

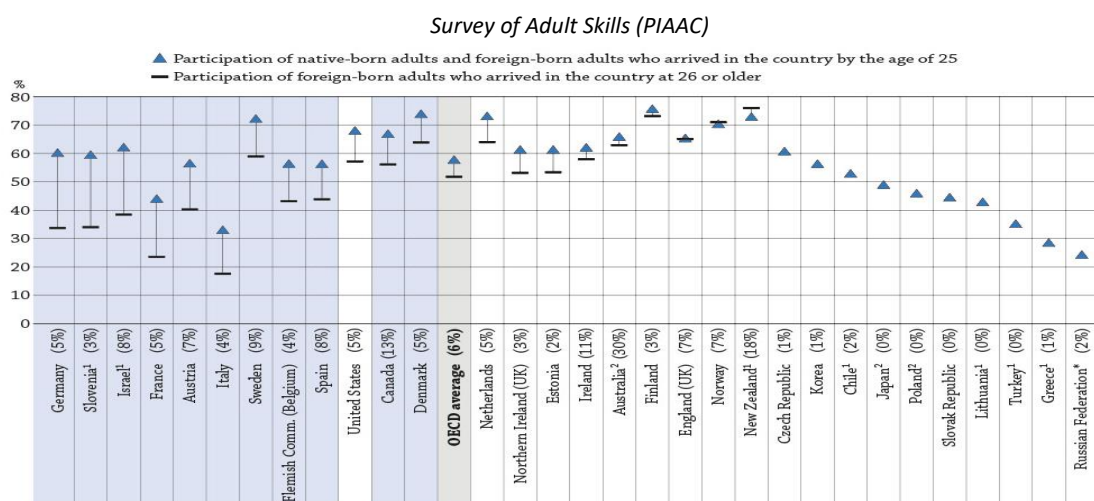
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

Norway

- **Income** inequality is lower in Norway than on average across OECD countries: individuals with all levels of educational attainment enjoy better employment opportunities and the **earnings premiums for higher qualifications are smaller** than on average across OECD countries.
- **First- and second-generation immigrants are under-represented among entrants to tertiary education, but foreign-born adults have similar access to continuing adult learning as their native-born peers.**
- Norway has near universal enrolment among 3-5 year-old children in early childhood education and care (ECEC). More children from disadvantaged backgrounds participate in ECEC than in most other countries with available data.
- Norway spends more per student than any other OECD country on primary to secondary educational institutions, but **teachers' salaries lag behind** those of other tertiary-educated workers and salary progression is slower than on average across OECD countries.

Figure 1. Participation of native-and foreign-born adults in formal and/or non-formal education among employed adults (2012 or 2015)



Note: The percentage in parentheses is the share of foreign-born adults who had arrived in the country at the age of 26 or older out of the total adult population. Blue zone denotes statistically significant percentage-point differences. Some data points are not displayed because there are too few observations to provide a reliable estimate. See *Definitions and Methodology* sections for more information.


1. Reference year is 2015, for all other countries and economies the reference year is 2012.

2. Age at arrival in the country is not taken into account for the disaggregation between native- and foreign-born adults. Thus, the two categories presented are native-born adults and foreign-born adults.

^{*} See note on data for the Russian Federation in the *Source* section.

Countries are ranked in descending order of the percentage-point difference between the two groups.

Source: OECD (2018), Table A7.2. See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933802893>

Foreign-born adults participate in adult learning to the same extent as native-born adults but are under-represented among new entrants to tertiary education

- The attainment of basic skills is more accessible in Norway than on average across OECD countries. Only 18% of the population has below upper secondary education, compared to 21% on average across OECD countries.
- The share of young adults (25-34 year-olds) attaining a tertiary qualification has increased over the past decade in Norway, from 43% in 2007 to 48% in 2017. This increase is smaller than the average 10 percentage-point increase across OECD countries for the same period, although tertiary attainment was already higher in Norway in 2007 and remained so in 2017. Most of the growth in Norway since 2007 has been driven by increased attainment among young men, although women are still more likely to earn a tertiary degree: the tertiary attainment rate of 25-34 year-old men increased by 7 percentage points to 42% in 2017, compared to an increase of 4 percentage points for women over the same period, to 55%. In comparison, 38% of men and 50% of women attained tertiary education on average across OECD countries.
- Despite higher educational attainment, upward educational mobility is still a challenge in Norway: only 25% of 25-64 year-olds whose parents have not attained upper secondary education have achieved a tertiary education, compared to 63% among those with at least one tertiary-educated parent, a similar rate to that observed on average across OECD countries. This limited upward educational mobility is also reflected in the current entrants to tertiary education. Among new entrants to bachelor's programmes, long first degrees and equivalent programmes, 39% of 18-24 year olds in Norway have parents who have not attained tertiary education, whereas they make up 53% of that age group overall.
- While the earnings advantage increases with the level of degree attained, income inequality is lower in Norway than on average across OECD countries. Holders of a bachelor's or master's degree earn 14% and 56% more in Norway, compared to an average earnings advantage of 45% and 91% on average across OECD countries.
- Education can help immigrants integrate more smoothly into their host communities. However, they still tend to be under-represented among new entrants to tertiary programmes: they make up only 10% of 18-24 year-old new entrants to bachelor's, long first degrees or equivalent programmes in Norway compared to 15% of that age group overall, a similar gap to other countries with available data.
- Continuing adult education helps provide adults with opportunities to bridge learning gaps that may have accumulated in initial schooling or to develop new skills relevant to the labour market. In Norway, 70% of employed adults participate in these activities, a relatively high share compared to the average of 57% across OECD countries with available data. There is also little difference in participation in formal and non-formal adult education between employed foreign-born adults who arrived in Norway after the age of 25 and native-born or foreign-born adults who arrived before the age of 25, compared to a 6 percentage-point difference on average across OECD countries. (Figure 1).

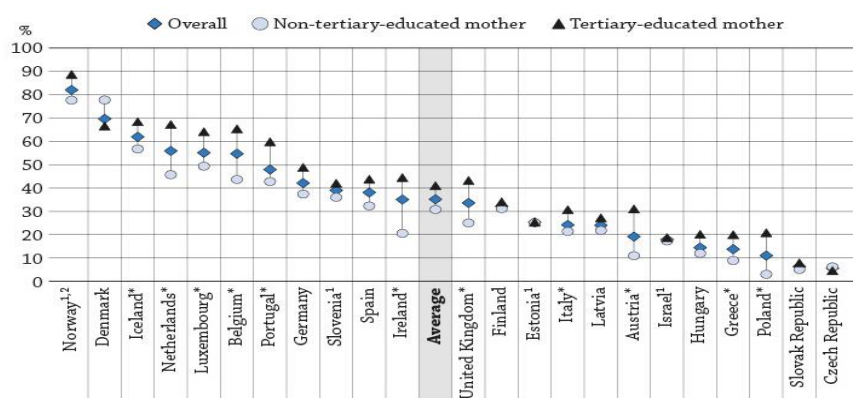
More children from lower socio-economic backgrounds enrol in early childhood education in Norway than in most countries with data available

- Enrolment in early childhood education in Norway is near universal, at 97% of 3-5 year-olds. The enrolment rate is 20 percentage points higher than the OECD average for 3-year-olds and 9 percentage points higher for 4-year-olds. Enrolment in early childhood education has particularly increased for younger children: Between 2005 and 2016 the enrolment rate among 3-year-olds in Norway increased by 13 percentage points, a similar increase to the average across OECD countries.
- Early childhood education can help overcome social barriers and build a strong foundation for later schooling. As in other OECD countries, participation in early childhood education in Norway follows a social gradient where children from a more affluent socio-economic background are more likely to be enrolled in the early years. However, children from a disadvantaged background are more likely to be enrolled in ECEC in Norway than in most OECD countries with available data: 78% of children under 3 without tertiary-educated mothers (Figure 2) and 70% of those from the lowest income tertile are enrolled in ECEC, compared to 31% and 28% on average across countries with available data.
- About half of children enrolled in ECEC attend a public institution while the other half attends a government dependent private institution in Norway, both in early childhood development programmes and at pre-primary

level. In comparison, 46% of children enrolled in early development programmes and 68% of them enrolled in pre-primary attend public institutions on average across OECD countries. In spite of more reliance on government-dependant private institutions, public funds still cover the largest share of costs of early childhood education and care programmes, 85% of total expenditure.

- The children-to-staff ratio is often considered an indicator of educational quality in the early years. In Norway there are 15 children for each teaching staff member in pre-primary education compared to 14 on average across OECD countries. However, early childhood settings in Norway have a comparatively large number of teachers' aides compared to other countries. The ratio of children to contact staff (including teachers and teachers' aides) in pre-primary is 6 in Norway, compared to 12 on average across OECD countries.
- Norway spends significantly more on ECEC than most OECD countries, both per student and as a share of total wealth. Total expenditure on ECEC amounts to USD 17 225¹ per child, the second highest across all OECD countries after Luxembourg. This represents 1.8% of gross domestic product (GDP), the second highest share across OECD countries, after Sweden, and more than twice the OECD average.

Figure 2. Participation rates of children under the age of 3, by mother's educational attainment (2014)



Note: For most European countries, data refer to the 2014 wave of EU-SILC survey led by Eurostat. EU-SILC data are based on surveys and may as a result be affected by sample size and sample selection issues. The EU-SILC survey includes unregulated paid childminders' services. Differences in enrolment rates across groups are not statistically significant at $p < 0.05$ for a few countries. In countries with an *, differences in enrolment rates across groups are statistically significant at $p < 0.05$.

1. 2016 data, provided by the country. No sampling, therefore, no p-value reported. In Norway, data are based on children aged 1 and 2 years old.

2. Data provided by the country only for ISCED 0.

Countries are ranked in descending order of the overall enrolment rates of children under the age of 3.

Source: OECD (2018), Table B2.1.c, available on line, and OECD Family Database. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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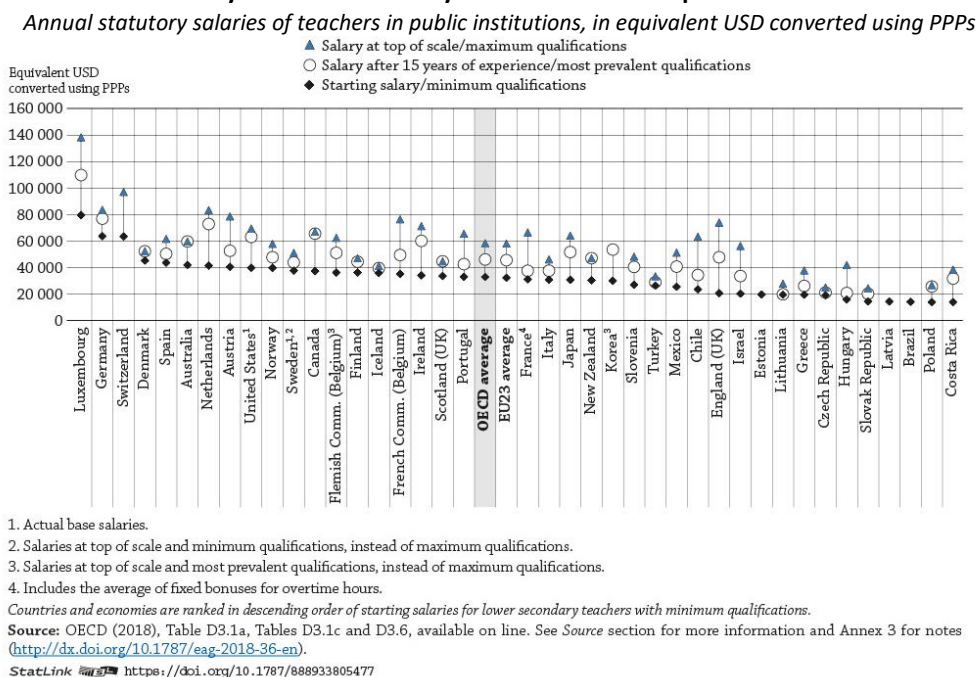
Norway spends the most on educational institutions as a share of national wealth but teachers' salaries lag behind those of other tertiary-educated workers

- Norway has the highest total expenditure on primary, secondary and post-secondary non-tertiary educational institutions across OECD countries, 4.6% of GDP, compared to an OECD average of 3.5%. Total expenditure on tertiary institutions is also higher than the OECD average, at 1.7% of GDP compared to 1.5% on average across OECD countries. However a large share of spending on tertiary institutions is devoted to Research and Development (R&D) in Norway: 0.7% of GDP, twice the OECD average.
- Norway has been investing in its infrastructure, particularly at primary and lower secondary level. At those levels, capital expenditure accounts for 14% of total expenditure on educational institutions, twice the average across OECD countries. However, this has not reduced the share of total expenditure dedicated to staff compensation compared to other countries. Norway devotes 72% of total expenditure on primary, secondary, and post-secondary non-tertiary educational institutions to staff compensation, a similar share to the average across OECD countries.

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

- Although starting statutory salaries for teachers are above the OECD average in Norway, pay scales are flatter and salaries at the top of the scale are below the OECD average across all levels of education. Lower secondary teachers in public institutions can expect to earn USD 39 585 at the start of their careers and USD 51 209 at the top of scale. In contrast, teachers earn USD 33 126 on average across OECD countries at the start of their careers and USD 55 846 at the top of the scale (Figure 3). Teachers' salaries also tend to be lower compared to other tertiary-educated workers: lower secondary teachers in Norway earn 75% of the average salary of other tertiary-educated workers, compared to 91% on average across OECD countries.
- Total salary costs for teachers, reflect students' instruction time, teachers' teaching time, teachers' salaries and estimated class sizes and highlight the choices countries make when investing their resources in primary and secondary education. The annual salary cost of teachers per student in public institutions in Norway is consistently above the average across OECD countries at both primary and secondary level. While the salary cost at lower secondary level is USD 5 075 per student in Norway compared to USD 3 604 on average, this higher salary cost is mostly driven by the smaller estimated class sizes which add USD 1 287 to the salary cost per student compared to the OECD average.
- The earnings premium for school heads is lower in Norway than on average across OECD countries. School heads in lower secondary public schools earn slightly less than similarly educated full-time workers in Norway, compared to 34% more on average across OECD countries.

Figure 3. Lower secondary teachers' statutory salaries at different points in teachers' careers (2017)



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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.


Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

Norway - Country Note - Education at a Glance 2018: OECD Indicators

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

For more information on Education at a Glance 2018 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 2018

Source	Main topics in <i>Education at a Glance</i>	Norway		OECD average	
	Equity				
	Educational attainment of 25-34 year-olds by gender	2017			
		% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	21%	17%	17%	14%
	Upper secondary or post-secondary non-tertiary	37%	28%	46%	37%
	Tertiary	42%	55%	38%	50%
	Percentage of 15-29 year-olds NEETs by country of birth	2017			
Table A2.3	Native-born	**		13%	
	Foreign-born	**		18%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017			
		Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	**	**	56%	60%
	Upper secondary or post-secondary non-tertiary	**	**	76%	72%
	Tertiary	**	**	87%	79%
	Earnings of 25-64 women relative to men, by educational attainment	2016			
Table A4.3	Below upper secondary	82%		78%	
	Upper secondary or post-secondary non-tertiary	79%		78%	
	Tertiary	74%		74%	
	Share of girls among repeaters in secondary general programmes	2016			
Table B1.3	Lower secondary	**		39%	
	Upper secondary	**		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016			
		% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	34%	22%	22%	20%
	Engineering, manufacturing and construction	18%	6%	22%	10%
	Health and welfare	21%	34%	12%	19%
	First-time tertiary graduates	2016			
Table B5.1	Share of female first-time tertiary graduates	60%		57%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹			
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	64%		49%	
	Participation of foreign-born adults who arrived in the country at 26 or older	65%		48%	
	Early childhood education and care (ECEC)				
	Enrolment rates in ECEC at age 3	2016			
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	96%		76%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016			
Table B2.2	Public institutions	52%		68%	
	Private institutions	48%		32%	
	Expenditure on pre-primary level (ISCED 02)	2015			
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 13 457		USD 8 426	
	Vocational education and training (VET)				
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016			
Table B1.3	All vocational programmes	50%		44%	
	Combined school- and work-based programmes	17%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016			
Figure B3.1	General programmes	57%		54%	
	Vocational programmes	38%		46%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015			
Table C1.1	General programmes	USD 16 429		USD 8 981	
	Vocational programmes	USD 15 768		USD 10 831	
	Tertiary education				
	Share of international or foreign students, by education level ²	2016			
Table B6.1	Bachelor's or equivalent	2%		4%	
	Master's or equivalent	7%		12%	
	Doctoral or equivalent	22%		26%	
	All tertiary levels of education	4%		6%	
	Share of first-time tertiary graduates by education level	2016			
Table B5.1	Short-cycle tertiary	8%		14%	
	Bachelor's or equivalent	83%		75%	
	Master's or equivalent	9%		10%	
	Employment rate of 25-64 year-olds, by educational attainment	2017			
Table A3.1	Short-cycle tertiary	82%		81%	
	Bachelor's or equivalent	90%		84%	
	Master's or equivalent	93%		88%	
	Doctoral or equivalent	95%		92%	
	All tertiary levels of education	89%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016			
Table A4.1	Short-cycle tertiary	118		123	
	Bachelor's or equivalent	114		145	
	Master's, doctoral or equivalent	156		191	
	All tertiary levels of education	127		155	

Norway - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Norway		OECD average	
	Financial resources invested in education				
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015			
Table C1.1	Primary	USD 13 275		USD 8 539	
	Secondary	USD 15 401		USD 9 868	
	Tertiary (excluding R&D activities)	USD 12 363		USD 11 049	
	Total expenditure on primary to tertiary educational institutions	2015			
Table C2.1	As a percentage of GDP	6.4%		5.0%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015			
Figure C3.1	Public expenditure	96%		73%	
	Private expenditure	1%		21%	
	Public to private transfers	3%		6%	
	Total public expenditure on primary to tertiary education	2015			
Table C4.1	As a percentage of total government expenditure	12.3%		11.1%	
	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	2016			
		Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	0.67	0.81	0.82	**
	Primary	0.75	0.97	0.86	1.21
	Lower secondary (general programmes)	0.75	0.97	0.91	1.34
	Upper secondary (general programmes)	0.82	1.12	0.96	1.42
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	USD 35 577	USD 41 489	USD 30 229	USD 40 436
	Primary	USD 39 585	USD 47 687	USD 31 919	USD 44 281
	Lower secondary (general programmes)	USD 39 585	USD 47 687	USD 33 126	USD 46 007
	Upper secondary (general programmes)	USD 47 211	USD 52 171	USD 34 534	USD 47 869
	Organisation of teachers' working time in public institutions over the school year	2017			
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	**	1 688 hours	1 029 hours	1 628 hours
	Primary	741 hours	1 688 hours	778 hours	1 620 hours
	Lower secondary (general programmes)	663 hours	1 688 hours	701 hours	1 642 hours
	Upper secondary (general programmes)	523 hours	1 688 hours	655 hours	1 638 hours
	Percentage of teachers who are 50 years old or over	2016			
Table D5.1	Primary to upper secondary	33%		35%	
	Share of female teachers, in public and private institutions	2016			
Table D5.2	Primary	75%		83%	
	Lower secondary	75%		69%	
	Upper secondary	53%		60%	
	Tertiary	46%		43%	
	Average class size by level of education	2016			
Table D2.1	Primary	**		21	
	Lower secondary	**		23	

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

1. OECD average includes some countries with 2015 data.

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

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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