







# Framework plan for SFO

## CONTENTS

1. About the framework plan for out-of-school-hours care	3
2. The core values of out-of-school-hours care	6
3. The content of out-of-school-hours care	12
4. Inclusive out-of-school-hours care	18
5. Cooperation in out-of-school-hours care	22
6. Quality development	26

A good SFO offer for all children! That is the goal of the framework plan, and you can contribute to it in your daily work at SFO. Thank you for familiarising yourself with the framework plan. You can find films, articles and other support material at [udir.no/sfo](http://udir.no/sfo).

The framework plan for SFO is a regulation, and applies from 1. August 2021.





## About the framework plan for out-of-school-hours care

This framework plan applies to the work in out-of-school-hours care (SFO). SFO must facilitate play, cultural and leisure activities based on the age, functional level and interests of the children, and provide the children with care and supervision. This is pursuant to Section 13-7 of the Education Act.

The framework plan has the status of a regulation under Section 13-7 of the Education Act, and applies to SFO that is covered by this provision. The local authority or the party assigned by the local authority to fulfil its duty pursuant to Section 13-7 of the Education Act is responsible for ensuring that SFO is provided in accordance with the applicable regulations.

The framework plan allows for local variations, initiatives and plans. In order to ensure a holistic perspective on the children's upbringing and development, SFO and the school should work closely together. When SFO is affiliated with a school, the headteacher will normally be the manager of the activity, cf. Section 13-7 of the Education Act. The headteacher can delegate tasks to someone and give them responsibility for the daily management of SFO.

Chapter 9 A of the Education Act, concerning pupils' school environment, also applies to SFO, apart from the exceptions pursuant to Section 9 A-1. Chapter 9 A covers the right to a safe and healthy physical and psycho-social environment in SFO, and places the responsibility for the children's

safety with the adults. SFO also has a duty to provide information to the child welfare service, cf. Section 6-4 of the Child Welfare Act. Regulations on environmental health care in kindergartens and schools etc. also apply to SFO.

The framework plan sets out in detail the core values of SFO. These values are based on fundamental values that also apply to kindergartens and primary and lower secondary education. Norway has ratified international conventions, such as the UN Convention on the Rights of the Child and ILO Convention no. 169 on Indigenous and Tribal Peoples in independent countries. The core values in the framework plan are also based on these.

The framework plan for out-of-school-hours care consists of six chapters:  
1. About the framework plan for out-of-school-hours care, 2. The core values of out-of-school-hours care, 3. The content of out-of-school-hours care, 4. Inclusive out-of-school-hours care, 5. Cooperation in out-of-school-hours care, and 6. Quality development.



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## 2.

# The core values of out-of-school-hours care

### 2.1. General information about the core values

SFO practices shall be based on fundamental values that are common to the objects clauses in the legislation on kindergartens from primary to upper secondary schools. The core values shall be communicated and practised in all parts of SFO and be reflected in the content and working methods.

### 2.2. The intrinsic value of childhood

Childhood has an intrinsic value, and SFO must, in cooperation and understanding with the home, protect children's need for care and supervision, whilst simultaneously providing ample opportunity for meaningful leisure time and play. SFO shall contribute to well-being and enjoyment in self-chosen play and adapted activities, and provide scope for recreation and rest. The best interests of the child must always be a core consideration. Children have the right to express themselves about matters that affect them, and a child's views must be emphasized according to their age and maturity. SFO shall contribute to children's sense of mastering and self-worth.

### 2.3. Safety, care and well-being

SFO shall maintain and meet children's needs for care, safety, well-being, sense of belonging and validation. Care is a prerequisite for children's safety and well-being as well as for the development of empathy. In SFO, the individual child must be seen and given support to develop empathy and show care for others. Children must receive care and also be given opportunities to provide care.

SFO shall promote children's physical and mental health and help them experience joy and a sense of mastering. SFO shall support the development of safe and healthy relationships amongst the children, between the children and the staff, and between the staff and the children's parents. SFO shall promote inclusion and help ensure that all children have the opportunity to develop friendships. Children shall receive support to overcome adversity, deal with challenges and learn to understand their own and others' feelings. Children shall have opportunities for both activity and rest during their time in SFO.

## 2.4. Diversity and inclusion

Work in SFO shall be based upon respect for differences and recognition of diversity. By acknowledging children's different abilities, perspectives and experiences, SFO can help ensure that children develop a positive relationship with themselves and with their own culture and experiences, as well as that of others. SFO shall help ensure that Sami children can preserve and develop their language and culture.

SFO shall be designed in a way that enables all children to have good developmental conditions, regardless of their abilities and need for adaptation, and helps ensure that they are all part of an inclusive community.

## 2.5. The joy of creating, engagement and the urge to explore

Using children's joy of creating, engagement and the urge to explore as a starting point, SFO shall provide a good framework for holistic development and learning. In SFO, learning primarily takes place through play, self-chosen activities and interaction with other children and staff. SFO shall recognise that play is typical behaviour among children, and that it has an intrinsic value. SFO shall prioritise time and space for play.

SFO shall support children's natural curiosity and desire to be creative, involved and exploratory. The content, working methods and physical environment in SFO shall support children's desire to play, create, explore and experience a sense of mastering.

## 2.6. Democracy and community

SFO shall promote democracy and counteract all forms of discrimination, and its activities shall be based on the principle of equality. SFO shall help ensure that children encounter and recognise the value of an equal society, where everyone has the opportunity to be seen and heard.

Children shall be encouraged to participate in the community. Children shall be given support to include the perspective of others, deal with disagreements, respect differences of opinion and find common solutions. Participating in the community gives children the opportunity to practise adapting to others, but also to set their own boundaries and express their own needs.

Children have the right to be involved in a way that is tailored to their age and abilities, including in the efforts to ensure a good, safe physical and psychosocial environment.

## 2.7. Sustainable development

Sustainable development involves the interplay between economic, environmental and social factors. SFO shall support values, attitudes and actions that promote sustainability. SFO shall support children in developing a love of nature and in taking care of themselves, each other and nature.

SFO shall encourage children to be reflective as well as ethically and environmentally aware, to show solidarity and make well-considered choices.



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# 3.

## The content of out-of-school-hours care

### 3.1. General information about the content of out-of-school-hours care

SFO must facilitate play, cultural and leisure activities that are adapted to children of different ages and with different functional levels. The content and working methods in SFO shall facilitate good interaction within the groups of children, between individual children and between adults and children. Children shall have a good foundation for participating in SFO.

SFO shall include health-promoting content. This also requires an area that is suitable for the age and abilities of the children as a group. SFO should facilitate activities both indoors and outdoors. SFO shall have a positive effect on children's mental health by supporting their joy for life, sense of mastering, self-worth and their development of a positive self-image and a secure identity. The content of SFO shall help ensure that all children have the opportunity to develop friendships.

When digital resources are used in SFO, this must be done in an appropriate and responsible manner and in a way that can stimulate children to experience exploratory, creative and constructive interaction. It is the responsibility of SFO to protect the children's safety and security online and ensure that privacy rules are adhered to when digital resources are used.





The activities in SFO shall be adapted to the individual group of children. SFO shall accommodate children's interests and introduce new activities. In addition to arranging their own activities, SFO can work with cultural schools, local teams, associations and organisations to carry out and organise content and activities. In planning the content, SFO shall be aware that activities may lead to some children or groups being excluded due to, for example, finances, the need for special adaptations and linguistic or cultural differences. SFO shall assess how the overall provision can be adapted to be as inclusive as possible.

SFO can offer adapted activities that underpin the content of the school. The approach in SFO shall differ however from that in schools as the emphasis will be on self-chosen play and other child-led activity.

### **3.2. Play**

Play shall be one of the main components in SFO, and children shall have time and space to play every day. All children shall have the opportunity to actively participate in play and experience a sense of mastering. SFO shall facilitate and support play that stimulates friendships, relationship building, language development, fascination and creativity. SFO shall facilitate play that engages and inspires children, and that can contribute to all-round development and learning. The activity in SFO shall have a clear child perspective. Staff should be given the opportunity to regularly discuss and reflect on what play entails, and how they should act in encounters with children at play.

SFO shall facilitate and provide inspiration to ensure a good playing environment for all children. SFO shall ensure that children with special needs are included in play and adapted activities.

### **3.3. Culture**

Culture shall be an important component in SFO. SFO shall facilitate children's participation in various artistic and cultural activities, such as music, dance, drama and other creative activities. Cultural activities shall inspire children to create their own sense of expression and learn how to express themselves in different ways. This will help preserve the diversity of the group of children. SFO shall help ensure that children encounter the Sami culture.

### **3.4. Physical activity and joy of movement**

SFO shall be an arena for daily physical activity that fosters children's joy of movement and motor development. SFO shall facilitate the participation of all children in varied movement play and physical activity, and stimulate their desire for activity. SFO should facilitate forms of activity that can contribute to the joy of movement, and which arise in play with other children. Physical activity can also take place in organised activities. When planning and organising activities, a large emphasis shall be placed on play and involvement.

The physical environment and facilities shall be designed and adapted to the children's age, functional level and interests, with a view to promoting physically active play.

SFO should ensure that children can spend some time outdoors as a part of SFO every day. SFO can assess how areas in the local environment, such as wood groves, other natural areas or activity facilities, can be used for play, exploration and physical activity.

### **3.5. Food and enjoyment of meals**

SFO shall facilitate daily mealtimes that give children a basis for developing an enjoyment of food, a sense of community and healthy habits. The children shall be given sufficient time and peace to eat at SFO. The meal can be a packed lunch or food provided on-site. An emphasis should be placed on ensuring that food served at SFO promotes a healthy diet based on the Norwegian Directorate of Health's dietary advice, as well as sustainable eating habits and consumption. Meals in SFO should be in line with national guidelines.

Mealtimes are an ordinary daily event that is about more than just the food that is eaten. SFO should facilitate meal enjoyment through good conversations, participation and a sense of community in the children. Staff should actively participate in mealtimes. SFO shall have good routines for hygiene and waste management, and should communicate these to the children.

Making food together in SFO can teach children how to make simple and healthy meals, and work with others to create a pleasant mealtime environment.

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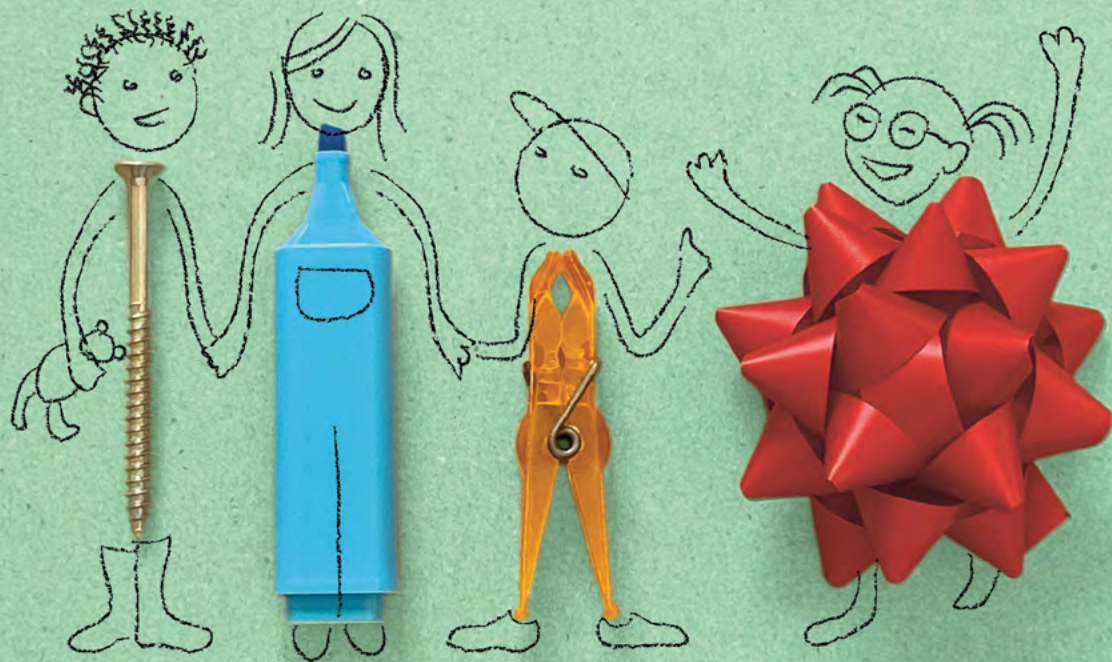
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# 4.

## Inclusive out-of-school-hours care

SFO shall actively contribute to forming communities in which all children can participate and experience a sense of belonging. SFO shall help ensure that children experience equality, social belonging and a social community with other children and with the staff. This requires respect for differences and recognition of diversity. Children can feel a sense of community in large and small groups, and in play and adapted activities. The staff shall observe the children's play and activities, assess whether all children are being given the opportunity to participate, and facilitate the participation of all children based on their interests.

The provision shall vary according to the group of children and the children's age, development and interests. SFO shall ensure that children with special needs are included in play, culture and activities on an equal footing with other children. SFO shall work actively to promote universal design, cf. Section 19 of the Equality and Anti-discrimination Act, in order to facilitate children's inclusion and sense of belonging to the community.

SFO shall support, recognise, show diversity and ensure that different languages, forms of expression and cultures can be included in play and activity. When designing outdoor and indoor play environments, SFO shall take into account the diversity in the group of children.

By giving children the opportunity to actively participate in play, cultural and leisure activities together with other children, SFO can help to even out social differences.

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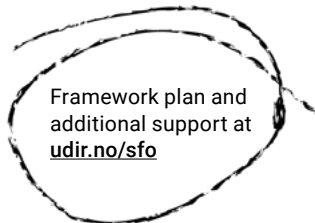
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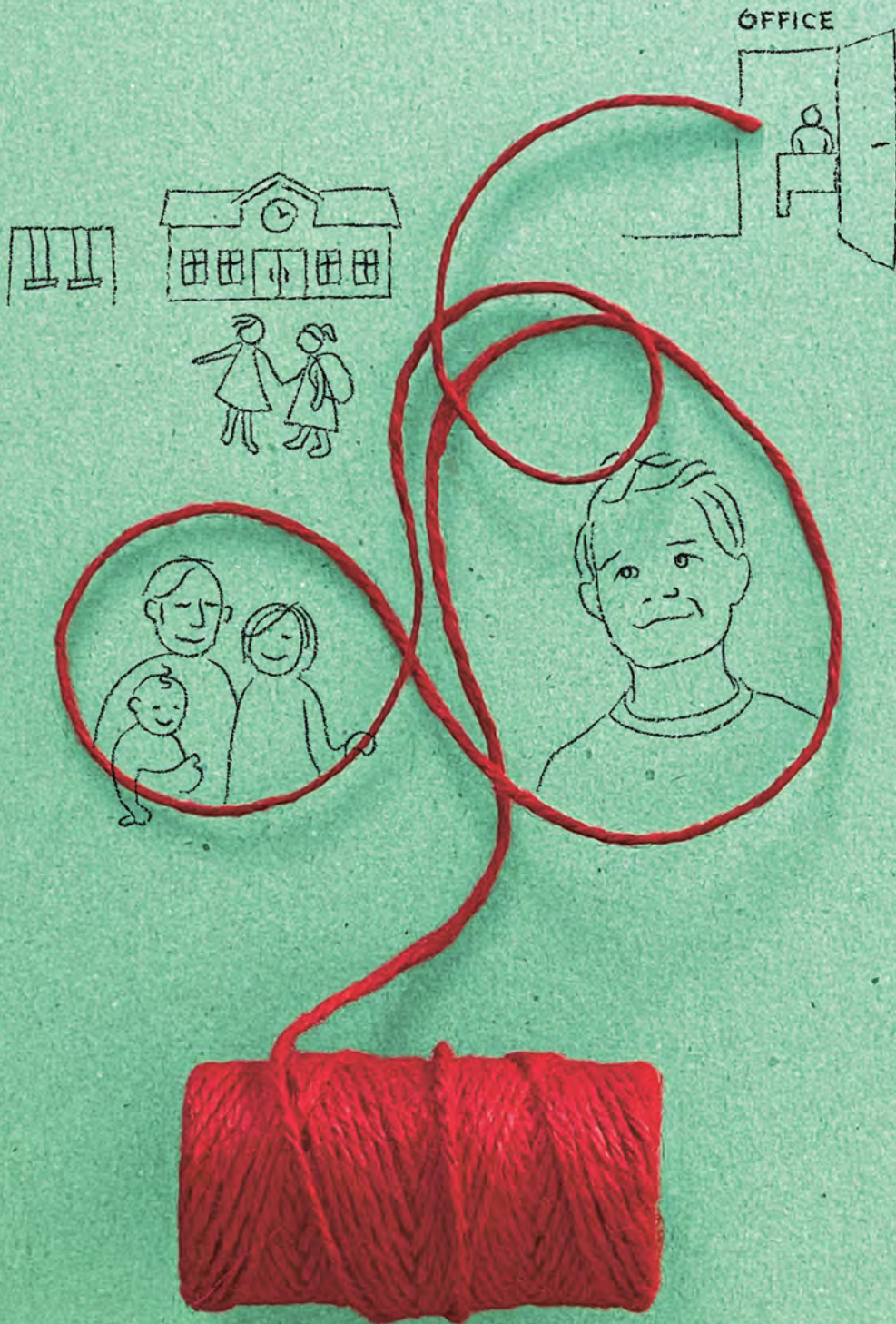
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# 5.

## Cooperation in out-of-school-hours care

### 5.1. General information about cooperation

The children's best interests must underpin SFO's cooperation with parents, schools, kindergartens and other public bodies.

SFO shall facilitate a good dialogue and cooperation with the parents. SFO shall provide parents with information about the service, clarify mutual expectations and ensure that parents can contribute to the work of further developing the quality of care. The local authority is responsible for providing parents with information on what can be expected from SFO, and what arenas exist for cooperation. The local authority shall also inform parents about the price reduction scheme for parents with children in SFO, the purpose of which is to prevent family finances from being a barrier to such care.

The local authority shall ensure that the SFO service is included where necessary in the cooperation with relevant organisations and services, such as the child health centre and school health services, general practitioners, the educational and psychological counselling service and the child welfare service. The local authority shall ensure that the staff are aware of the duty to provide information to the child welfare service. SFO is in prime position to observe and receive information about children's care and circumstances at home. SFO shall be aware that children can be exposed to neglect, violence and sexual abuse, and shall have knowledge of how this can be uncovered and prevented.

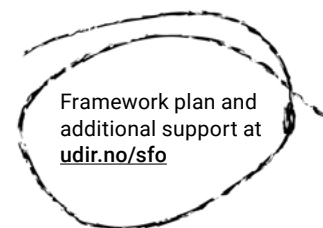
SFO shall cooperate with the school, home and other service providers where this is necessary to give a child a comprehensive and coordinated service provision. SFO shall participate in the joint efforts to devise and follow up measures and goals in the child's individual plan. In addition to the cooperation on individual children, SFO shall also work with the school and other service providers in order to ensure that all work is in compliance with the legal and regulatory framework. SFO can be included in the cooperation on the transition between primary and secondary school, for children in year 7 who have special needs and participates in SFO.

SFO shall work with the home and school to facilitate smooth transitions between the various arenas on a daily basis. SFO should work with the school to create optimum cohesion in the children's everyday life.

## **5.2. Transition from kindergarten to school and out-of-school-hours care**

Together with the school and kindergarten, SFO shall help create a smooth and safe transition from kindergarten to school and SFO, cf. Section 13-5 of the Education Act and Section 2a of the Kindergarten Act. The overall responsibility for the cooperation rests with the school owner.

It is beneficial for the children if they have the opportunity to familiarise themselves with the physical environment and staff at SFO before starting school. SFO plays a particularly important role in the start-up phase for children in year 1 who start SFO before their first day of school. SFO shall support the children in the initial stages in order to make them feel safe and give them a sense of belonging.





# 6.

## Quality development

### 6.1. General information about quality development

The owner shall ensure that SFO has the opportunity to plan and evaluate the activities, enhance their skills and reflect on the content and working methods. A good cooperation between SFOs owner and manager is a prerequisite for robust content and administrative management. The manager plays an important role in guiding the staff and ensuring that they develop a shared understanding of the work set out in the framework plan.

SFO shall be a community and a learning organisation that regularly assesses and develops its practices. SFO shall help ensure that all staff reflect on professional and ethical issues in connection with the content and values in the framework plan and how they can be good role models for the children. SFO must work on the basis that all children are different and that the child's best interests are of vital importance to what content and working methods are adopted. When developing the quality of content and working methods, SFO staff shall listen to and take into account what the children tell them about their perceptions of the SFO community. A good and trusting cooperation between SFO and the home is fundamental to quality, and SFO shall help ensure that the parents can contribute to the quality development work.

All children in SFO have the right to a good and safe environment that promotes health, well-being and learning, cf. Section 9 A-2 of the Education Act. SFO shall preserve the right to a good and safe school environment





















