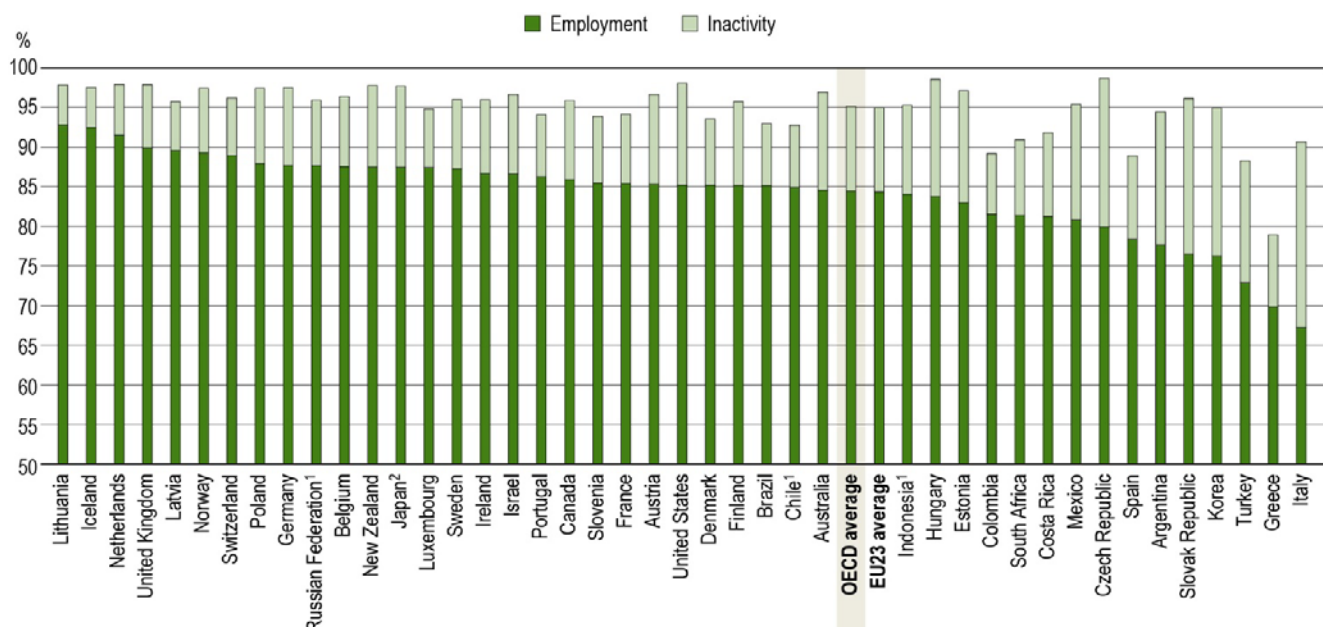


Education at a Glance: OECD Indicators (OECD, 2019^[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Norway

- Tertiary-educated adults in Norway enjoy relatively favourable labour-market prospects. **Young Norwegian adults with tertiary education have lower than average inactivity rates, and almost 90% of them are in employment.**
- **Tertiary-educated adults demonstrate mixed social outcomes compared to those with other levels of education.** Adults with tertiary education are more likely to participate in cultural and sporting activities and social media. However they also report a more negative work-life balance.
- **Spending on tertiary education has increased much faster than spending at other levels of education** in Norway in recent years.
- **Norwegian teachers have relatively fewer students on average, and there is a good supply of new entrants to the profession.**

Figure 1. Employment and inactivity rates of tertiary-educated 25-34 year-olds (2018)



1. Year of reference differs from 2018. Refer to the source table for more details.

2. Data for tertiary education include upper secondary or post-secondary non-tertiary programmes (less than 5% of adults are in this group).

Countries are ranked in descending order of the employment rate of tertiary-educated 25-34 year-olds.

Source: OECD (2019), Table A3.3. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

Norwegian tertiary graduates have favourable labour-market outcomes, although sizeable gender gaps in earnings remain

- Norway has an above-average share of the population aged 25-64 with tertiary education (44%, compared to the OECD average of 39%). This larger share is primarily driven by an above-average proportion of adults with a short-cycle tertiary qualification. The proportion of 25-64 year-olds with bachelor's, master's and doctoral qualifications is 32%, about the same as the OECD average.
- Norway provides a wide range of opportunities for students to enter tertiary education. It has an open admissions system for entry into tertiary education, although certain fields of study and institutions can be more selective. The main criterion for admission is the attainment of a minimum standard in examinations at the end of upper secondary general education. Older students also have a reserved pathway into the tertiary education system (OECD, 2019^[2]). Only about one-quarter of applicants to first-degree tertiary programmes are rejected (27%), a similar rate to Denmark (30%) but much lower than the rejection rates in Finland (67%) and Sweden (64%). As a result, entry rates to tertiary education are above average; 70% of young Norwegians are expected to enter higher education in their lifetime, compared to the OECD average of 65%.
- Entrants to tertiary education can struggle to complete their studies. In Norway, by the beginning of the second year of study, 12% of bachelor's students had left their programmes, similar to the average of OECD countries with available data, and just 43% of students graduate within the theoretical duration of the programme. At the same time, 70% of students have completed their bachelor's qualification within three additional years, more than the average of 64%.
- Younger tertiary-educated adults enjoy higher employment rates (89%) than the OECD average (84%) and lower inactivity rates (8% compared to 11%) (Figure 1). Their employment prospects are also better than for their peers with lower levels of education: 82% of 25-34 year-olds with upper secondary or post-secondary non-tertiary education are in employment, and just 62% of those with below upper secondary education in Norway. Employment rates among all working-age tertiary-educated adults are highest for those who studied law (94%) and nursing (92%), and lowest for those who studied arts and humanities, social sciences, journalism and information (86%). The pattern is similar to the averages across OECD countries, although employment rates are consistently higher in Norway for each field of study.
- Norwegian workers with tertiary education earn a premium over those with only upper secondary education, although the effect is smaller than in the majority of OECD countries. Adults aged 25-64 with a bachelor's qualification earn 13% more than upper secondary graduates, compared to the OECD average of 44%. Master's, doctoral or equivalent qualifications attract a greater wage premium (55%), which is also well below the OECD average (91%). This relatively low premium could be partially explained by the prevailing economic and social policies in Norway, based on the "Nordic model", which prioritises inclusion and equality (OECD, 2017^[3]). Similar patterns can also be found in other Nordic countries.
- Policies to tackle gender inequality can pay off in terms of economic gains. Norway has been one of the OECD countries which has been most active in developing such policies. While it has made substantial progress, Norway still faces a number of challenges to achieving gender equality (OECD, 2018^[4]). As in most OECD countries, the share of younger women with tertiary education is substantially higher than the share of younger men (38% higher for 25-34 year-olds in 2018). At the same time, while employment rates for 25-64 year-old tertiary-educated women and men are close (88% for women, 90% for men%), full-time female workers earn just 75% of the salary of full-time male workers, similar to the OECD average.

Spending on tertiary education has increased rapidly between 2010 and 2016, more than at other levels of education

- Norway continued to be one of the top spenders on educational institutions within the OECD in 2016. Expenditure per student was USD 12 619¹ at primary level (the second highest in the OECD) and USD 14 860 at secondary level (the third highest in the OECD). At the tertiary level, spending was 41% higher than the OECD average at USD 21 993 per student, mostly as a result of Norway's high research and development (R&D) expenditure conducted within its tertiary institutions.
- While high expenditure on education can be linked to Norway's status as a relatively wealthy country, it also is related to the high national priority given to education expenditure. Norway spends 30% of its gross domestic product (GDP) per capita on educational institutions, more than the OECD average of 26%.
- Expenditure per student on tertiary education increased faster than at other levels of education between 2010 and 2016. Over this period, expenditure per student increased by 9% on primary, secondary and post-secondary non-tertiary education institutions (compared to the OECD average of 5%) and by 20% on tertiary institutions. This was far higher than the OECD average increase of 8%, and increases in neighbouring countries such as Sweden (+8%) and Finland (which saw a 9% decrease).
- Students in tertiary education are well supported in Norway. Along with other Nordic countries, public tertiary institutions in Norway do not charge tuition fees, and students also receive generous financial support to help meet living expenses during their study period. All students benefit from financial support, mainly through public student loans, although under certain conditions a portion of the loan can be converted to a grant. Students who follow normal student progression and pass all exams will see 40% of their loan converted to a grant. In addition, some teacher students and candidates that take jobs in certain parts of the country, may have part of their loan converted as well. (OECD, 2019^[2]). Although students in Norway graduate with just under USD 30 000 of debt on average, the high employment rates and salaries graduates may expect in the labour market ensure their capacity to repay the loan; based on the net present value of current loans, 90% of current outstanding student debt is expected to be repaid.

Greater educational attainment brings greater engagement in sports, culture and on line, but a poorer work-life balance

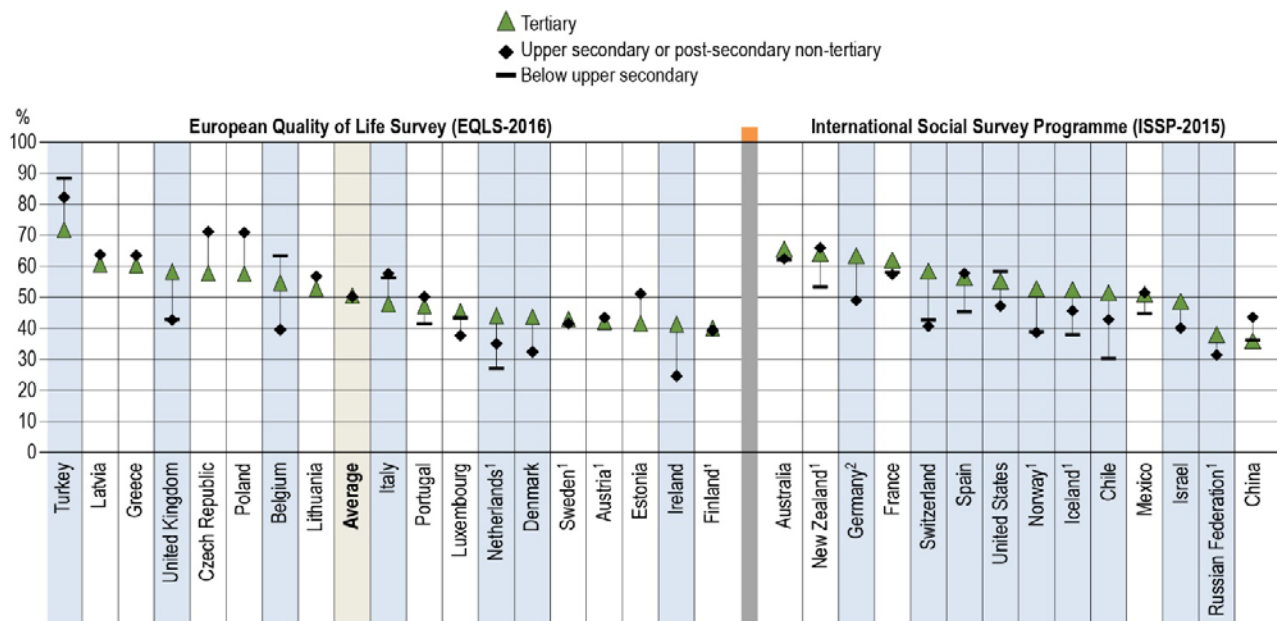
- On average across the OECD, reported participation in cultural and sporting activities increases with educational attainment. There is a 36 percentage-point difference between the reported participation rate of adults with tertiary education (92%), and those with below upper secondary education (56%). In Norway, participation also increases with educational attainment, but the differences are notably smaller. This can be attributed to the much higher participation of adults with lower levels of education in Norway compared to other countries.; 81% of adults with below upper secondary reported participating in cultural and sporting activities, compared to 98% of adults with tertiary education.
- Norway has the highest total rates of daily participation in social media across the 25 countries with available data. Moreover, there is little difference across levels of education, with 48% of adults with below tertiary education and 49% of adults with tertiary education reporting daily social media engagement. This is in contrast to the average across countries with available data, where participation is lower and increases with educational attainment (23% for adults with below upper secondary education and 36% for adults with tertiary education).

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

- However, adults with tertiary education may be more affected by work-life balance issues than those with lower levels of educational attainment in Norway. While 39% of adults without tertiary education report that the demands of their job have interfered with family life, this rises to 53% for adults with tertiary education. This is one of the larger differences between education levels among OECD countries with available data (Figure 2).

Figure 2. Job has a negative impact on family life, by educational attainment (2015 or 2016)

European Quality of Life Survey (EQLS-2016) and International Social Survey Programme (ISSP-2015), percentage of employed 25-64 year-olds who reported that their job negatively impacted their family life in the last 12 months



Note: Refer to the source table and Annex 3 for more information on the questions asked in the two surveys. Grey zone denotes statistically significant differences between some or all educational attainment levels.

1. The distribution of educational attainment varies by 10-15 percentage points compared to data published in Indicator A1.

2. Year of reference 2016.

Source: OECD (2019), Table A6.2a. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).


Schools are relatively well staffed with a good supply of new entrants to the teaching profession at primary and lower secondary levels

- Norway appears to be relatively successful at attracting new entrants to the teaching profession. The proportion of teachers under the age of 30 is 17% for both primary and lower secondary education, compared to the OECD average of 13% for primary and 11% for lower secondary. At upper secondary level, the share of teachers under 30 is the same as the OECD average (8%).
- Compared to other OECD countries, primary and secondary teachers have similar statutory salaries as on average across OECD countries. A primary teacher with 15 years experience can expect to earn an annual statutory salary of USD 47 387 compared to USD 45 947 on average across OECD countries. Despite average salary levels, total expenditure on salary per student for primary teachers in Norway is USD 4 518, more than 60% higher than the OECD average. This mainly results from lower than average student to teacher ratio in Norway which drives total expenditure on teacher salary per student up by USD 1 289 compared to the OECD average.

References

- OECD (2019), *Benchmarking Higher Education System Performance*, Higher Education, OECD Publishing, Paris, <https://dx.doi.org/10.1787/be5514d7-en>. [2]
- OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, <https://doi.org/10.1787/f8d7880d-en>. [1]
- OECD (2018), *Is the Last Mile the Longest? Economic Gains from Gender Equality in Nordic Countries*, OECD Publishing, Paris, <https://dx.doi.org/10.1787/9789264300040-en>. [4]
- OECD (2017), *OECD Economic Surveys: Norway 2018*, OECD Publishing, Paris, https://dx.doi.org/10.1787/eco_surveys-nor-2018-en. [3]

For more information on **Education at a Glance 2019** and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:  **Education GPS**

<http://gpseducation.oecd.org/CountryProfile?primaryCountry=NOR&treshold=10&topic=EO>.

<p>Questions can be directed to:</p> <p>Marie-Helene Doumet Directorate for Education and Skills marie-helene.doumet@oecd.org</p>	<p>Country note author:</p> <p>Gillian Golden Directorate for Education and Skills gillian.golden@oecd.org</p>
--	--

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Key Facts for Norway in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Norway		OECD average		EU23 average	
Tertiary education							
Educational attainment of 25-64 year-olds							
2018							
Table A1.1	Short-cycle tertiary	12%		7%		5%	
	Bachelor's or equivalent	19%		17%		14%	
	Master's or equivalent	11%		13%		15%	
	Doctoral or equivalent	1%		1%		1%	
Tertiary attainment of 25-34 year-olds, by gender							
2008							
Table A1.2	Men	37%	41%	31%	38%	28%	36%
	Women	55%	56%	40%	51%	38%	50%
	Total	46%	48%	35%	44%	33%	43%
Distribution of first-time tertiary entrants by education level							
2017							
Table B4.1	Short-cycle tertiary	6%		17%		12%	
	Bachelor's or equivalent	84%		76%		80%	
	Master's or equivalent	10%		7%		8%	
Share of international or foreign students, by education level¹							
2017							
Table B6.1	Bachelor's or equivalent	2%		4%		7%	
	Master's or equivalent	5%		13%		13%	
	Doctoral or equivalent	21%		22%		22%	
	All tertiary levels of education	3%		6%		9%	
Employment rate of 25-64 year-olds, by educational attainment							
2018							
Table A3.1	Short-cycle tertiary	82%		82%		82%	
	Bachelor's or equivalent	91%		84%		84%	
	Master's or equivalent	94%		88%		88%	
	Doctoral or equivalent	91%		92%		93%	
	All tertiary levels of education	89%		85%		86%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study							
2018							
Table A3.4	Education	89%		84%		85%	
	Business and administration and law	91%		86%		87%	
	Engineering, manufacturing and construction	91%		89%		89%	
	Health and welfare	91%		87%		88%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2017							
Table A4.1	Short-cycle tertiary	117		120		121	
	Bachelor's or equivalent	113		144		138	
	Master's, doctoral or equivalent	155		191		174	
	All tertiary levels of education	126		157		152	
Upper secondary and vocational education and training (VET)							
Upper secondary or post-secondary non-tertiary attainment rate							
2018							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	34%		41%		44%	
Percentage of first-time upper secondary graduates with a vocational qualification							
2017							
Table B3.1	Vocational programmes	35%		40%		46%	
Age at graduation from upper secondary education, by programme orientation							
2017							
Figure B3.1	General programmes	19		18		19	
	Vocational programmes	26		21		21	
Share of women among upper secondary graduates, by programme orientation							
2017							
Figure B3.2	General programmes	57%		55%		56%	
	Vocational programmes	40%		46%		46%	
Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education							
2018							
Table A3.3	Employment rate	82%		78%		79%	
	Unemployment rate	4%		7%		8%	
	Inactivity rate	14%		16%		14%	
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation							
2016							
Table C1.1	General programmes	USD 16 242		USD 9 397		USD 9 671	
	Vocational programmes	USD 15 565		USD 10 922		USD 11 320	
Early childhood education and care (ECEC)							
Enrolment rate of 3-5 year-olds in education							
2017							
Table B2.2	ECEC and primary education	97%		87%		90%	
Share of children enrolled in private institutions							
2017							
Table B2.3	Pre-primary level (ISCED 02)	48%		34%		27%	
Ratio of children to teaching staff							
2017							
Table B2.3	Pre-primary level (ISCED 02)	14		16		15	
Expenditure on children aged 3-5 enrolled in education							
2016							
Table B2.4	Annual expenditure per child, in USD ² per child	USD 14 344		USD 8 141		USD 8 926	

Source	Main topics in <i>Education at a Glance</i>	Norway		OECD average		EU23 average	
Social outcomes and adult learning							
Participation in formal and/or non-formal education, by educational attainment³		2016					
Table A7.1	Below upper secondary	43%		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	58%		n.a.		44%	
	Tertiary	74%		n.a.		66%	
Participation in cultural or sporting activities in the last 12 months, by educational attainment⁴		2015					
Table A6.1	Below upper secondary	81%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	93%		n.a.		77%	
	Tertiary	98%		n.a.		92%	
Financial resources invested in education							
Total expenditure on educational institutions, by level of education²		2016					
		USD/student	% GDP	USD/student	% GDP	USD/student	% GDP
Table C1.1 and C2.1	Primary	USD 12 619	2.1%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 13 532	1%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 15 901	1.5%	USD 10 368	1.1%	USD 10 308	1.9%
	Tertiary (including R&D)	USD 21 993	1.9%	USD 15 556	1.5%	USD 15 963	1.2%
Share of expenditure on educational institutions, by final source of funds		2016					
		Public	Private	Public	Private	Public	Private
Table C3.1	Primary, secondary and post-secondary non-tertiary	100%	0%	90%	10%	92%	8%
	Tertiary (including R&D)	93%	6%	66%	32%	73%	24%
Total public expenditure on primary to tertiary education		2016					
Table C4.1	As a percentage of total government expenditure	12.3%		10.8%		9.6%	
Teachers, the learning environment and the organisation of schools							
Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education		2017					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	0.68	0.81	0.78	**	0.78	1.16
	Primary	0.76	1.01	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	0.76	1.01	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	0.82	1.21	0.93	1.43	0.95	1.43
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers²		2018					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	USD 34 886	USD 40 645	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 38 559	USD 47 387	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 38 559	USD 47 387	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 46 914	USD 51 838	USD 35 859	USD 49 804	USD 35 104	USD 49 875
Organisation of teachers' working time in public institutions over the school year		2018					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Tables D4.1a and D4.1b	Pre-primary	**	**	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	741 hours	1 688 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	663 hours	1 688 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	523 hours	1 688 hours	667 hours	1 629 hours	643 hours	1 558 hours
Percentage of teachers who are 50 years old or over		2017					
Table D5.1	Primary to upper secondary	32%		36%		39%	
Share of female teachers, in public and private institutions		2017					
Table D5.2	Primary	75%		83%		87%	
	Lower secondary	75%		69%		72%	
Total number of compulsory instruction time, by level of education		2019					
Table D1.1	Primary	5 272 hours		4 568 hours		4 258 hours	
	Lower secondary	2 622 hours		3 022 hours		3 002 hours	
	Upper secondary	**		**		**	
Average class size by level of education		2017					
Table D2.1	Primary	**		21		20	
	Lower secondary	**		23		21	

The reference year is the year cited or the latest year for which data are available.

1. For some countries, data on foreign students are provided instead of international students.

2. Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP

3. EU23 average refers to the average of OECD countries that participated in the Adult Education Survey (AES).

4. EU23 average refers to the average of OECD countries that participated in the European Union Statistics on Income and Living Conditions 2015.

** Please refer to the source table for details on these data.

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.