

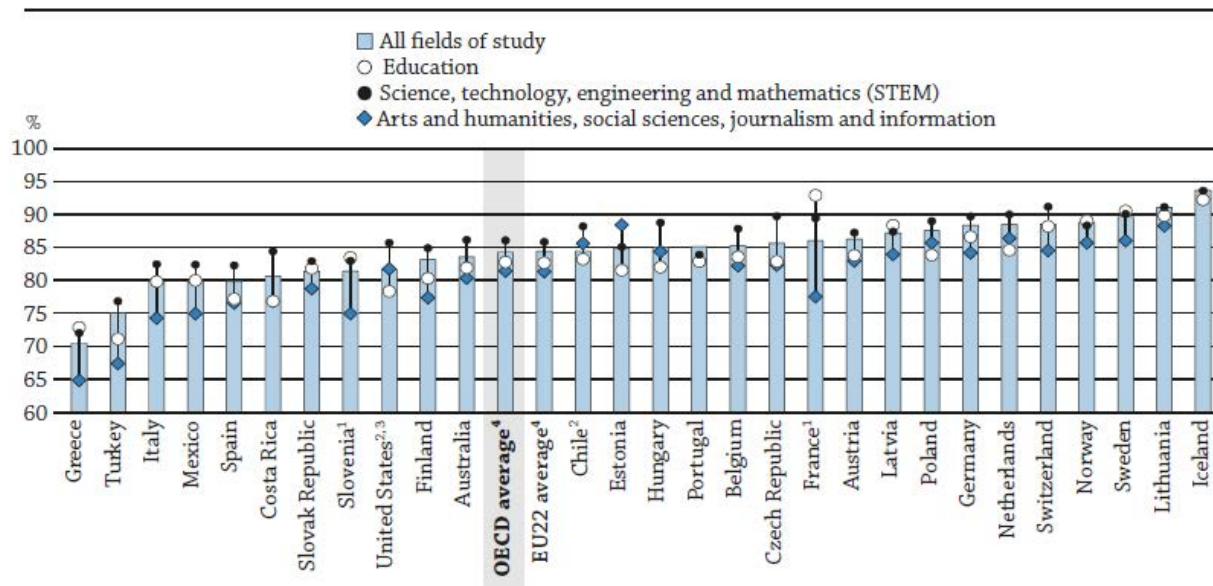
EDUCATION AT A GLANCE 2017

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

- Unlike most OECD countries, health and welfare is the most popular field of study among tertiary graduates in Norway. Education, and business, administration and law are tied in second place.
- A relatively large share of Norwegian students fail to complete upper secondary without excessive delays. This transition is crucial in Norway since labour market outcomes greatly improve for those with upper secondary qualifications. The poor completion rate of the vocational track seems to be driving this phenomenon.
- Socio-economic background, such as parents' educational attainment and immigrant status, plays a large part in whether students complete their upper secondary education. However, **upper mobility at the tertiary level is among the highest of all OECD countries.**
- Norway spends much more per student in early childhood, primary and secondary education than the OECD average..

Figure 1. Employment rates of tertiary-educated 25-64 year-olds, by field of study (2016)



Note: Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

1. The age group refers to 25-34 year-olds.


2. Year of reference 2015.

3. Data refer to bachelor's degree field, even for those with additional tertiary degrees.

4. The OECD and EU22 averages exclude France and Slovenia.

Countries are ranked in ascending order for all fields of study.

Source: OECD (2017), Table A5.3. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

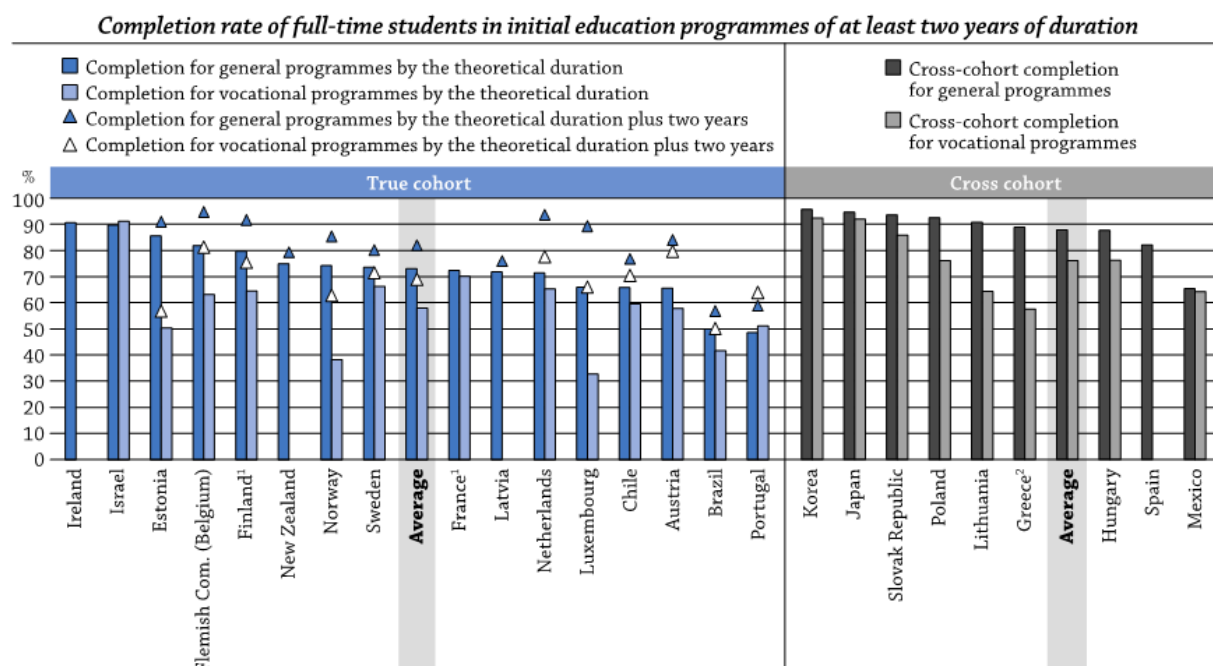
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Health and welfare is the dominant field of study although it remains strongly gender biased

- In Norway, health and welfare attracts the largest share of tertiary graduates with 20% completing their degree in this field of study in 2015. This is higher than the OECD average but this field is also popular in other Nordic countries such as Finland and Sweden. Education, and business, administration and law are the two next most common fields of study with 16% of tertiary graduates each. When it comes to the science, technology, engineering and mathematics (STEM) fields, 5% of tertiary graduates completed a degree in natural sciences, mathematics and statistics; 3% in information and communication technologies (ICT); and 13% in engineering, manufacturing and construction – all 1 percentage point below the OECD average.
- Labour market integration for tertiary-educated adults is solid, regardless of their field of study: 25-64 year-olds with a tertiary qualification enjoy employment rates above the OECD average (89% in Norway against 84% on average in 2016). However, employment rates do vary across fields: health and welfare and business graduates have a 91% employment rate, compared to 86% for natural science and mathematics graduates. The employment rate for STEM graduates overall in Norway (88%) is above the OECD average at 86% (Figure 1).
- The selection of field of study is strongly gender biased in Norway, as in most OECD countries. Women are over-represented in fields such as health and welfare, where 81% of new entrants are women compared to 76% on average across OECD countries. Women are also under-represented in most of the STEM fields in Norway, where they make up only 29% of new entrants, but enjoy parity in natural sciences, mathematics and statistics, and are close to parity in the fields of business and law.

Upper secondary school dropouts face high unemployment rates

- Although Norway provides broad access to upper secondary education, with nearly all young people enrolling at this level, a considerable share of students do not graduate from it, at least without excessive delays. In 2015, only 57% of upper secondary students completed upper secondary education within the theoretical duration of the programme in which they began, compared with the OECD average of 68% (for countries who submitted true cohort data). An extra two years after the theoretical completion date, average completion increases to 75%, meaning that some students need more time to complete this level. However, at that stage, 20% have neither graduated and nor are they still enrolled, slightly less than the average for the OECD countries with available data (21). This is a critical loss, since the unemployment rate for young adults (25-34 year-olds) who didn't complete upper secondary education is 13.4% compared to 5.1% for those who did, very close to the rate for tertiary degree holders (4.6%).
- Differences in completion rates between the shorter and longer time frames can reflect more flexible upper secondary systems, such as those that allow students to transfer between different programme orientations. Among the OECD and partner countries with available data it is more common for students to transfer from general to vocational upper secondary programmes, but the opposite is true in Norway: 21% of students who enter a vocational programme end up graduating from a general programme instead. This relatively high transfer rate may partially explain the lower completion rate of vocational programmes, especially within the theoretical duration. In Norway, the completion rate for vocational programmes is 36 percentage points lower than for general programmes, compared to an average difference of 15 percentage points across countries with true cohort data (Figure 2). However, the difference falls to 23 percentage points within two years of the end of the theoretical duration (the average is 13 percentage points). The lower completion rate for vocational programmes is especially concerning in Norway, as they account for 50% of upper secondary students, compared to an OECD average of 46%.
- As in every country with available data, girls in Norway are more likely than boys to complete upper secondary education within the theoretical duration of the programmes in which they began. Norway displays one of the highest gender gaps in completion rates: a 14 percentage-point difference compared to an 8 percentage-point difference on average across countries with available data. Norway's gender gap decreases two years after the theoretical duration, to 7 percentage points, more in line with the average across countries with true cohort data.

Figure 2. Completion rate in upper secondary education by programme orientation (2015)

1. Year of reference 2014.

2. Year of reference 2013.

Countries are ranked in descending order of completion rate in general programmes (for true cohort, by the theoretical duration).

Source: OECD (2017), Table A9.1. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933557717>

Educational mobility at the tertiary level is among the highest of all OECD countries.

- Educational mobility is comparatively high in Norway at the tertiary level. Some 23% of 45-59 year-olds whose parents did not attain tertiary education attained this level, and the figure increases to 33% among 30-44 year-olds. This degree of upward mobility is one of the highest across OECD countries for both age groups, and is considerably higher than the respective averages of 14% and 20%.
- In all countries with available data, except Israel, students' upper secondary completion rates increase as their parents' educational attainment increases. However, Norway has the largest difference in completion rates. Among students with at least one parent who attained upper secondary or post-secondary non-tertiary education as their highest educational level, the upper secondary completion rate is 20 percentage points higher than among those whose parents did not attain that level. Among students with at least one parent with a tertiary degree, the gap increases to 33 percentage points.
- Immigration background also influences upper secondary education completion among both first and second generation immigrants. Across the seven OECD countries with available data, non-immigrants tend to show higher completion rates than first and second generation immigrants. Norway displays the largest gap in completion rates between non-immigrants and first generation immigrants: a difference of 19 percentage points, although the difference between non-immigrants and second generation immigrants is less substantial, at 5 percentage points. It is important to note that many immigrants have a mother tongue other than Norwegian, which may impact their progress in school, and that first and second generation immigrants only make up 7% and 4% respectively of all entrants into upper secondary education.

High funding is maintained for all educational levels, particularly at the very start

- Investing at an early stage in children's development and education can produce high returns since this lays a crucial foundation for future learning in life. Norway spends a remarkable amount per child each year on early childhood education: USD 17 468, which is more than twice the OECD average. This is linked to the fact that in Norway children have a statutory right to enrol full-time (over 40 hours a week) in early childhood education from the age of 1. Indeed, enrolment rates for 2-3 year-olds in Norway are among the highest across OECD countries: 91% for 2-year-olds (against 39% on average) and 95% for 3-year-olds (78% on average).
- Norway is also above the OECD average in terms of expenditure on education at primary and secondary level. In 2014, annual expenditure per student for all services amounted to USD 13 104 for primary education (against an OECD average of USD 8 733), USD 13 975 for lower secondary education (OECD average, USD 10 235) and USD 16 047 for upper secondary education (OECD average, USD 10 182). At the tertiary level, institutions spend USD 20 962 per student, including research and development (OECD average, USD 16 143).
- At least four factors influence expenditure on education: teachers' salaries, instruction time, teaching time and the student-teacher ratio. In Norway, the relatively high funding per student in primary and lower secondary education is driven to a large extent by the low student-teacher ratios. Both instruction time and teaching time are below average in Norway, but because of their opposite effects on cost they nearly cancel each other out. Finally, teachers' statutory salaries are above average, which also contributes to a relatively higher expenditure per student.

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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 (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on **Education at a Glance 2017** 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 **OECD.Stat** as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=NOR&treshold=10&topic=EO>.

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Key Facts for Norway in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Norway		OECD average	
	Fields of study				
	Graduates in upper secondary vocational programmes	2015			
		%	% Women	%	% Women
Table A2.1	Business, administration and law	6%	78%	20%	66%
	Engineering, manufacturing and construction	45%	7%	34%	12%
	Health and welfare	25%	88%	12%	82%
	Services	17%	41%	17%	60%
	New entrants to tertiary education	2015			
		%	% Women	%	% Women
Table C3.1	Education	10%	75%	9%	78%
	Business, administration and law	17%	55%	23%	54%
	Engineering, manufacturing and construction	12%	23%	16%	24%
	Tertiary students enrolled, by mobility status	2015			
		International students ¹	National students	International students ¹	National students
Table C4.2.	Education	5%	15%	3%	8%
	Business, administration and law	14%	18%	27%	23%
	Engineering, manufacturing and construction	15%	11%	17%	12%
	Tertiary-educated 25-64 year-olds	2016			
Table A1.3	Education	16%		13%	
	Business, administration and law	15%		23%	
	Engineering, manufacturing and construction	13%		17%	
	Employment rate of tertiary-educated 25-64 year-olds	2016			
Table A5.3	Education	89%		83%	
	Business, administration and law	91%		85%	
	Engineering, manufacturing and construction	89%		87%	
Early childhood education					
	Enrolment rates in early childhood education at age 3	2015			
Table C2.1	ISCED 01 and 02	95%		78%	
	Expenditure on all early childhood educational institutions	2014			
Table C2.3	As a percentage of GDP	2.1%		0.8%	
	Proportions of total expenditure from public sources	87%		82%	
Vocational education and training (VET)					
	Enrolment in upper secondary education, by programme orientation	2015			
		General	Vocational	General	Vocational
Table C1.3	Enrolment rate among population aged 15-19 year-olds	34%	29%	37%	25%
	Graduation rates, by programme orientation	2015			
		General	Vocational	General	Vocational
Table A2.2	Upper secondary education - All ages	64%	38%	54%	44%
	Employment rate, by programme orientation	2016			
		General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	73%	87%	70%	80%
Tertiary education					
	Share of international or foreign students, by level of tertiary education	2015			
Table C4.1.	Bachelor's or equivalent	2%		4%	
	Master's or equivalent	7%		12%	
	Doctoral or equivalent	21%		26%	
	All tertiary levels of education	4%		6%	
	Educational attainment of 25-64 year-olds	2016			
Table A1.1	Short-cycle tertiary	12%		8%	
	Bachelor's or equivalent	19%		16%	
	Master's or equivalent	11%		12%	
	Doctoral or equivalent	1%		1%	
	Employment rate of 25-64 year-olds, by educational attainment	2016			
Table A5.1	Short-cycle tertiary	83%		81%	
	Bachelor's or equivalent	90%		83%	
	Master's or equivalent	92%		87%	
	Doctoral or equivalent	92%		91%	
	All tertiary levels of education	89%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015			
Table A6.1	Short-cycle tertiary	119		122	
	Bachelor's or equivalent	114		146	
	Master's, doctoral or equivalent	157		198	
	All tertiary levels of education	128		156	

Norway - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Norway		OECD average	
Adult education and learning					
	Participation of 25-64 year-olds in adult education ²	2012		2012 ³	
Table C6.1a	Participation in formal education only	5%		4%	
	Participation in non-formal education only	49%		39%	
	Participation in both formal and non-formal education	11%		7%	
	No participation in adult education	36%		50%	
Financial investment in education					
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014			
Table B1.1	Primary education	USD 13 104		USD 8 733	
	Secondary education	USD 15 149		USD 10 106	
	Tertiary (including R&D activities)	USD 20 962		USD 16 143	
	Total expenditure on primary to tertiary educational institutions	2014			
Table B2.1	As a percentage of GDP	6.2%		5.2%	
	Total public expenditure on primary to tertiary education	2014			
Table B4.1	As a percentage of total public expenditure	13%		11.3%	
Teachers					
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015			
Table D3.2a	Pre-primary school teachers	0.66		0.78	
	Primary school teachers	0.75		0.85	
	Lower secondary school teachers (general programmes)	0.75		0.88	
	Upper secondary school teachers (general programmes)	0.82		0.94	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	USD 36 202	USD 41 664	USD 29 636	USD 39 227
	Primary school teachers	USD 42 275	USD 45 771	USD 30 838	USD 42 864
	Lower secondary school teachers (general programmes)	USD 42 275	USD 45 771	USD 32 202	USD 44 623
	Upper secondary school teachers (general programmes)	USD 47 445	USD 52 083	USD 33 824	USD 46 631
	Organisation of teachers' working time in public institutions over the school year	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary school teachers	**	**	1001 hours	1608 hours
	Primary school teachers	741 hours	1688 hours	794 hours	1611 hours
	Lower secondary school teachers (general programmes)	663 hours	1688 hours	712 hours	1634 hours
	Upper secondary school teachers (general programmes)	523 hours	1688 hours	662 hours	1620 hours
	Percentage of teachers who are 50 years old or over	2015			
Table D5.1	Primary education	31%		32%	
	Upper secondary education	44%		40%	
	Share of female teachers in public and private institutions	2015			
Table D5.2	Primary education	75%		83%	
	Upper secondary education	53%		59%	
	Tertiary education	46%		43%	
	Ratio of students to teaching staff	2015			
Table D2.2	Primary education	10		15	
	Secondary education	10		13	
	Tertiary education	10		16	
Equity					
	Intergenerational mobility in education ²	2012		2012 ³	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	63%	33%	69%	31%
	Tertiary-type B (30-44 year-olds' own educational attainment)	4%	6%	12%	16%
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	33%	61%	20%	55%
Transition from school to work					
	Percentage of people not in employment, nor in education or training (NEET)	2016			
Table C5.1	18-24 year-olds	10%		15%	
Education and social outcomes					
	Percentage of adults who report having depression	2014			
		Men	Women	Men	Women
Table A8.1	Below upper secondary	12%	16%	10%	15%
	Upper secondary or post-secondary non-tertiary	5%	11%	6%	10%
	Tertiary	3%	5%	5%	6%

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

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

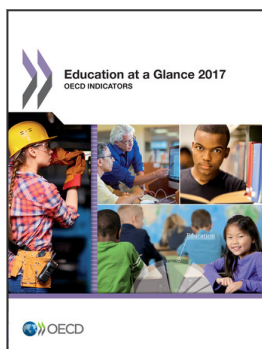
1. For some countries foreign students are provided instead of international students.

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

3. OECD average includes some countries with 2015 data.

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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