

# Norway

## Ensuring equal opportunities for students across socio-economic backgrounds

- Socio-economic status may significantly impact students' participation in education, particularly at levels of education that rely, in many countries, most heavily on private expenditure, such as early childhood education and care and tertiary education. This is less the case in Norway: private sources accounted for 14% of total expenditure in pre-primary institutions, lower than the OECD average of 17%. At tertiary level, 6% of expenditure comes from private sources in Norway, compared to 30% on average across OECD countries.
- Tuition fees in public institutions in Norway are among the lowest for a bachelor's programme across countries with available data. There are no tuition fees for a bachelor's degree for national students.
- Across most OECD countries, socio-economic status influences learning outcomes more than gender and immigrant status. In Norway, the proportion of children from the bottom quartile of the PISA index of economic, social and cultural status (ESCS) achieving at least PISA level 2 in reading in 2018 was 19% lower than that of children from the top ESCS quartile, a smaller share than the OECD average of 29%.
- Students from lower socio-economic background are more likely to enter upper secondary vocational programmes than general ones. In Norway, students without any tertiary-educated parent represented 62% of entrants to upper secondary vocational programmes, compared to 33% among entrants to general programmes.
- International student mobility at the tertiary level has risen steadily reaching about 12 400 students in Norway and representing 4% of tertiary students in 2019. The largest share of international tertiary students studying in Norway comes from China. Students from low and lower-middle income countries are generally less likely to study abroad. In 2019, they represented 29% of international students in OECD countries, compared to 26% in Norway.
- Large differences in educational attainment may lead to starker earnings inequality in many countries. In Norway, 50% of 25-64 year-old adults with below upper secondary attainment earned at or below half the median earnings in 2019, above the OECD average of 27%.

## Gender inequalities in education and outcomes

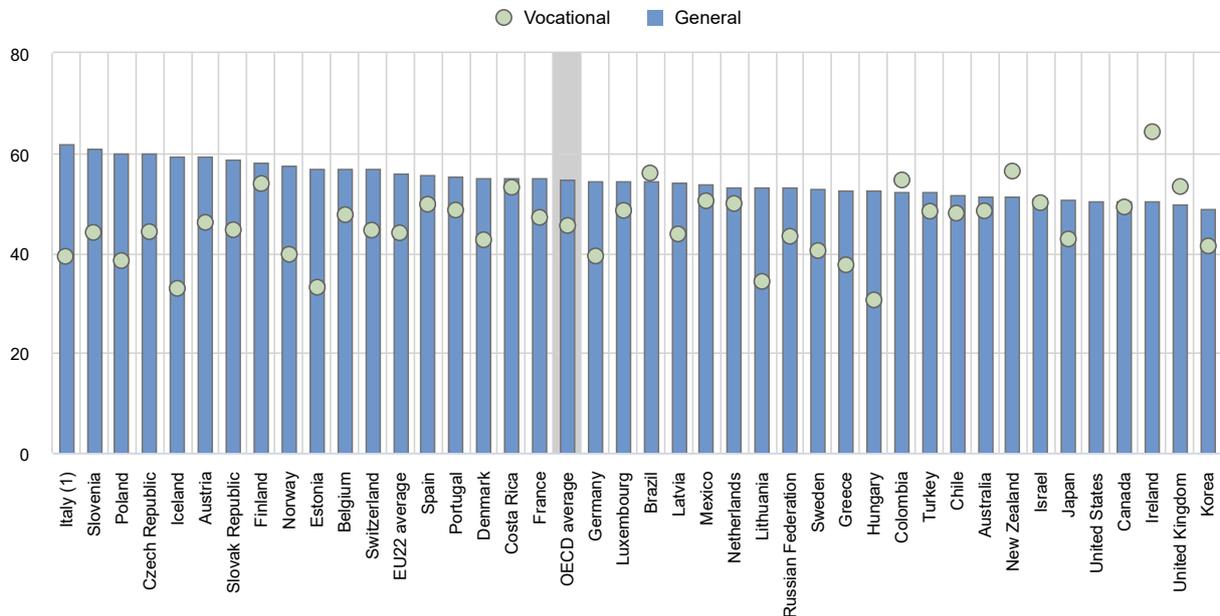
- Men are more likely than women to pursue a vocational track at upper secondary level in most OECD countries. This is also the case in Norway, where 60% of upper secondary vocational graduates in 2019 were men (compared to the OECD average of 55%). Women are generally more likely to graduate from upper secondary general programmes. This is also the case in Norway, where women represent 57% of graduates from upper secondary general programmes, compared to 55% on average across OECD countries (Figure 1).

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- Tertiary education has been expanding in the last decades, and, in 2020, 25-34 year-old women were more likely than men to achieve tertiary education in all OECD countries. In Norway, 60% of 25-34 year-old women had a tertiary qualification in 2020 compared to 42% of their male peers, while on average across OECD countries the shares were 52% among young women and 39% among young men.
- Gender differences in the distribution of tertiary entrants across fields of study are significant. Women tend to be under-represented in certain fields of science, technology, engineering and mathematics (STEM) across most OECD countries. On average, 26% of new entrants in engineering, manufacturing and construction and 20% in information and communication technologies were women in 2019. In Norway, women represented 23% of new entrants in engineering, manufacturing and construction programmes and 20% in information and communication technologies. In contrast, they represented 71% of new entrants to the field of education, a sector traditionally dominated by women. In Norway, men represent 33% of teachers across all levels of education, compared to 30% on average across OECD countries.
- Young women are less likely to be employed than young men, particularly those with lower levels of education. Only 51% of 25-34 year-old women with below upper secondary attainment were employed in 2020 compared to 71% of men in Norway. This gender difference is slightly smaller than the average across OECD countries, where 43% of women and 69% of men with below upper secondary attainment are employed.
- In nearly all OECD countries and at all levels of educational attainment, 25-64 year-old women earn less than their male peers: their earnings correspond to 76%-78% of men's earnings on average across OECD countries. This proportion varies more across educational attainment levels within countries than on average across OECD countries. Compared to other education levels, women with tertiary education in Norway have the lowest earnings relative to men with a similar education level, earning 76% as much, while those with below upper secondary education earn 81% as much.

Figure 1. Share of women among upper secondary graduates, by programme orientation (2019)

In per cent



1. Includes post-secondary non-tertiary level.

Countries are ranked in descending order of the share of women in general programmes.

Source: OECD (2021). Table B3.1. See Source section for more information and Annex 3 for notes ([https://www.oecd.org/education/education-at-a-glance/EAG2021\\_Annex3\\_ChapterB.pdf](https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3_ChapterB.pdf)).

## Education and migration background

- In many OECD countries, foreign-born adults earn less than native-born adults. This pay gap may narrow with higher levels of educational attainment. On average across OECD countries, foreign-born adults with below secondary attainment working full-time earn 89% as much as their native-born peers, while this gap disappears among tertiary-educated adults. In Norway, in 2019, among adults with below upper secondary attainment, the earnings of foreign-born full-time workers represented 80% that of their native-born peers, 82% among adults with upper secondary or post-secondary non-tertiary attainment, and 89% among those with a tertiary-education.

## Cross-regional disparities in education

- National level data often hide important regional inequalities in children's access and participation to education. In general, inequalities across regions tend to widen at non-compulsory levels of education. For example, in the majority of countries, the variation in enrolment rate of 3-5 year-olds is often greater than the variation among 6-14 year-olds. This is the case in Norway, where the enrolment rate of 3-5 year-olds varies from 96% in the region of Oslo and Akershus to 98% in the region of Trøndelag whereas the enrolment of 6-14 year-olds varies from 98% to 100% across regions. Similarly, the enrolment rate of 15-19 year-olds varies from 85% to 92% in Norway.
- Tertiary attainment may vary significantly within a country. In Norway, the share of 25-64 year-old adults with tertiary education varies from 36% in the region of Innlandet to 55% in the region of

Oslo and Akershus, a similar regional variation as the average across OECD countries with available data.

- On average across OECD and partner countries with subnational data on labour-force status, there is more regional variation in employment rates among those with below upper secondary education (17 percentage points) than for those with tertiary education (8 percentage points). In Norway, there is a difference of 8 percentage points in the employment rate of adults with below upper secondary education between different regions of the country compared to 3 percentage points for tertiary-educated adults.
- The proportion of young people who are NEET shows significant subnational as well as national variation across OECD and partner countries. In Norway, the difference in the share of 18-24 year-old NEETs between regions with the highest and lowest value is 1 percentage point, compared to 11 percentage points on average across OECD countries.

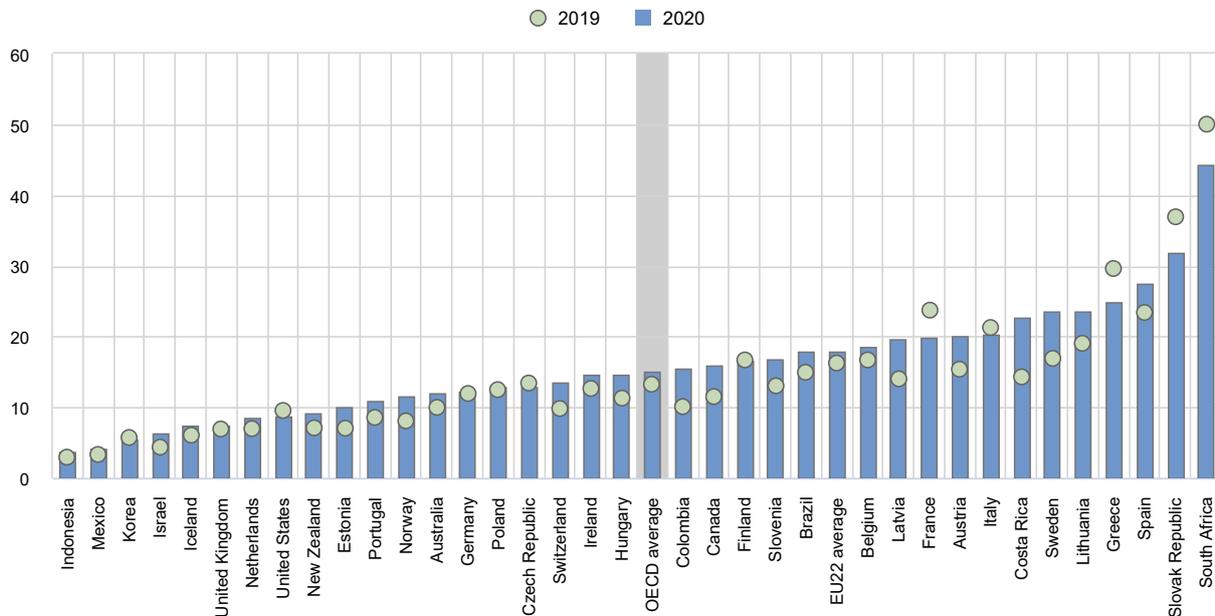
## COVID-19: 18 months into the pandemic

- The spread of COVID-19 has continued to impede access to in-person education in many countries around the world in 2021. By mid-May 2021, 37 OECD and partner countries had experienced periods of full school closure since the start of 2020.
- The number of instructional days when schools were fully closed since the start of 2020 due to the pandemic (excluding school holidays, public holidays and weekends) varies significantly between countries and increases with the level of education. Norway follows this pattern. In Norway, pre-primary schools were fully closed for an average of 24 days between 1 January 2020 and 20 May 2021. Meanwhile primary schools closed for 29 days, lower secondary for 38 days and upper secondary general schools for 38 days. In comparison, respective closures were 55, 78, 92 and 101 days on average across the OECD.
- The impact of COVID-19 and school closures on educational equity has been a concern for many countries. 30 out of the 36 OECD and partner countries surveyed, including Norway, declared that additional measures were taken to support the education of children who might face additional barriers to learning during the pandemic. 22 of these countries, including Norway, stated that they had subsidised devices for students to help them access education. Measures to encourage disadvantaged or vulnerable students to return to school after closures were also implemented in 29 OECD and partner countries, including in Norway.
- Countries have faced difficult decisions on how to best manage their resources to ensure that students can continue to access quality education in the safest possible conditions and to minimise disruption to learning. Before the pandemic, total public expenditure on primary, secondary and post-secondary non-tertiary education in Norway reached 4.9% of gross domestic product (GDP) in 2018, which was higher than the OECD average of 3.2%. About two-thirds of OECD and partner countries reported increases in the funding allocated to primary and secondary schools to help them cope with the crisis in 2020. Compared to the previous year, Norway reported an increase in the fiscal year education budget for primary and lower secondary general education in both 2020 and 2021.
- 20 OECD and partner countries, including Norway, stated that the allocation of additional public funds to support the educational response to the pandemic in primary and secondary schools was based on the number of students or classes.
- Countries' approach to prioritise teachers in vaccination campaigns against COVID-19 has varied. In total, 19 OECD and partner countries, excluding Norway, have prioritised at least some teachers as part of the government's plans to vaccinate the population on a national level (as of 20 May 2021).

- The impact of the pandemic on the economy has raised concerns about the prospects of young adults, especially those leaving education earlier than others. In Norway, the unemployment rate among 25-34 year-olds with below upper secondary attainment was 11.5% in 2020, an increase of 3 percentage points from the previous year. In comparison, the average youth unemployment rate of 15.1% in 2020 across OECD countries represented an increase of 2 percentage points from 2019 (Figure 2).
- At the same time, the number of adults participating in formal and/or non-formal education and training decreased by 27% on average in the OECD between the second quarter of 2019 and the second quarter of 2020 (i.e. during the peak of the first wave of COVID-19 in many OECD countries). In Norway, the participation of adults in formal and/or non-formal education and training in this period decreased by 26% in Norway.

**Figure 2. Trends in unemployment rates of 25-34 year-olds with below upper secondary attainment (2019 and 2020)**

In per cent



**Compare your country:** <https://www.compareyourcountry.org/education-at-a-glance-2021/en/2/3044+3045+3046/trend//OAVG>

Countries are ranked in ascending order of the unemployment rate of 25-34 year-olds with below upper secondary attainment in 2020.

**Source:** OECD (2021), Table A3.3. See Source section for more information and Annex 3 for notes ([https://www.oecd.org/education/education-at-a-glance/EAG2021\\_Annex3\\_ChapterA.pdf](https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3_ChapterA.pdf)).

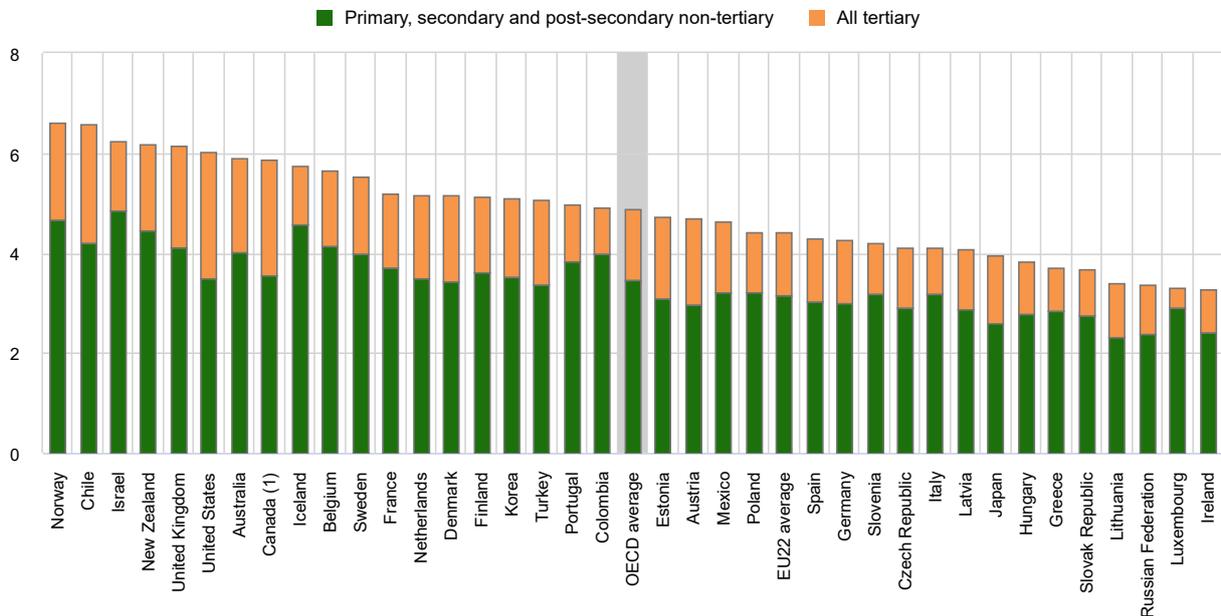
### Investing in education

- Annual expenditure per student on educational institutions provides an indication of the investment countries make on each student. After accounting for public-to-private transfers, public expenditure on primary to tertiary educational institutions per full-time student in Norway was USD 17 476 in 2018 (in equivalent USD converted using PPPs for GDP) compared to USD 10 000 on average across OECD countries.

- Expenditure on core educational services such as instruction and teaching make up the largest share of education expenditure. However, ancillary services (such as student welfare) and research and development (R&D) activities also influence the level of expenditure per student. In primary to tertiary education, 87% of institutions' expenditure per student is devoted to core educational services in Norway (compared to 89% on average across OECD countries). This share is generally lower at the tertiary level due to expenditure on research and development, including in Norway where 63% of total expenditure is devoted to core educational services.
- The provision of education across public and private institutions influences the allocation of resources between levels of education and types of institution. In 2018, Norway spent USD 15 972 per student at primary, secondary and post-secondary non-tertiary education, USD 5 518 higher than the OECD average of USD 10 454. At tertiary level, Norway invested USD 25 428 per student, USD 8 363 more than the OECD average. Expenditure per student on public educational institutions is higher than on private institutions on average across OECD countries. However, this is not the case in Norway, where total expenditure on primary to tertiary public institutions amounts to USD 17 854 per student, compared to USD 19 093 on private institutions.
- Among OECD countries, Norway spent the highest proportion of its GDP on primary to tertiary educational institutions. In 2018, Norway spent on average 6.6% of GDP on primary to tertiary educational institutions, which is 1.7 percentage points higher than the OECD average. Across levels of education, Norway devoted a higher share of GDP than the OECD average at both non-tertiary and tertiary levels (Figure 3).
- The share of capital costs on total expenditure on educational institutions is higher than the OECD average at primary to tertiary level in Norway. At primary, secondary and post-secondary non-tertiary level, capital costs account for 14% of total spending on educational institutions, 6 percentage points above the OECD average (8%). At the tertiary level, capital costs represent 11%, the same as the average across OECD countries.
- Compensation of teachers and other staff employed in educational institutions represents the largest share of current expenditure from primary to tertiary education. In 2018, Norway allocated 78% of its current expenditure to staff compensation, compared to 74% on average across OECD countries. Staff compensation tends to make up a smaller share of current expenditure on tertiary institutions due to the higher costs of facilities and equipment at this level. In Norway, staff compensation represents 68% of current expenditure on tertiary institutions compared to 83% at non-tertiary levels. On average across OECD countries, the share is 68% at tertiary level and 77% at non-tertiary level.

Figure 3. Total expenditure on educational institutions as a percentage of GDP (2018)

In per cent



Compare your country: <https://www.compareyourcountry.org/education-at-a-glance-2021/en/5/3059+3060+3061+3062+3063+3064/default>

1. Primary, secondary and post-secondary non-tertiary education includes pre-primary programmes.

Countries are ranked in descending order of total expenditure on educational institutions as a percentage of GDP.

Source: OECD (2021), Table C2.1. See Source section for more information and Annex 3 for notes ([https://www.oecd.org/education/education-at-a-glance/EAG2021\\_Annex3\\_ChapterC.pdf](https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3_ChapterC.pdf)).

## Working conditions of school teachers

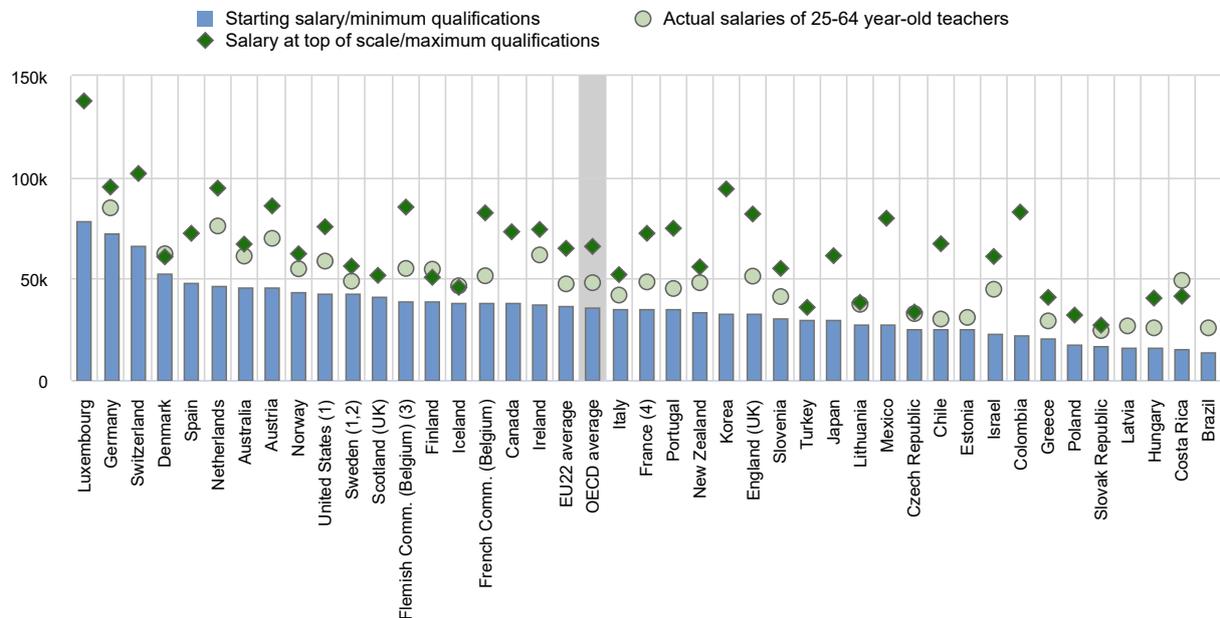
- The salaries of school staff, and in particular teachers and school heads, represent the largest single expenditure in formal education. Their salary levels also have an impact on the attractiveness of the teaching profession. In most OECD countries and economies, statutory salaries of teachers (and school heads) in public educational institutions increase with the level of education they teach, and also with experience. On average, statutory salaries of teachers with maximum qualifications at the top of their salary scales (maximum salaries) were between 86% and 91% higher than those of teachers with the minimum qualifications at the start of their career (minimum salaries) at pre-primary (ISCED 02), primary and general lower and upper secondary levels in 2020. In Norway, maximum salaries were 23% to 45% higher than minimum salaries at each level of education (Figure 4). However, most teachers were paid between these minimum and maximum salaries.
- Between 2005 and 2020, the statutory salaries of teachers with 15 years of experience and the most prevalent qualifications increased (at constant prices) by 2% to 3% at primary and general lower and upper secondary levels, on average across OECD countries with data for all reference years, despite a decrease of salaries following the 2008 financial crisis. In Norway, teachers' salaries at these levels increased by 19%-21%.
- Teachers' actual salaries reflect their statutory salaries and additional work-related payments. Average actual salaries also depend on the characteristics of the teaching population such as their

age, level of experience and qualification level. In Norway, teachers' average actual salaries (after conversion to USD using PPPs for private consumption) amount to USD 49 638 at the pre-primary level (ISCED 02), USD 54 796 at the primary level, USD 54 796 at the general lower secondary level and USD 59 446 at the general upper secondary level. On average across OECD countries, teachers' average actual salaries were USD 40 707, USD 45 687, USD 47 988 and USD 51 749 at the pre-primary, primary, lower secondary and upper secondary level respectively (Figure 4).

- Teachers' average actual salaries remained lower than those of tertiary-educated workers in almost all countries, and at almost all levels of education. Teachers' average actual salaries at pre-primary (ISCED 02), primary and general secondary levels of education were between 81% and 96% of the earnings of tertiary-educated workers on average across OECD countries and economies. In Norway, the proportion ranged from 69% to 83% at pre-primary, primary and general secondary levels of education.
- However, there are significant differences between men and women in relative salaries of teachers due to the gender gap in earnings across the labour market (statutory salaries are equal for male and female teachers in public educational institutions). When average actual salaries of teachers are compared to salaries of tertiary educated workers, these relative salaries are usually higher for women, and lower for men. In Norway, the proportion ranges from 88% to 96% for women (98% to 110% on average across OECD countries and economies), and from 67% to 72% for men (76% to 85% on average across OECD countries and economies) in primary and general secondary education.
- The average number of teaching hours per year required of a typical teacher in public educational institutions in OECD countries tends to decrease as the level of education increases: it ranged from 791 hours at primary level to 723 hours at lower secondary level (general programmes) and 685 hours at upper secondary level (general programmes) in 2020. In Norway, teachers are required to teach 741 hours per year at primary level, 663 hours at lower secondary level (general programmes) and 523 hours at upper secondary level (general programmes).
- During their working time, teachers also perform various tasks other than teaching itself such as lesson planning and preparation, marking students' work and communicating or co-operating with parents or guardians. At the lower secondary level, teachers in Norway spend 39% of their statutory working time on teaching, compared to 44% on average among countries with available data.
- In primary and secondary education, about 35% of teachers are at least 50 years old on average across OECD countries and may reach retirement age in the next decade, while the size of the school-age population is projected to increase in some countries, putting many governments under pressure to recruit and train new teachers. In 2019, 28% of primary teachers in Norway were at least 50 years old, which was lower than the OECD average of 33%. On average across OECD countries, the proportion of teachers aged at least 50 years old increases with higher levels of education taught, to 36% in lower secondary education and 40% in upper secondary education. In Norway, this proportion varies from 28% at lower secondary level to 42% at upper secondary level.

**Figure 4. Lower secondary teachers' average actual salaries compared to the statutory starting and top of the scale salaries (2020)**

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



**Compare your country:** <https://www.compareyourcountry.org/education-at-a-glance-2021/en/7/all/default>

**Note:** Actual salaries include bonuses and allowances.

1. Actual base salaries.
2. Salaries at the top of the scale and the minimum qualifications, instead of the maximum qualifications.
3. Salaries at the top of the scale and the most prevalent qualifications, instead of the maximum qualifications.
4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with the minimum qualifications.

**Source:** OECD (2021), Table D3.3 and Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes ([https://www.oecd.org/education/education-at-a-glance/EAG2021\\_Annex3\\_ChapterD.pdf](https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3_ChapterD.pdf)).

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## More information

**For more information on Education at a Glance 2021 and to access the full set of Indicators, see:** <https://doi.org/10.1787/b35a14e5-en>

For more information on the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country, see Annex 3 ([https://www.oecd.org/education/education-at-a-glance/EAG2021\\_Annex3.pdf](https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3.pdf)).

For general information on the methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (<https://doi.org/10.1787/9789264304444-en>).

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.

Data on subnational regions for selected indicators are available in the *OECD Regional Statistics* (database) (OECD, 2021). When interpreting the results on subnational entities, readers should take into account that the population size of subnational entities can vary widely within countries. For example, regional variation in enrolment may be influenced by students attending school in a different region from their area of residence, particularly at higher levels of education. Also, regional disparities tend to be higher when more subnational entities are used in the analysis.

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The data on educational responses during COVID-19 were collected and processed by the OECD based on the Survey on Joint National Responses to COVID-19 School Closures, a collaborative effort conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO); the UNESCO Institute for Statistics (UIS); the United Nations Children's Fund (UNICEF); the World Bank; and the OECD.

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