

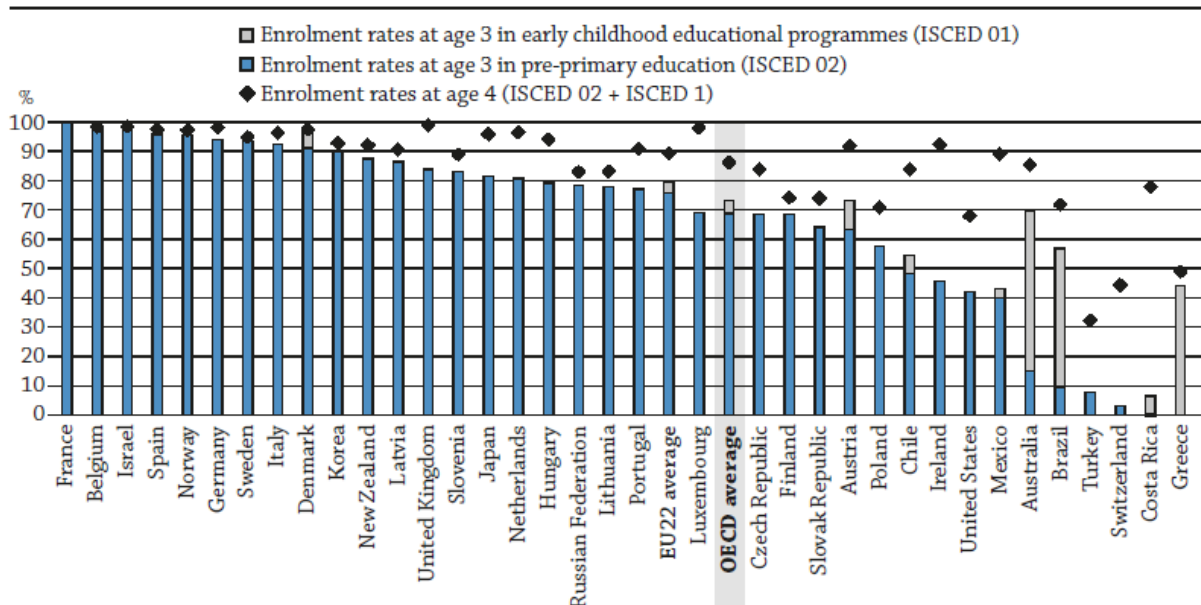
EDUCATION AT A GLANCE 2016

Education at a Glance: OECD Indicators 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 the 35 OECD countries and a number of partner countries.

Norway

- **Local government is the primary source of funds for educational expenditure.** Norway has the highest proportion of locally funded educational expenditure of all OECD countries.
- **The share of expenditure by tertiary educational institutions devoted to research and development (R&D) is above the OECD average.** In 2013, tertiary institutions spent USD 20 400¹ per student, of which USD 8 500 was devoted to R&D, while the OECD average is USD 15 700 and 4 800, respectively.
- **The majority of bachelor's and master's or equivalent graduates in Norway are women,** making up 63% of bachelor's or equivalent graduates, and 58% of master's (OECD average is 58% and 57%, respectively).
- **Norway invests a significant amount of resources into early childhood education, amounting to 2% of GDP,** the highest share of all OECD countries. Enrolment rates in early childhood education are also among the highest in the OECD.
- From primary to tertiary levels of education, **the ratio of students to teaching staff in public institutions remains constant at 10:1;** no other country maintains such a low ratio across all levels.

Figure 1. Enrolment rates at age 3 and 4 in early childhood education (2014)



Countries are ranked in descending order of the enrolment rates of 3-year-olds in pre-primary programmes.

Source: OECD, Table C2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398347>

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

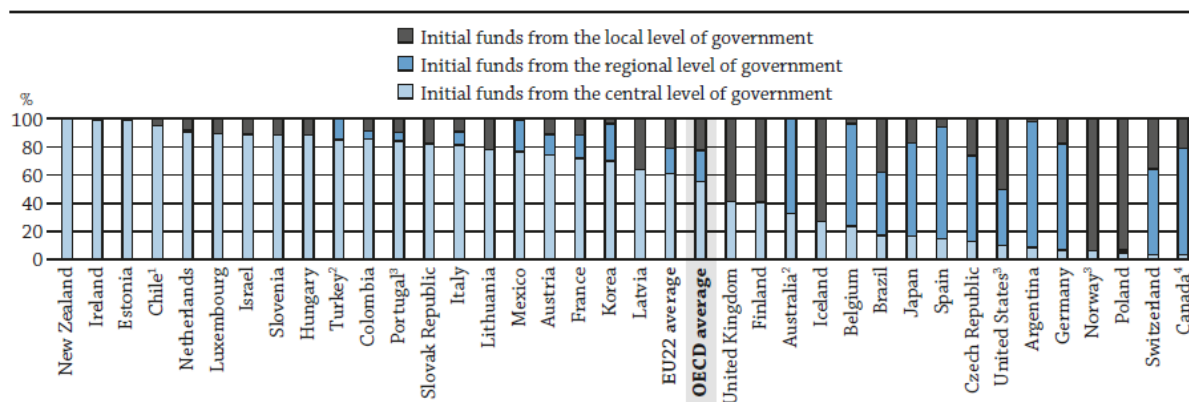
Access to high-quality early childhood education makes a difference later on

- Norway has achieved very high enrolment rates in early childhood education for all ages. In 2014, 91% of 2-year-olds were enrolled in early childhood education and development compared to an OECD average of 34%. At the age of three, enrolment in early childhood education increases to 95% (OECD average 71%), and 100% of 6-year-olds are enrolled in early childhood education against an OECD average of 98%.
- Norway has no independent private institutions at the pre-primary level, only public (49% of enrolment) and government-dependent private (51% of enrolment) ones. Accordingly, 93% of total expenditure on early childhood education comes from public sources, a much greater share than is common across OECD and partner countries.
- Norway invests a significant amount of resources into early childhood education, amounting to 2% of GDP. That is the highest share of all OECD countries and more than two times the OECD average. Annual expenditure per student in early childhood education reached USD 18 240 in 2013 against an OECD average of USD 8618
- Annual expenditure on early childhood educational development programmes alone is even higher in Norway: USD 24 329 per student compared to an OECD average of USD 12 501

High-quality education needs sustainable funding

- Norway's average annual public expenditure per student on educational institutions at all levels from primary to tertiary is over USD 15 800, more than 1.6 times the OECD average.
- Education in Norway is primarily funded at the local level (Figure 2). 94% of initial funds for primary through to post-secondary non-tertiary education come from local government, the highest proportion of all OECD countries with available data. The average across OECD countries is significantly lower at 22%.
- Norway also has the highest proportion (99%) of expenditure on education from public sources. There is virtually no private spending on education from pre-primary to upper secondary levels of education.
- Given the existing high levels of public spending for education, spending has only increased marginally (1% between 2008 and 2013). This is less than the OECD average increase of 5% over the period.

Figure 2. Distribution of initial sources of public funds for education by level of government in primary, secondary and post-secondary non-tertiary education (2013)



1. Year of reference 2014.


2. Some levels of education are included with others. Refer to "x" code in Table B1.1 for details.

3. Funds from the local level included in funds from the regional level of government.

4. Year of reference 2012.

Countries are ranked in descending order of the share of initial sources of funds from the central level of government.

Source: OECD, Table B4.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933397912>

Tertiary education has a strong impact in the labour market

- As of 2014, 43% of adults aged 25-64 had achieved tertiary education as their highest level of attainment, a 10 percentage point increase in the share of tertiary-educated adults between 2005 and 2015. Norway's rate of increase only slightly outpaces average trends across the OECD.
- The share of expenditure devoted by tertiary educational institutions to research and development (R&D) is well above the OECD average. In 2013, tertiary institutions devoted USD 8 522 out of a total expenditure of USD 20 379 per student to R&D. Given this high level of R&D investment, Norway gets a smaller share of international doctoral students than would be predicted by the linear relationship derived from observations for OECD and partner countries between the two variables.
- Tertiary-educated adults – for all levels of tertiary attainment – enjoy above-average employment rates relative to trends across the OECD. Their employment rates have shown minimal variation over the past 10 years. In both 2005 and 2015 the employment rate for 25-64 year-olds was 89%.
- Despite high employment levels, the returns on a tertiary education relative to an upper secondary one are less than the OECD average for all levels of tertiary studies. Nor do the returns increase with increasing levels of tertiary education: compared with someone with just an upper secondary education, short-cycle tertiary graduates in Norway earn on average 25% more whereas those with a bachelor's or equivalent degree only earn 13% more.
- In terms of tertiary attainment, women are on average more educated than men: 63% of bachelor's or equivalent graduates, and 58% of master's or equivalent graduates, are women. However, fields of study remain gendered: five times more men study engineering, manufacturing and construction than women. The mean monthly earnings for full-time working men who graduated from this field are also roughly 20% higher than the corresponding earnings for women.

Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- Statutory starting salaries for teachers in Norway exceed OECD averages across all levels of education from pre-primary to general upper secondary. After 10 years of teaching experience, statutory salaries increase by different amounts according to the level of instruction: USD 5 111 for pre-primary teachers, USD 3 321 for primary and lower secondary, and USD 4 651 for upper secondary. Given the high starting salaries, these salary increases are lower for all levels of education than the general trends in OECD and partner countries. Furthermore, there are no statutory increases between 10 and 15 years' experience.
- Teachers' reported salaries are also significantly below those of other full-time tertiary-educated workers. Actual teachers' salaries range from 62% of other tertiary-educated workers' salaries for pre-primary teachers to 74% for upper secondary general programme teachers.
- From the primary to tertiary levels of education, the ratio of students to teaching staff in public institutions remains constant at 10:1. No other OECD country maintained such a low ratio across all levels.
- More than half (58%) of school principals in Norway are women – 13 percentage points more than average across the OECD. Norwegian principals also display above-average leadership. Over 78% reported having engaged often or very often in collaborating with teachers to solve classroom discipline problems.

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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.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on Education at a Glance 2016 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:



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

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Key Facts for Norway in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Norway		OECD average	
Gender					
	Employment rate of 25-64 year-olds, by educational attainment	2015			
		Men	Women	Men	Women
Chart A5.2.	Below upper secondary	66%	56%	66%	46%
	Upper secondary or post-secondary non-tertiary	84%	76%	81%	67%
	Tertiary	91%	88%	88%	80%
	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014			
		Ratio (women/men)		Ratio (women/men)	
Table A6.2	Below upper secondary	82%		76%	
	Upper secondary or post-secondary non-tertiary	80%		77%	
	Tertiary	75%		73%	
	Percentage of people not in employment, nor in education or training (NEET)	2015			
		Men	Women	Men	Women
Table C5.2	15-29 year-olds	9%	9%	12%	17%
	Percentage of female graduates, by tertiary levels of education	2014			
		% Women		% Women	
Table A3.4	Short-cycle tertiary	22%		56%	
	Bachelor's or equivalent	63%		58%	
	Master's or equivalent	58%		57%	
	Doctoral or equivalent	49%		47%	
	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2012		2012 ¹	
		Men	Women	Men	Women
Table A1.5.	Teacher training and education science	8%	22%	7%	18%
	Engineering, manufacturing and construction	29%	6%	31%	7%
Vocational Education and Training (VET)					
	Distribution of enrolment, by programme orientation	2014			
		General	Vocational	General	Vocational
Table C1.3a	Upper secondary education	49%	51%	56%	44%
	Educational attainment, by programme orientation	2015			
		General	Vocational	General	Vocational
Table A1.4.	25-34 year-olds with upper secondary or post-secondary non-tertiary education	13%	20%	17%	26%
	Unemployment rate, by programme orientation	2015			
		General	Vocational	General	Vocational
Table A5.5	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	6.9%	3.7%	10%	9.2%
Financial Investment in Education					
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013			
Table B1.1	Primary education	USD 13 274		USD 8 477	
	Secondary education	USD 15 283		USD 9 811	
	Tertiary (including R&D activities)	USD 20 379		USD 15 772	
	Total expenditure on primary to tertiary educational institutions	2013			
Table B2.2	As a percentage of GDP	6.3%		5.2%	
	Total public expenditure on primary to tertiary education	2013			
Table B4.2	As a percentage of total public expenditure	13%		11.2%	
Early Childhood Education and Care (ECEC)					
	Enrolment rates in early childhood education at age 3	2014			
Table C2.1	ISCED 01 and 02	95%		71%	
	Expenditure on all early childhood educational institutions	2013			
Table C2.3	As a percentage of GDP	2%		0.8%	
	Proportions of total expenditure from public sources	93%		81%	
Teachers					
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014			
Table D3.2a	Pre-primary school teachers	0.62		0.74	
	Primary school teachers	0.70		0.81	
	Lower secondary school teachers (general programmes)	0.70		0.85	
	Upper secondary school teachers (general programmes)	0.74		0.89	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2014			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	USD 35 409	USD 40 520	USD 29 494	USD 39 245
	Primary school teachers	USD 40 815	USD 44 136	USD 31 028	USD 42 675
	Lower secondary school teachers (general programmes)	USD 40 815	USD 44 136	USD 32 485	USD 44 407
	Upper secondary school teachers (general programmes)	USD 45 191	USD 49 842	USD 34 186	USD 46 379

Norway - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Norway		OECD average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012 ¹	
Table A6.4	Teacher training and education science	USD 3 600		USD 3 004	
	Engineering, manufacturing and construction	USD 5 700		USD 3 883	
	Ratio of students to teaching staff	2014			
Table D2.2	Primary education	10 students per teacher		15 students per teacher	
	Secondary education	10 students per teacher		13 students per teacher	
	Tertiary education	10 students per teacher		17 students per teacher	
Tertiary Education					
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015			
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	14%	12%	8%	8%
	Bachelor's or equivalent	21%	19%	21%	16%
	Master's or equivalent	13%	10%	14%	11%
	Doctoral or equivalent	0%	1%	1%	1%
	All tertiary levels of education	48%	43%	42%	35%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015			
Tables A5.1 & A5.3	Short-cycle tertiary	84%		80%	
	Bachelor's or equivalent	90%		82%	
	Master's or equivalent	93%		87%	
	Doctoral or equivalent	99%		91%	
	All tertiary levels of education	89%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014			
Table A6.1	Short-cycle tertiary	125		120	
	Bachelor's or equivalent	113		148	
	Master's, doctoral or equivalent	146		191	
	All tertiary levels of education	126		155	
	Share of international or foreign students, by level of tertiary education	2014			
Table C4.1.	Bachelor's or equivalent	2%		5%	
	Master's or equivalent	7%		12%	
	Doctoral or equivalent	20%		27%	
	All tertiary levels of education	3%		6%	
	First-time entry rates into tertiary education	2014			
Table C3.1.	All tertiary levels (including international students)	81%		68%	
	All tertiary levels (excluding international students)	78%		61%	
	All tertiary levels (students younger than 25 years old and excluding international students)	64%		51%	
Other: Immigration and intergenerational mobility in education					
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status ²	2012		2012 ¹	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	26%	46%	27%	37%
Other: Adult education and learning					
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education ²	2012		2012 ¹	
Table C6.3	Below upper secondary	42%		26%	
	Upper secondary or post-secondary non-tertiary	62%		46%	
	Tertiary	78%		70%	
Other: Education and social outcomes					
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012 ¹	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	69%		67%	
	High literacy proficiency (Level 4 or 5)	89%		90%	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment ³	2015			
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	95%	96%	83%	87%
	Tertiary	97%	98%	92%	94%

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

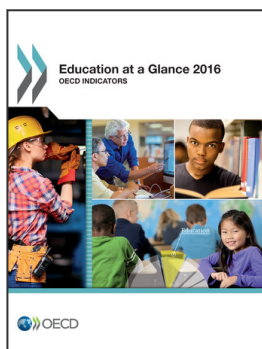
Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

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



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