate services, for example not to co-locate housing with relief or municipal adult day-care centres.
- It must be prescribed in regulations that there shall be a maximum of five residents in shared housing and relief facilities.
- The municipalities shall work systematically and long-term to assess housing wishes for persons with special dwelling needs.

- Schemes involving permanent financial incentives should be introduced to ensure that refugees and asylum seekers with disabilities are quickly housed in suitable dwellings.
- The lift grant must be reintroduced and continued until there is no longer a need for the scheme.

Chapter 13: Community participation for adults with disabilities

- An information and public awareness campaign is launched which draws attention to the challenges persons with disabilities currently face in society. The aim must be to create a general acceptance for securing the same rights for this group as for others.
- An improved, expanded and comprehensive assistance service is developed with User-Controlled Personal Assistance (UCPA) as the starting point. Responsibility for the service must be transferred from the municipalities to the State to ensure that the service becomes a genuine tool for equality of the same quality, nationwide. This service must be applicable in all arenas and in all phases of life.
- The municipal scheme involving carer certificates is codified and expanded (without age restrictions) at events, attractions and public transport.
- The work involving a universally designed society, with equal access to technology, information, physical surroundings, goods and services, must be prioritised. Therefore, the Government must present a new binding action plan with clear deadlines for completion.
- Adequate assistance and universally designed services are ensured so that persons with disabilities can participate in political and organisational life on an equal footing with others.
- Norwegian media companies and cultural institutions must be encouraged to emphasise increased diversity in the recruitment of their own employees, including the persons with disabilities. Increased visibility will help normalise diversity and change people's attitudes over time.
- Guidelines and circulars for municipal services in the field of health and care services are revised and viewed in context, in line with the CRPD.
- Freedom of expression of persons with disabilities is strengthened by increasing their knowledge of the use of freedom of expression, as well as ensuring that information about these rights is included in guidelines and information letters for those who provide assistance to persons with disabilities.
- Increase general knowledge among persons with disabilities about their rights and ensure that this information is made sufficiently available in guidelines and information letters and among those who provide assistance to persons with disabilities.
- The police's competence regarding hate crime against persons with disabilities is strengthened and separate hate crime groups are established in all police districts.
- Clear guidelines are established for how cultural institutions can become more accessible.
- Accessibility is required when financial support is granted for sports, culture and recreational measures.
- The criteria for certain public grant schemes are changed, so that funding of accessibility measures is also entitled to support.
- Activity aids to persons over the age of 26 (c aids funds) is converted into an estimate grant and included in NAV's ordinary assistive technology centre.

- Financial support to political parties is provided on the condition that information and election campaign materials are available to persons with disabilities.
- All persons with disabilities must be guaranteed the right to participate in secret elections, e.g., through digital solutions for those who need it.
- Persons with deafness and hearing loss are guaranteed interpretation services when they need it, including outside of office hours and on public holidays.
- Television programmes, films and various cultural and sporting events are made more accessible through subtitling, sign language interpretation and better adaptation of sound.
- More research needs to be conducted on the sexuality and need for/use of sexual technical aids for persons with disabilities.
- It is ensured that all persons with disabilities who live with others also have the right to individual recreational activities.
- The right to exercise one's faith and religion of persons with disabilities is strengthened through, e.g., satisfactory assistance and adapted religious and life stance education.