



# Gjøvikregionen International School

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To whom it may concern,

I am writing regarding the proposal of changes in the Barnehageloven, Opplæringsloven and Friskoleloven - Authorization to claim residence time for foreign employees to be employed in kindergartens or schools.

Gjøvikregionen International School offers international education to 136 students from families residing in the Gjøvik area. To be able to offer our services, we employ teachers with prior experience at international schools worldwide. Most people who work in international education travel from country to country throughout their careers, often with 3-5 years in each country. This is an important and recognized part of their professional development. The majority of teachers have English as their mother tongue, which is also an important contribution to the high quality of international schools. These teachers bring with them international experience and cultural understanding, which is crucial to ensuring the high quality expected of international schools.

The proposal that teachers coming from countries outside the EU and the EEA must have their residence for two years in Norway before they can get a police certificate would dramatically impact our recruitment. Without a police certificate, foreign teachers cannot be employed at international schools in Norway. In short, this is a professional ban for teachers from countries such as the United States, Canada, Australia, New Zealand, and soon most likely the UK.

Incidentally, Canada and Australia are considered to have the world's best educational education, with five years of teacher education deeply rooted in research. However, international schools in Norway will not be able to recruit these teachers if a professional ban is introduced for this group.

In conclusion, the proposal will lead to a sharp weakening of the possibility for international schools to keep the quality service children and parents expect from an international school - when teachers from mainly English-speaking countries are excluded from working there.

International schools carry out an important social mission. Large parts of Norwegian business compete in a global economy and are dependent on expert expertise from the international labour market in order to be competitive. Experts who have an international career rely on an international school offer for their children. Their children can then follow the same school system with the same curriculum and pedagogy, regardless of which countries they live in at all times. International surveys show that the

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provision of international schools for families with children is in fact the most important factor when choosing a workplace.

If Norway cannot offer international schools of high quality, we risk that the experts will instead choose to offer their expertise in other countries. For example, there is no corresponding occupational ban in Sweden and Denmark, and given the principle of free flow of labour, it will not be possible to introduce a similar ban in the EU and EEA countries either. Among others, it will affect Norwegian universities and research institutes' ability to attract international researchers and professors to for example NTNU (Gjøvik) and SINTEF (Raufos). There are also many international NGOs, international organizations and embassies that depend on international schools.

As an international school, we are, of course, concerned with their students having a safe and good school day, and support the requirement for a police certificate. This is solved by the approval of foreign police certificates, also from countries outside the EU and EEA. This has proven to work satisfactorily. Together with many other confidence-building measures, it provides the necessary safety for the children in international schools in Norway.

The proposal for a professional ban on teachers from countries outside the EU and EEA who are to teach in international schools is, therefore, a proposal for a solution to a problem that does not exist, and where there already is established a well-functioning regulation that take safeguard the children. The current solution also helps to strengthen the Norwegian business sector's competitiveness and ensure economic growth and welfare in Norway.

Gjøvikregionen International School, therefore, recommends that the government make an exception for international schools and kindergartens, and instead use the current well-functioning solution with approval of foreign police certificates.

Kind regards,

Adam Armanski

Head of School

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