

Gunnlaug Daugstad

3. Education

- In 2007, nearly 19 000 children with a minority background attended pre-school in Norway. This proportion has grown from around 5 per cent to more than 8 per cent in 2007. A total of 43 per cent of children with a minority background received assistance for language stimulation in pre-schools.
- Around 616 000 pupils attended elementary school in autumn 2007. Six per cent of these pupils received special training in Norwegian, and over 4 per cent received training in their native language and/or bilingual training. This training was most often given in Urdu, Somalian and Arabic. Of all children 6-15 years, 9 per cent are either immigrants or Norwegian-born to immigrant parents. The share is highest in Oslo, at 32 per cent.
- In autumn 2007, 11 700 immigrants and 5 400 Norwegian-born to immigrant parents were undertaking upper secondary education in Norway.
- Pupils with origins from Iraq, Somalia, Russia and Afghanistan are the biggest groups among the immigrants in upper secondary education. The largest group of Norwegian-born had Pakistani, Vietnamese and Turkish backgrounds.
- Nine out of ten of all 16-18 year olds in Norway attended upper secondary education in 2007. Among the immigrants, the proportion was 68 per cent, while it was 89 per cent among the Norwegian-born to immigrant parents.
- The accomplishment rate for pupils with an immigrant background is lower, and the percentage of students dropping out is higher than for all pupils in upper secondary education. The percentages that are dropping out are much lower among Norwegian-born to immigrant parents than among immigrants.
- The accomplishment rate is higher among girls than boys. The drop-out rate is particularly high among immigrant boys undertaking vocational studies.
- Figures from 2007 show how immigrants and Norwegian-born to immigrant parents more often than pupils as a whole continued in tertiary education the same autumn as they completed upper secondary education. While the proportion was 27 per cent for immigrants and 46 per cent for Norwegian-born to immigrant parents, the share was 24 per cent for all the pupils.
- In autumn 2007, 18 per cent of all immigrants and 35 per cent of Norwegian-born to immigrant parents aged 19-24

were undertaking tertiary education. By comparison, the percentage in the same age group for the whole population was 30 per cent.

- The largest group of immigrants, aged 19-24, had its origin in Bosnia-Herzegovina. There were also many pupils with origins from Russia, Iran and China. Among the Norwegian-born students to immigrant parents, the largest groups were from Pakistan, Vietnam and India.

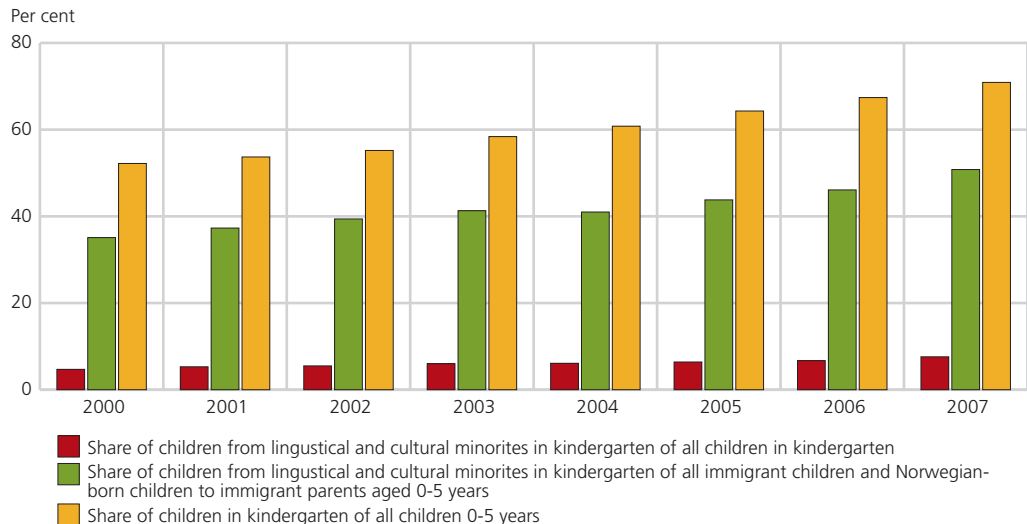
3.1. Eight per cent of all children in pre-school had origins from a linguistic minority

In 2007, there were 250 000 children attending pre-school in Norway. Almost 19 000 of these children had a minority background, meaning they had a native language other than Norwegian, Sami, Swedish, Danish or English. The proportion of children with a minority background has increased from less than 5 per cent in 2000 to 8 per cent in 2007 (table 3.1).

Of all immigrant children and Norwegian-born children aged 0-5 years, the share of children from linguistic minority backgrounds in pre-school was 51 per cent. For all children aged 0-5 years, the share in pre-school was 71 per cent. The participation in pre-school among children from cultural and linguistic minorities has increased with the general increase in pre-school coverage (see figure 3.1). This percentage among immigrant children and Norwegian-born children with immigrant parents is not precise because the pre-school statistics are not individually based.

The share in the public pre-schools was 10 per cent, and 4 per cent in the private pre-schools. These percentages are increasing in both public and private pre-schools (table 3.2). A total of 30 per cent of the children in pre-schools in Oslo spoke languages other than Scandinavian and English, followed by Buskerud with 15 per cent (table 3.3). The large number of children with a minority background in Oslo dramatically increases the national average.

Figure 3.1. Children with linguistic minority backgrounds in pre-schools. 2000-2007



Kilde: Education Statistics, Statistic Norway.

Linguistic minorities in pre-schools

The municipalities receive subsidies for providing bilingual assistance to children in pre-schools (1-5 years) with a minority background. From 2004, this subsidy is no longer earmarked for initiatives aimed at children in pre-schools, but can also be used for initiatives aimed at children who do not attend pre-school. The subsidy can now be included in the municipal service aimed at all minority children. Examples are information aimed at parents and the formulation of holistic offers across the existing services. The subsidy arrangement enables the establishment of language stimulation offers for children who do not attend pre-school. One example is in conjunction with established family centres or Norwegian training for the parents. The pre-school is considered to be an important arena for integration and language training. The condition for subsidy allocation therefore states that initiatives in the pre-school shall be given priority. An important aim is to increase the recruitment of children with minority backgrounds to pre-schools.

Children with a minority background are defined here as children with a language and cultural background other than Norwegian, except for children with Swedish, Danish or English as a native language. Children newly arrived as refugees are covered by a separate subsidy arrangement, and are therefore not included in the statistics.

The previous arrangement with earmarked subsidies for bilingual assistance to children in pre-schools with a linguistic minority background was replaced on 1 August 2004. A subsidy for language stimulation aimed at all children of pre-school age (1-5 years) was introduced. In 2000, 44 per cent of the children in pre-schools that spoke a minority language received bilingual assistance. This proportion decreased to 37 per cent in 2003, and increased again to 43 per cent in 2007 (table 3.1). Children with a minority background attending public pre-schools receive a greater extent of language stimulation initiatives than those attending private pre-schools.

3.2. Six per cent of pupils in elementary school received special training in Norwegian

As with the statistics on pre-schools, the statistics on elementary schools are not individually based. This means there are no accurate figures available on how many immigrants and Norwegian-born to immigrant parents are attending elementary school, but elementary school is compulsory in principle. By the beginning of 2008, there were nearly 26 900 immigrants and 29 700 Norwegian-born to immigrant parents between the ages of 6-15 years. This corresponds to 9 per cent of all children in this age group. The percentage of children among immigrants and Norwegian-born to immigrant parents was highest in Oslo, at 32 per cent. The share was 12 per cent in Buskerud and 11 per cent in Østfold. This pattern reflects the settlement patterns among immigrants and Norwegian-born to immigrants parents in general (see chapter 2.1).

Of nearly 616 000 pupils in elementary schools during the school year 2007/2008, only 6 per cent received special training in Norwegian. This proportion has increased steadily in recent years. Back in 1997/1998, only 4 per cent of the pupils received special training in Norwegian (table 3.5). There has been a steady increase during recent years but the number of pupils with special training in Norwegian has not increased in line with the increase in the number of immigrants and Norwegian-born to immigrant parents aged 6-15 years. While the increase in pupils with special training in Norwegian was 60 per cent in this period, the number of immigrants and Norwegian-born to immigrant parents at the age of 6-15 years nearly doubled (increased by 90 per cent).

A relatively small share of the pupils in elementary school attended training in

Linguistic minorities in elementary school

People with a native language other than Norwegian or Sami are defined as linguistic minorities in the elementary schools. This definition also includes Scandinavians and other West Europeans. Native languages are languages spoken daily in the home of the person. Pupils with native languages other than Norwegian and Sami have the same right to adapted training as other pupils in elementary school. The concept "linguistic minority" is not currently in use in the elementary school statistics. The registration of minority pupils was based on gender, except for those pupils who participated in distinctive Norwegian training or native language training. In 2003 the registration changed to only cover pupils who actually participated in different language training initiatives.

Training in native languages

Training in native languages is training in the native language for pupils from linguistic minorities. This is a service that the municipalities are obliged to offer according to the Education Act. Adults from linguistic minorities who are attending elementary education are not included in the system of native language training.

Special Norwegian training for linguistic minorities

Special Norwegian training, Norwegian as a second language includes both training for those with Norwegian as a second language and other offers of training in Norwegian for people with a linguistic minority background. The intention is to offer lingual training to linguistic minority pupils so they can attain the skills needed to follow ordinary schooling.

In 2007/2008, 4 per cent of the elementary school pupils attended such training. It is most common to receive special language training in Urdu and Somalian. Other common languages are Arabic, Kurdish, Vietnamese, Albanian, Turkish and Tamil (table 3.6).

There are major differences between counties with regard to the number of pupils

who receive special training in Norwegian, first language training and/or bilingual training. In Oslo, 23 per cent of 53 800 pupils in elementary school received special training in Norwegian, 2 per cent received native language training and 8 per cent received bilingual training. Some students received both native language training and bilingual training, and are therefore included in both groups. Akershus, Hordaland and Rogaland all have many elementary school pupils. In these counties the proportion of pupils who receive special training in Norwegian is low compared with Oslo. Akershus is the county with the most elementary school pupils, where 5 per cent of about 73 400 pupils received special language training in Norwegian, less than 1 per cent received native language training, and 3 per cent received bilingual training.

3.3. Almost all go to upper secondary school

The figures from 2007 show that 96 per cent of all pupils started upper secondary education immediately after completing elementary school. The transitional percentage among Norwegian-born to immigrant parents was also 97 per cent, but this percentage was 83 per cent for immigrants (table 3.7).

In 2007, 90 per cent of all 16-18 year olds attended upper secondary education. While this proportion of the population has been stable since 2000, the proportion of 16-18 year old immigrants and Norwegian-born to immigrant parents (table 3.9) taking upper secondary education has steadily increased in the past five years. The proportion of immigrants between 16 and 18 in upper secondary education has increased from 64 per cent in 2000 to 68 per cent in 2007. Norwegian-born in the same age group in upper secondary

education have increased from 82 per cent in 2000 to 89 per cent in 2007.

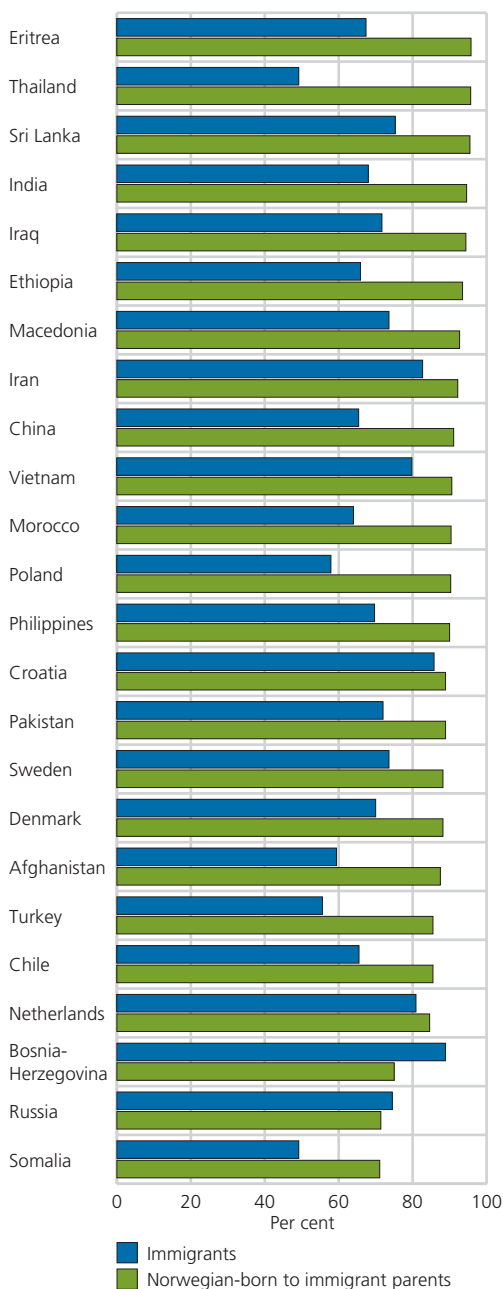
The attendance share among 16-18 year old immigrants is lower than among Norwegian-born to immigrant parents in most country groups (figure 3.2). The small proportion of first-generation immigrants in upper secondary education compared with descendants must be seen in connection with the complexity of the first-generation immigrant group. For example, with regard to the time living in Norway, language and education background, and the fact that many immigrants attend upper secondary schooling later on.

Among Norwegian-born to immigrant parents (16-18 years), many are at upper secondary school. The attendance is higher in some groups and lower in other groups than for the population in general. This accounts for most of the country groups in figure 3.2. The largest groups are Norwegian-born to Pakistani, Turkish and Vietnamese parents, while other groups are much smaller (table 3.10).

3.4. Most pupils with background from Pakistan

More than 11 700 pupils at upper secondary education in Norway were immigrants and 5 400 pupils were Norwegian-born to immigrant parents in autumn 2007. These two groups counted for 9 per cent of all pupils in upper secondary school this autumn. The low numbers of Norwegian-born to immigrant parents in upper secondary education must be seen in connection with the composition and age structure of this group. There are still relatively few Norwegian-born that are old enough to start an upper secondary education. The age differences among the registered Norwegian-born in upper secondary education were approximately

Figure 3.2. Pupils in upper secondary education, percentage of registered cohorts (16-18 years), by country background and immigration category. 1 October 2007



Kilde: Education Statistics, Statistic Norway.

equal for persons without an immigrant background in 2007.

Among immigrants in upper secondary education, pupils from Iraq, Somalia, Russia and Afghanistan formed the largest groups. Among the Norwegian-born, the largest group had its origin in Pakistan (table 3.8). Overall, the largest group was pupils with a Pakistani background, if we include both immigrants and Norwegian-born.

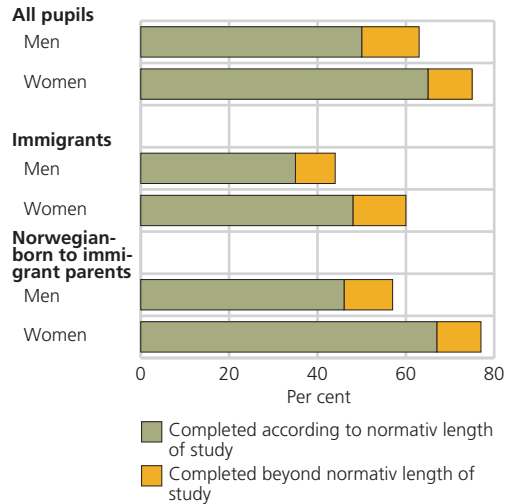
Compared with the pupils in the rest of the population, there were many more old pupils among the immigrants. Eleven per cent of the immigrant pupils were 30 years or older, and the highest share was among women (14 per cent). Among Norwegian-born to immigrant parents, very few of the pupils were 20 years or older (table 3.11).

3.5. Many quit during upper secondary education

By comparing information on when the pupils start and complete upper secondary education, information about the throughput of pupils can be obtained. The completion rate is lower and the percentage of pupils dropping out is higher for pupils with an immigrant background than for the whole group of pupils in upper secondary education.

Slightly more than half (51 per cent) of the immigrants that started upper secondary education in 2001 completed upper secondary education within five years (table 3.12). A total of 41 per cent completed according to the standardised length of study (three years), while 33 per cent dropped out before or during the final year. For all pupils, 57 per cent completed within the standardised length of study and 19 per cent dropped out. The time it takes to complete upper secondary education varies depending on the pupils'

Figure 3.3. Pupils who started a basic course for the first time in 2001 and completed upper secondary education within five years, by gender and immigrant background. Per cent



¹ Completed education means that the pupil/apprentice has passed all examinations and eligible for high school.

Source: Education Statistics, Statistics Norway.

country of origin, and the pupils with a European background had a better throughput than the African pupils.

Girls completed their studies to a greater extent than boys, and this pattern also continues among immigrants. Among the immigrant boys, 44 per cent completed within five years, while 60 per cent of the immigrant girls did the same. This is a much lower throughput than for all boys and girls (see figure 3.3).

Among Norwegian-born to immigrant parents, the throughput in upper secondary education is much higher than among immigrants (table 3.13). Among Norwegian-born to immigrant parents, 77 per cent who started in upper secondary school in 2001 had finished within five years. This is about the same level as for the total population. Among Norwegian-born men, 57 per cent had completed, which is

6 percentage points lower than men in the total population, but 13 percentage points higher than for first-generation male immigrants. This pattern is also described in other research (Lødding 2007).

3.6. Better throughput in general areas of study

In general, the throughput is better for pupils in general areas of study than for pupils undertaking vocational studies (table 3.14). Among all pupils that began their studies in 2001 in general areas of studies, 88 per cent of the girls and 80 per cent of the boys had completed within five years. The throughput was 61 and 49 per cent respectively among girls and boys at vocational studies.

Also among immigrants the throughput is lower among those in vocational studies. Among girls and boys in vocational studies, 47 and 29 per cent respectively had completed within five years. Among immigrants in general areas of study, the throughput was better; 69 per cent for girls and 56 per cent for boys.

Among Norwegian-born to immigrant parents that started vocational studies in 2001, 70 per cent of girls completed within five years and 35 per cent of boys. For the girls, the throughput was better than for the average for all girls (9 percentage points), but much lower for boys (14 percentage points). Among the pupils in general areas of studies, the throughput was 81 per cent for Norwegian-born girls to immigrant parents and 70 per cent among boys with the same background.

The profile of immigrants in Norwegian education is ambiguous. The time a person has lived in the country has a major bearing on whether that person is attending education, but is less significant as regards performance. Different demographic

and social backgrounds, such as parents' education level, income and labour market connection, explain more of the performance differences between minority and majority youths than the immigrant background. Among youths who do complete upper secondary education, the proportion of youths with an immigrant background is just as high as or higher than for the majority youths (Støren 2005).

Completed education means that the pupil/apprentice has passed all the years of an upper secondary education that result in a certificate or certificate of apprenticeship/advanced craft certificate. Discontinued education means that the pupil/apprentice did not complete the education and is no longer registered as a pupil/apprentice in upper secondary education. The statistics also show how many of the pupils have finished within five years.

3.7. Many continued in tertiary education after completing upper secondary education

Both immigrants and Norwegian-born to immigrant parents continued directly to tertiary education in Norway or abroad to a larger extent than the average for all pupils. A total of 27 per cent of immigrants that completed upper secondary education (Advanced Course II and qualifying examination) in spring 2007 continued in tertiary education, compared to 24 per cent for all pupils. Among Norwegian-born to immigrant parents, 46 per cent continued (3.15). Nearly 5 per cent of the Norwegian-born to immigrant parents who completed upper secondary education started tertiary education abroad directly. By comparison, this counts for only 1 per cent of pupils in total.

Girls continue to a somewhat greater extent directly to tertiary education the same year as they finish upper secondary

school than boys. It is also more common for girls than boys to undergo some form of education. Among all pupils, 52 per cent of the girls and 69 per cent of the boys were not registered in any education in autumn 2007. Among immigrant women, 60 per cent and 62 per cent of boys were not registered in any education in the same autumn they finished upper secondary school. Additionally, among Norwegian-born to immigrant parents, 36 and 51 per cent of girls and boys respectively were not registered in some form of education.

3.8. More Norwegian-born to immigrant parents in tertiary education

Three out of ten of Norway’s 19-24 year olds were attending tertiary education in 2007. The attendance among Norwegian-born to immigrant parents was higher than the cross section (35 per cent). Among immigrants, only 18 per cent were undertaking education (table 3.16). With regard to immigrants who completed upper secondary education, the tendency to continue further education was high. The

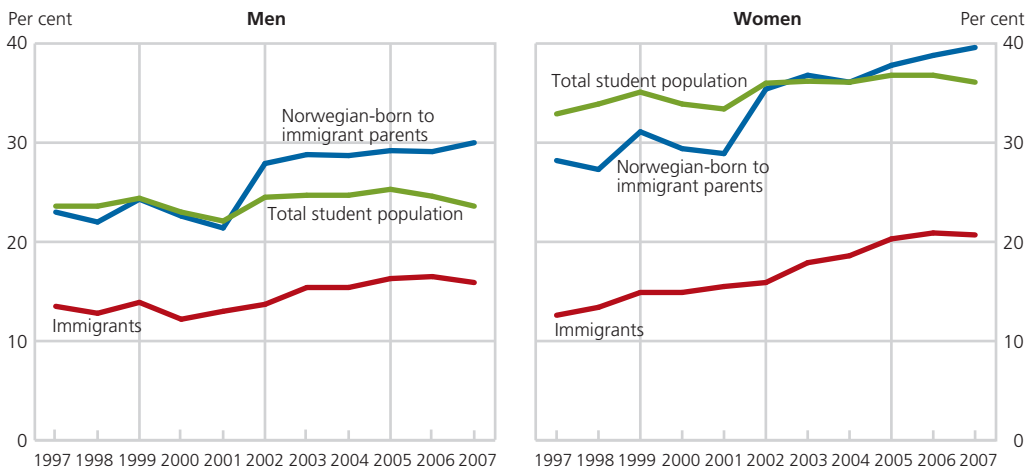
reason for low attendance by immigrants may stem from earlier in the education process: when few start upper secondary education and many drop out, the basis for recruitment to tertiary education is smaller.

3.9. Norwegian-born women to immigrant parents are most eager to study

Women are better represented than men in tertiary education. This is true for immigrants, Norwegian-born to immigrant parents and the population in total. Figures from the total population show that 36 per cent of the women and 24 per cent of the men in the registered cohort (19-24 years) were enrolled in tertiary education in autumn 2007. Figures from 1997-2007 indicate that women were better represented during this period. The relative difference between men and women was slightly higher at the end of the 90s, and has been stable since 2001 (figure 3.4).

Among the immigrants studying until 1998, the proportion of women was

Figure 3.4. Students in tertiary education as percentage of registered cohorts (19-24 years), by gender and immigrant category. 1997-2007



Source: Education Statistics, Statistics Norway.

greater than for men. In 1998 the percentage of immigrants in tertiary education was 13 per cent for both men and women. The difference between men and women has been increasing since 1998. In 2007 the difference between genders was five percentage points – 21 per cent of females and 16 per cent of males were enrolled out of all first-generation immigrants.

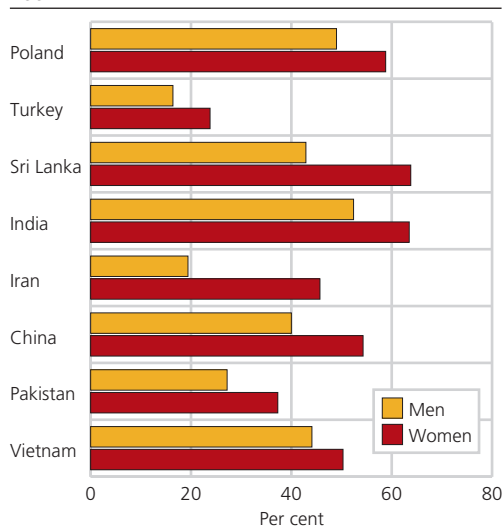
Norwegian-born women to immigrant parents were better represented in 2007 in tertiary education, with 40 per cent. For the Norwegian-born men, the percentage was 30. Both Norwegian-born women and men participated in tertiary education to a greater extent than the cross section of the population. The male attendance among the Norwegian-born to immigrant parents in 2007 was nearly 6 per cent lower than for men in the total population (table 3.17).

3.10. Norwegian-born to Indian, Polish and Sri-Lankan parents study the most

Norwegian-born to immigrant parents is the group most eager to study, but the average hides large differences between groups. From the 19-24 cohort in 2007, Norwegian-born to Indian, Polish and Sri-Lankan parents had the largest enrolment rate in tertiary education, with 58, 53 and 52 per cent respectively (table 3.18). Among the largest groups of Norwegian-born, those with Pakistani and Vietnamese parents, the enrolment rates were 32 and 47 per cent respectively. The gender differences are obvious, and the enrolment rate is highest among women in all groups (figure 3.5).

Among Norwegian-born to Indian and Sri-Lankan parents, 64 per cent of the women studied, compared to 52 and 43 per cent respectively among the men. Among Norwegian-born to Vietnamese parents,

Figure 3.5. Norwegian-born to immigrant parents, share of the cohort 19-24 years in tertiary education. Gender and country background. 2007



Source: Education Statistics, Statistics Norway.

55 per cent of women and 44 per cent of men studied. The enrolment rate among Norwegian-born Pakistani women was equal to the average for all women. The enrolment rate is lowest among Norwegian-born to Turkish parents; 24 per cent for women and 16 per cent for men.

Among immigrants, the proportions are highest among the Chinese, Bosnians and Russians. The proportions must be interpreted carefully since the statistics do not include the different reasons for immigration. This means that persons who come to Norway for the purpose of study are included under immigrants together with persons who have stayed in Norway for other reasons, for instance refugees (table 3.18).

3.11. Differences in choice of academic environment

There are some differences in choice of academic environment between students

with different backgrounds (Henriksen 2006). Pharmacy and dentistry were more popular for students with a minority background (immigrants or Norwegian-born to immigrant parents) than for the other students. In these academic environments, the minority students formed 20 and 14 per cent of the students respectively in total in autumn 2005. Technical subjects like mathematics, physics, statistics and chemistry were also more popular fields of study among the minority students than for the rest of the students.

A conspicuous feature about the choice of academic environment is the small proportion of students with a minority background who choose Education as a field of education, including pre-school, general teacher, or vocational teacher programmes. Most evident is the low enrolment rate of male students with a non-western background in these programmes. Only 3 per cent chose a teaching programme, compared with 6 per cent of men in total. For women, the share is 6 per cent, while the share for all women is 13 per cent.

3.12. Big differences in education level

Among all immigrants and Norwegian-born to immigrant parents from Asia, Africa, South and Central America in the cohort 30-44 years, 25 per cent had completed elementary school, 20 per cent had completed upper secondary education and 18 per cent had completed tertiary education as their highest attained level of education as per 1 October 2007 (table 3.21). Further interpretation of the numbers concerning the immigrants' education level is problematic due to a lack of information on education completed abroad for large parts of this group. Almost 28 per cent of those aged 16 or older with an immigrant background have not provided this information (table 3.20). The cor-

responding figure is almost 36 per cent for all those with an immigrant background in the cohort 30-44 years, and 40 per cent for persons with an East European background in this cohort (table 3.21).

Statistics on level of education are based on register information on completed education. Statistics Norway does not have register-based information on education from abroad before immigration. This information has been gathered through surveys aimed at immigrants. The last survey was carried out in 1999. The information on people who immigrated after 1999 and who have not been in contact with the Norwegian education system is therefore insufficient.

For some groups, we have more information on education from the immigrant's country of origin (Blom and Henriksen 2009). From the Living Conditions Survey Among Immigrants 2005/2006, we now know that immigrants from Iran in particular have tertiary education from their country of origin. Many immigrants from Somalia on the other hand have not completed any kind of education. Among Iranian women who immigrated to Norway at the age of 18 or older, 48 per cent report having completed a tertiary education. The percentage is also high among men from Iraq, at 43 per cent. The share of those with higher education from their country of origin is lowest among immigrants from Vietnam (9 per cent), Somalia (14 per cent) and Turkey (19 per cent) (Blom and Henriksen 2009).

About the statistics

The pre-school statistics encompass all approved pre-schools and all forms of ownership; municipalities, county municipalities, public and private:

The annual data concerning elementary schools is retrieved from the information system for primary and lower secondary education. The elementary school statistics include data on all elementary school training that takes place according to the Education Act, and adult education that is at elementary education level. All forms of ownership are included in the statistics; municipalities, inter-municipalities, county municipalities, public and government-dependent private schools approved by the Ministry of Education and Research in accordance with the Education Act.

Upper secondary statistics cover pupils who attend an upper secondary programme of at least 300 teaching hours per year. This is independent of whether the education is publicly approved or receives public support.

Tertiary education statistics encompass approved universities and university colleges. Data concerning education level, enrolments and completed education are retrieved from the Norwegian National Education Database (NUDB). This register includes the population's highest educational level and covers all persons, 16 years and older living in Norway as per 1 October.

In areas with good administrative systems, these are the main source for the education statistics. The education institutions form the data source for other areas. Statistics Norway also receives education data from other administrative organs, like the Directorate of Labour and the Norwegian State Educational Loan Fund, but also from independent education institutions.

Table 3.1. **Pre-school children from linguistic and cultural minorities¹, 2007**

	2000	2001	2002	2003	2004	2005	2006	2007
All children	189 837	192 649	198 262	205 172	213 097	223 501	234 948	249 815
Children from linguistic and cultural minorities	8 992	9 784	10 953	12 069	12 572	13 958	15 721	18 885
Children from linguistic and cultural minorities, per cent	4,7	5,1	5,5	5,9	5,9	6,2	6,7	7,6
Those of which received bilingual assistance	3 931	3 801	4 147	4 400	4 899	6 339	7 011	8 116
Those of which received bilingual assistance, per cent	43,7	38,8	37,9	36,5	39,0	45,4	44,6	43,0

¹ Children with mother tongues other than Norwegian, Sami, Swedish, Danish or English.

Source: Education statistics, Statistics Norway

Table 3.2. **Pre-school children from linguistic and cultural minorities¹, by school ownership. 2000-2007**

	2000	2001	2002	2003	2004	2005	2006	2007
All children	189 837	192 649	198 262	205 172	213 097	223 501	234 948	249 815
Children in public pre-schools	112 999	115 427	116 229	118 642	120 401	122 455	127 252	134 376
Children from linguistic and cultural minorities	7 243	8 058	8 815	9 565	9 787	10 452	11 733	13 797
- Children from linguistic and cultural minorities, per cent	6,4	7,0	7,6	8,1	8,1	8,5	9,2	10,3
Those of which receive bilingual assistance	3 320	3 291	3 571	3 708	4 104	5 124	5 680	6 449
- Those of which receive bilingual assistance, per cent	45,8	40,8	40,5	38,8	41,9	49,0	48,4	46,7
Children in private pre-schools	76 838	77 222	82 033	86 530	92 696	101 046	107 696	115 439
Children from linguistic and cultural minorities	1 749	1 726	2 138	2 504	2 785	3 506	3 988	5 088
- Children from linguistic and cultural minorities, per cent	2,3	2,2	2,6	2,9	3,0	3,5	3,7	4,4
Those of which receive bilingual assistance	611	510	576	692	795	1 215	1 331	1 667
Those of which receive bilingual assistance, per cent	34,9	29,5	26,9	27,6	28,5	34,7	33,4	32,8

¹ Children with mother tongues other than Norwegian, Sami, Swedish, Danish or English.

Source: Education statistics, Statistics Norway.

Table 3.3. **Pre-school children from linguistic and cultural minorities¹. Children with bilingual assistance, by county. 2007**

	Children in kindergartens, total	Children from linguistic and cultural minorities without bilingual assistance	Children from linguistic and cultural minorities with bilingual assistance	Children from linguistic and cultural minorities, per cent	Of this children from linguistic and cultural minorities with bilingual assistance, per cent
Østfold	12 600	979	647	12,9	39,8
Akershus	30 694	2 243	805	9,9	26,4
Oslo	29 517	6 216	2 658	30,1	30,0
Hedmark	8 519	350	126	5,6	26,5
Oppland	8 477	389	105	5,8	21,3
Buskerud	12 797	1 247	702	15,2	36,0
Vestfold	11 226	801	369	10,4	31,5
Telemark	7 875	619	353	12,3	36,3
Aust-Agder	5 178	339	145	9,3	30,0
Vest-Agder	8 916	641	322	10,8	33,4
Rogaland	23 867	1 444	659	8,8	31,3
Hordaland	24 720	1 079	287	5,5	21,0
Sogn og Fjordane	5 877	242	91	5,7	27,3
Møre og Romsdal	12 871	494	212	5,5	30,0
Sør-Trøndelag	15 873	811	313	7,1	27,8
Nord-Trøndelag	6 962	210	101	4,5	32,5
Nordland	11 553	354	101	3,9	22,2
Troms Romsa	8 321	262	72	4,0	21,6
Finnmark Finnmarku	3 845	160	47	5,4	22,7

¹ Children with mother tongues other than Norwegian, Sami, Swedish, Danish or English.

Source: Education statistics, Statistics Norway.

Table 3.4. Pupils in primary and lower secondary education with native language training¹, bilingual education² and additional training in Norwegian³, by county. 1 October 2007

County	Pupils total	Pupils with native language training ¹	Pupils with bilingual education ²	Pupils with additional training in Norwegian ³
Total	616 388	10 870	16 259	39 856
Østfold	34 398	759	1 637	2 542
Akershus	73 426	591	1 921	3 879
Oslo	53 725	1 445	4 205	12 176
Hedmark	23 517	306	335	895
Oppland	23 129	286	446	869
Buskerud	31 919	602	1 100	2 462
Vestfold	29 875	455	1 055	1 710
Telemark	21 170	437	751	1 239
Aust-Agder	14 457	146	195	693
Vest-Agder	23 447	338	658	1 515
Rogaland	58 989	1 650	917	3 325
Hordaland	62 172	1 793	1 130	2 788
Sogn og Fjordane	15 056	159	102	610
Møre og Romsdal	33 521	303	297	1 252
Sør-Trøndelag	36 536	864	837	1 825
Nord-Trøndelag	18 184	175	115	399
Nordland	31 805	192	312	886
Troms Romsa	20 729	233	123	465
Finnmark Finnmarku	10 135	136	123	303
Svalbard	198	-	-	23

¹ Native language training is additional training in the mother tongue of foreign language pupils.

² Bilingual education is education conducted in the pupil's mother tongue.

³ Additional training in Norwegian or Norwegian language tuition for foreign language pupils.

Source: Education statistics, Statistics Norway.

Table 3.5. Pupils in primary and lower secondary education with native language training, and additional training in Norwegian, 1992/93 to 2007/08 school years¹

School year	Pupils, total	Pupils with mother language training and/or bilingual education ²	Pupils with additional training in Norwegian ³
1992/93	463 309	10 045	.
1993/94	466 605	9 933	.
1994/95	470 779	10 204	.
1995/96	477 236	11 276	.
1996/97	487 398	12 770	.
1997/98	558 247	15 810	24 599
1998/99	569 044	17 008	25 311
1999/00	580 261	17 306	28 242
2000/01	590 471	18 176	31 113
2001/02	599 468	18 611	32 855
2002/03	610 297	18 734	33 833
2003/04	617 577	19 695	35 374
2004/05	618 250	19 713	35 632
2005/06	619 640	20 717	37 342
2006/07	619 038	22 166	39 963
2007/08	616 388	22 084	39 856

¹ Linguistic minority pupils who are registered by local governments are included in figures.

² Native language training is additional training in the mother tongue of foreign language pupils. Bilingual education is education conducted in the pupil's mother tongue.

³ Additional training in Norwegian or Norwegian language tuition for foreign language pupils.

Source: Education statistics, Statistics Norway.

Table 3.6. Pupils receiving native language training or bilingual education¹, by native language. 1 October 2007²

Mother tongue	Numbers of pupils
Total	22 084
Urdu	2 537
Somali	2 460
Arabic	1 939
Kurdish	1 509
Vietnamese	1 434
Albanian	1 234
Turkish	1 210
Tamil	1 113
Bosnian	853
Thai	633
English	625
Polish	619
Russian	618
Spanish	514
Dari	413
Persian	410
Chechen	407
German	309
Punjabi	212
Dutch	243
Phillipine	195
Pastho	181
Swahili	161
Chinese	158
Serbian	153
French	151
Lithuanian	142
Potugese	137
Burmesean	132
Trigrina	101
Icelandic	68
Finnish	66
Amharic	63
Hini	60
Kirundi	55
Oromo	53
Croatian	50
Karen	48
Cantonese	40
Other	778

¹ Native language training is additional training in the mother tongue of foreign language pupils. Bilingual education is education conducted in the pupil's mother tongue.

² Additional training in Norwegian or Norwegian language tuition for foreign language pupils.

Source: Education statistics, Statistics Norway.

Table 3.7. **Transition from lower secondary school to a higher level of education, by immigration background and gender. Absolute figures and per cent. 2007**

Immigration back-ground and gender		Upper secondary school ¹	Folk high school	Other upper secondary education ²	Tertiary education	Not in education
<i>Absolute figures</i>						
All pupils	63 245	60 857	63	198	..	2 124
Men	32 577	31 339	34	118	..	1 084
Women	30 668	29 518	29	80	..	1 040
Immigrants	3 423	2 850	6	150	..	415
Men	1 783	1 490	..	88	..	201
Women	1 640	1 360	..	62	..	214
Norwegian-born to Norwegian-born parents	1 941	1 882	-	5	..	54
Men	983	959	-	..	..	21
Women	958	923	-	..	..	33
<i>Per cent</i>						
All pupils	100,0	96,2	0,1	0,3	..	3,4
Men	100,0	96,2	0,1	0,4	..	3,3
Women	100,0	96,3	0,1	0,3	..	3,4
Immigrants	100,0	83,3	0,2	4,4	..	12,1
Men	100,0	83,6	..	4,9	..	11,3
Women	100,0	82,9	..	3,8	..	13,0
Norwegian-born to Norwegian-born parents	100,0	97,0	-	0,3	..	2,8
Men	100,0	97,6	-	..	..	2,1
Women	100,0	96,3	-	..	..	3,4

¹ Consists of pupils and apprentices, including pupils studying abroad.

² Includes employment training courses.

Source: Education statistics, Statistics Norway.

Table 3.8. Immigrants and Norwegian-born to immigrant parents in upper secondary education¹, by country background. 1 October 2007

Country of origin	Immigrants and Norwegian-born to immigrant parents, total	Immigrants	Norwegian-born to immigrant parents
Total	17 097	11 679	5 418
Of these			
Pakistan	1 680	334	1 346
Iraq	1 356	1 321	35
Somalia	986	905	81
Vietnam	958	262	696
Iran	935	701	234
Russia	766	761	5
Afghanistan	731	718	13
Bosnia-Herzegovina	710	704	6
Turkey	669	209	460
Sri Lanka	515	232	283
Chile	421	127	294
India	347	63	284
Thailand	345	323	22
Poland	345	231	114
Philippines	340	212	128
Morocco	315	75	240
Sweden	293	248	45
Germany	242	208	34
Ethiopia	233	203	30
China	220	134	86
Denmark	201	125	76
Iceland	167	137	30
Eritrea	160	91	69
Croatia	144	126	18
Congo	143	138	5
Macedonia	143	63	80
Serbia and Montenegro	133	94	39
Netherlands	124	89	35
Burundi	110	110	-
United Kingdom	105	60	45
Burma	104	104	-

¹ Includes pupils under the Upper Secondary Education Act.

Source: Education statistics, Statistics Norway.

Table 3.9. **Immigrants and Norwegian-born to immigrant parents in upper secondary education¹ by gender. Per cent of registered cohorts, 16-18 years. 2000-2007**

	Pupils, percentage of population			Immigrants, percentage of population			Norwegian-born to immigrant parents, percentage of population		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
2000	89,0	88,3	89,8	63,7	61,6	66,1	82,1	81,9	82,3
2001	89,1	88,4	89,9	68,0	66,4	69,7	82,2	83,2	81,1
2002	89,6	88,9	90,2	66,2	64,3	68,2	84,8	85,2	84,3
2003	89,9	89,2	90,6	68,4	66,8	70,2	86,5	85,7	87,3
2004	89,8	89,2	90,5	69,1	67,9	70,5	86,7	85,8	87,6
2005	90,2	89,7	90,7	70,6	69,6	71,8	87,9	87,7	88,1
2006	91,2	90,8	91,6	70,9	70,4	71,4	88,4	88,0	88,7
2007	89,8	89,4	90,2	67,7	67,5	67,9	89,0	89,2	88,7

¹ Includes pupils and apprentices under the Upper Secondary Education Act.

Source: Education statistics, Statistics Norway.

Table 3.10. **Immigrants and Norwegian-born to immigrant parents in upper secondary education¹ by country background. Per cent of registered cohorts, 16-18 years. 2007**

	Percent of registered cohort		Pupils, numbers	
	Immigrants	Norwegian-born to immigrant parents	Immigrants	Norwegian-born to immigrant parents
Denmark	70,0	88,2	91	67
Iceland	86,4	96,8	114	30
Sweden	73,6	88,2	187	45
Croatia	85,8	88,9	109	16
The Netherlands	80,9	84,6	72	33
Poland	57,9	90,3	172	102
United Kingdom	52,5	88,6	42	39
Russia	74,5	71,4	480	5
Turkey	55,6	85,5	94	442
Germany	71,3	94,1	164	32
Bosnia-Herzegovina	88,9	75,0	618	6
Macedonia	73,6	92,7	53	76
Serbia	77,2	97,1	61	33
Eritrea	67,4	95,8	29	69
Etiopia	65,9	93,5	81	29
Kongo	51,0	75,0	49	3
Morocco	64,0	90,4	48	207
Somalia	49,2	71,1	422	81
Afghanistan	59,4	87,5	324	14
Sri Lanka	75,3	95,5	137	276
Phillipines	69,7	90,0	92	117
India	68,0	94,6	34	264
Iraq	71,7	94,4	835	34
Iran	82,7	92,2	388	225
China	65,4	91,1	83	82
Pakistan	72,0	88,9	224	1232
Thailand	49,2	95,7	186	22
Vietnam	79,8	90,6	154	675
Chile	65,5	85,5	36	271

¹ Includes pupils and apprentices under the Upper Secondary Education Act.

Source: Education statistics, Statistics Norway.

Table 3.11. Immigrants and Norwegian-born to immigrant parents in upper secondary education¹ by gender and age. 2000-2007

	Total	Immigration category		
		Pupils in the rest of the population	Immigrants	Norwegian-born to immigrant parents
Men and women, total	100,0	100,0	100,0	100,0
- 16 years	31,6	18,9	34,6	32,3
17 «	30,3	21,2	31,9	30,9
18 «	23,1	18,7	24,6	23,4
19 «	5,0	9,7	5,3	4,6
20 «	2,3	6,0	1,5	2,0
21 «	1,3	4,1	0,7	1,1
22-24 years	1,7	6,2	0,7	1,5
25-29 «	1,3	4,5	0,4	1,1
+30 years	3,5	10,9	0,3	3,1
Men	100,0	100,0	100,0	100,0
- 16 years	33,4	20,5	35,2	34,2
17 «	32,0	22,3	32,6	32,6
18 «	21,5	19,4	23,6	21,6
19 «	4,8	10,3	5,2	4,4
20 «	2,1	6,5	1,5	1,9
21 «	1,3	4,5	0,6	1,1
22-24 years	1,6	5,8	0,6	1,3
25-29 «	1,1	3,6	0,4	1,0
+30 years	2,3	7,2	0,3	2,0
Women	100,0	100,0	100,0	100,0
- 16 years	29,9	17,4	34,1	30,6
17 «	28,7	20,2	31,2	29,2
18 «	24,6	18,0	25,6	25,0
19 «	5,2	9,1	5,5	4,9
20 «	2,4	5,6	1,5	2,2
21 «	1,3	3,7	0,8	1,1
22-24 years	1,9	6,5	0,8	1,6
25-29 «	1,4	5,2	0,3	1,2
+30 years	4,7	14,3	0,3	4,1

¹ Apprentices and other secondary education are not included.

Source: Education statistics, Statistics Norway.

Table 3.12. **Immigrants who started a basic course for the first time in 2001 by completed upper secondary education within five years, gender and country background. Per cent**

Gender and country background	Total	Completed according to normativ length of study ¹		Did not complete general or vocational education		
		Completed according to normativ length of study	Completed beyond normativ length of study	Still in upper secondary education 2006	Completed final year but failed examinations	Dropped out before or within final year
Total	2 803	41	10	7	10	33
Europe except for Turkey	829	51	9	5	7	28
Asia, including Turkey and Oceania	1 318	39	11	7	12	32
Africa	472	31	10	8	8	42
South and Central America	158	36	12	6	12	34
North America	26	27	4	4	12	54
Men	1 461	35	9	7	10	39
Europe except for Turkey	394	47	9	5	7	32
Asia, including Turkey and Oceania	733	33	9	8	12	39
Africa	252	23	8	9	7	52
South and Central America	72	31	11	4	13	42
North America	10	10	-	10	20	60
Women	1 342	48	12	6	10	25
Europe except for Turkey	435	55	9	5	6	24
Asia, including Turkey and Oceania	585	46	12	6	12	23
Africa	220	40	13	8	10	29
South and Central America	86	41	13	7	12	28
North America	16	38	6	-	6	50

¹ Completed education means that the pupil/apprentice has passed all examinations and is eligible for a high school diploma or vocational certificate.

Source: Education statistics, Statistics Norway.

Table 3.13. **Norwegian-born to immigrant parents who started a basic course for the first time in 2001 by completed upper secondary education within five years, gender and country background. Per cent**

Gender and country background	Total	Completed according to normativ length of study ¹		Did not complete general or vocational education		
		Completed according to normativ length of study	Completed beyond normativ length of study	Still in upper secondary education 2006	Completed final year but failed examinations	Dropped out before or within final year
Total	840	56	10	5	12	17
Europe, except for Tyrkey	93	63	11	3	13	10
Asia, including Tyrkey and Oceania	656	56	11	5	10	18
Africa	76	46	8	5	24	17
South and Central-America	14	50	7	-	29	14
Men	448	46	11	7	14	22
Europe, except for Tyrkey	48	52	17	4	15	13
Asia, including Tyrkey and Oceania	350	47	10	7	12	23
Africa	43	28	12	9	28	23
South and Central-America	6	33	-	-	33	33
Women	392	67	10	2	10	12
Europe, except for Tyrkey	45	76	4	2	11	7
Asia, including Tyrkey and Oceania	306	66	11	2	8	13
Africa	33	70	3	-	18	9
South and Central-America	8	63	13	-	25	-

¹ Completed education means that the pupil/apprentice has passed all examinations and is eligible for a high school diploma or vocational certificate.

Source: Education statistics, Statistics Norway.

Table 3.14. **Immigrants and Norwegian-born to immigrant parents who started a basic course for the first time in 2001 by completed upper secondary education within five years, gender and areas of study. Per cent**

Gender and country background	Total	Completed according to normativ length of study ¹		Did not complete general or vocational education		
		Completed according to normativ length of study	Completed beyond normativ length of study	Still in upper secondary education 2006	Completed final year but failed examinations	Dropped out before or within final year
General areas of study						
All pupils	25 382	77	7	3	6	6
Men	11 973	73	7	4	8	8
Women	13 409	80	8	2	5	5
Immigrants						
Immigrants	1 509	52	11	5	11	22
Men	768	47	9	5	12	26
Women	741	56	13	5	9	18
Norwegian-born to immigrant parents						
Norwegian-born to immigrant parents	536	66	10	2	12	10
Men	277	60	10	4	14	12
Women	259	71	10	1	10	8
Vocational studies						
All pupils	27 322	39	15	10	6	29
Men	15 033	31	18	11	6	34
Women	12 289	49	12	8	7	23
Immigrants						
Immigrants	1 294	29	9	8	9	45
Men	693	21	8	9	7	55
Women	601	37	10	8	11	34
Norwegian-born to immigrant parents						
Norwegian-born to immigrant parents	304	38	12	9	12	30
Men	171	22	13	13	14	39
Women	133	59	11	3	9	19

¹ Completed education means that the pupil/apprentice has passed all examinations and is eligible for a high school diploma or vocational certificate.

Source: Education statistics, Statistics Norway.

Table 3.15. **Transition from upper secondary school to a higher level of education¹, by immigration background and gender. Absolute figures and per cent. New education activity as at 1 October 2007**

	Total	App- rentice- ship	Folk high schools	Other sec- ondary educa- tion ²	Upper sec- ondary schools	Colleges	Univer- sities	Upper sec- ondary edu- cation abroad	Higher edu- cation abroad	Tertiary voca- tional schools	Not in educa- tion 1 Octo- ber 2007
<i>Absolute figures</i>											
All pupils	59 135	728	3 376	1 121	3 310	7 782	5 896	95	626	545	35 656
Men	27 418	461	1 021	493	1 009	2 653	2 194	24	213	359	18 991
Women	31 717	267	2 355	628	2 301	5 129	3 702	71	413	186	16 665
Immigrants	3 943	23	30	76	318	601	414	..	51	17	2 411
Men	1 658	19	15	22	95	260	188	..	14	10	1 034
Women	2 285	4	15	54	223	341	226	..	37	7	1 377
Norwegi- anborn to immigrant parents	1 082	3	18	20	80	237	202	-	57	6	459
Men	459	:	4	:	20	93	73	-	27	:	235
Women	623	:	14	:	60	144	129	-	30	:	224
<i>Per cent</i>											
All pupils	100	1,2	5,7	1,9	5,6	13,2	10,0	0,2	1,1	0,9	60,3
Men	100	1,7	3,7	1,8	3,7	9,7	8,0	0,1	0,8	1,3	69,3
Women	100	0,8	7,4	2,0	7,3	16,2	11,7	0,2	1,3	0,6	52,5
Immigrants	100	0,6	0,8	1,9	8,1	15,2	10,5	..	1,3	0,4	61,1
Men	100	1,1	0,9	1,3	5,7	15,7	11,3	..	0,8	0,6	62,4
Women	100	0,2	0,7	2,4	9,8	14,9	9,9	..	1,6	0,3	60,3
Norwegian- anborn to immigrant parents	100	0,3	1,7	1,8	7,4	21,9	18,7	-	5,3	0,6	42,4
Menn	100	:	0,9	:	4,4	20,3	15,9	-	5,9	:	51,2
Women	100	:	2,2	:	9,6	23,1	20,7	-	4,8	:	36,0

¹ Pupils who have completed advanced courses II or vocational examinations under the Upper Secondary School Act.

² Includes employment training courses and other upper secondary education.

Source: Education statistics, Statistics Norway.

Table 3.16. **Immigrants and Norwegian-born to immigrant parents in tertiary education¹ by gender. Per cent of registered cohorts, 19-24 years. 1997-2007**

	Total student population			Immigrants			Norwegian-born students to immigrant parents		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
1997	28,2	23,6	32,9	13,0	13,5	12,6	25,5	23,0	28,2
1998	28,7	23,6	33,9	13,1	12,8	13,4	24,6	22,0	27,3
1999	29,7	24,4	35,1	14,4	13,9	14,9	27,6	24,3	31,1
2000	28,3	23,0	33,9	13,7	12,2	14,9	25,9	22,6	29,4
2001	27,7	22,1	33,4	14,4	13,0	15,5	25,1	21,4	28,9
2002	30,1	24,5	36,0	14,9	13,7	15,9	31,5	27,9	35,4
2003	30,3	24,7	36,2	16,7	15,4	17,9	32,7	28,8	36,8
2004	30,3	24,7	36,1	17,2	15,4	18,6	32,2	28,7	36,1
2005	30,9	25,3	36,8	18,4	16,3	20,3	33,3	29,2	37,8
2006	30,6	24,6	36,8	18,8	16,5	20,9	33,9	29,1	38,8
2007	29,7	23,6	36,1	18,3	15,9	20,7	34,7	30,0	39,6

¹ Doctorate students are not included.

Source: Education statistics, Statistics Norway.

Table 3.17. **Immigrants and Norwegian-born to immigrant parents in tertiary education¹ by gender. Per cent of registered cohorts, 25-29 years. 1997-2007**

	Total student population			Immigrants			Norwegian-born students with immigrant parents		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
1997	12,8	12,2	13,4	8,1	9,0	7,3	14,5	17,2	11,6
1998	13,4	12,5	14,3	8,0	8,9	7,2	16,7	15,0	18,5
1999	14,4	13,2	15,6	9,0	9,4	8,7	18,3	18,9	17,8
2000	14,4	12,9	15,9	8,7	8,5	8,8	15,6	15,3	15,9
2001	15,4	13,9	16,9	9,3	9,2	9,5	18,5	19,2	17,6
2002	16,3	14,8	17,7	9,6	8,9	10,2	17,7	17,0	18,6
2003	16,4	15,3	17,6	10,6	10,1	11,0	17,5	17,6	17,4
2004	17,1	15,9	18,4	11,2	10,5	11,7	19,4	18,5	20,5
2005	16,2	14,7	17,8	11,1	10,2	11,8	18,2	17,0	19,5
2006	15,7	14,0	17,3	10,6	9,3	11,7	17,6	17,3	17,9
2007	14,9	13,0	16,7	9,9	8,7	11,0	16,3	15,1	17,6

¹ Doctorate students are not included.

Source: Education statistics, Statistics Norway.

Table 3.18. Immigrants and Norwegian-born to immigrant parents in tertiary education¹ by gender and country background, 19-24 years. 1 October 2007. Absolute figures and per cent of registered cohorts.

Landbakgrunn	Immigrants			Norwegian-born students to immigrant parents		
	Total	Men	Women	Total	Men	Women
Total	6 016	2 530	3 486	2 234	998	1 236
Of these						
Denmark	103	44	59	28	12	16
Finland	41	9	32	14	9	5
Sweden	230	66	164	19	6	13
Poland	174	67	107	96	49	47
United Kingdom	40	18	22	26	12	14
Russia	422	136	286	..	..	..
Turkey	122	58	64	116	49	67
Germany	202	81	121	16	8	8
Bosnia-Herzegovina	546	242	304	..	..	..
Serbia and Montenegro	47	17	30	10	3	7
Kosovo	157	59	98	..	..	..
Sri Lanka	232	101	131	67	30	37
India	56	32	24	233	111	122
Iraq	300	137	163	..	..	..
Iran	393	171	222	23	7	16
China	366	157	209	29	10	19
Pakistan	271	136	135	725	318	407
Vietnam	244	102	142	364	175	189
USA	70	26	44	..	..	..
Chile	103	36	67	25	9	16
	<i>Percentage of persons 19-24 years</i>					
Total	18,3	15,9	20,7	34,7	30,0	39,6
Of these						
Denmark	20,0	19,1	20,6	23,9	17,6	32,7
Finland	20,1	10,2	27,6	34,1	40,9	26,3
Sweden	11,1	7,4	13,9	33,3	24,0	40,6
Poland	9,1	5,7	14,3	53,3	49,0	58,8
United Kingdom	19,6	15,7	24,7	41,3	35,3	48,3
Russia	29,5	22,4	34,7	..	..	..
Turkey	11,5	11,1	12,0	20,0	16,4	23,8
Germany	27,3	22,0	32,5	39,0	33,3	47,1
Bosnia-Herzegovina	35,3	31,6	39,0	..	..	..
Serbia and Montenegro	23,0	18,1	27,3	24,4	12,0	43,8
Kosovo	12,6	9,4	15,9	..	..	..
Sri Lanka	31,8	26,2	38,1	52,3	42,9	63,8
India	21,5	22,9	20,0	57,7	52,4	63,5
Iraq	12,4	10,2	15,1	..	..	..
Iran	25,2	21,0	29,8	32,4	19,4	45,7
China	59,6	57,3	61,5	48,3	40,0	54,3
Pakistan	18,4	20,5	16,6	32,1	27,2	37,3
Vietnam	25,1	23,7	26,2	47,1	44,1	50,3
USA	25,8	21,1	29,7	..	..	..
Chile	16,9	11,9	22,0	13,2		17,8

¹ Doctorate students are not included.

Source: Education statistics, Statistics Norway.

Table 3.19. Immigrants to immigrant parents in tertiary education¹ by gender and country background, 25-29 years. 1 October 2007. Absolute figures and per cent of registered cohorts

Country of origin	Total	Men	Women
Total	4 357	1 765	2 592
Of these			
Denmark	106	44	62
Finland	56	15	41
Sweden	309	80	229
Poland	121	32	89
United Kingdom	30	16	14
Russia	260	55	205
Turkey	60	17	43
Germany	143	55	88
Bosnia-Herzegovina	194	84	110
Serbia and Montenegro	31	14	17
Kosovo	44	13	31
Sri Lanka	74	40	34
India	58	25	33
Iraq	75	33	42
Iran	251	102	149
China	246	106	140
Pakistan	180	107	73
Vietnam	183	92	91
USA	49	24	25
Chile	75	31	44
<i>Per cent of registered cohorts 25-29 years</i>			
Total	9,9	8,7	11,0
Of these			
Denmark	12,1	8,9	16,0
Finland	13,5	9,1	16,4
Sweden	9,6	5,2	13,7
Poland	2,6	1,1	5,6
United Kingdom	6,0	4,8	8,3
Russia	18,6	12,8	21,1
Turkey	4,0	2,1	6,3
Germany	10,5	7,7	13,5
Bosnia-Herzegovina	14,2	12,5	15,8
Serbia and Montenegro	13,6	13,6	13,6
Kosovo	4,9	2,9	6,9
Sri Lanka	9,9	14,3	7,3
India	7,4	6,4	8,4
Iraq	4,2	3,6	4,9
Iran	18,5	16,2	20,5
China	32,6	34,1	31,6
Pakistan	9,0	11,7	6,7
Vietnam	11,3	14,4	9,3
USA	13,1	14,6	11,9
Chile	11,8	9,5	14,3

¹ Doctorate students are not included.

Source: Education statistics, Statistics Norway.

Table 3.20. **Population 16 years and older, by highest education completed and country background grouped by region. 2007. Per cent**

Country of origin	Total	Unknown	No completed education	Primary and secondary level	Upper secondary level	Short tertiary education ¹	Long tertiary education ²
Total	3 766 504	4,1	0,2	29,6	41,3	19,1	5,7
Norway	3 264 062	0,4	0,1	30,2	43,9	19,6	5,6
Abroad, total	502 442	28,2	0,8	25,4	24,0	15,3	6,3
Nordic Countries	108 807	16,9	0,2	22,7	32,2	20,6	7,3
Western Europe (except Turkey)	77 962	22,4	0,2	18,2	27,3	21,4	10,5
Eastern Europe	82 375	49,4	0,3	19,6	16,7	9,4	4,6
North America and Oceania	31 554	13,2	0,3	19,4	33,1	23,1	10,8
Asia, Africa, South and Central America, Turkey	201 744	30,2	1,6	33,0	19,8	11,4	4,1

¹ Tertiary education, short, comprises higher education lasting up to 4 years.

² Tertiary education, long, comprises higher education lasting more than 4 years.

Source: Education statistics, Statistics Norway.

Table 3.21. **Population 30-44 years, by highest education completed and country background grouped by region. 2007. Per cent**

Country of origin	Total	Unknown	No completed education	Primary and secondary level	Upper secondary level	Short tertiary education ¹	Long tertiary education ²
Total	1 030 957	6,8	0,1	17,9	40,1	26,3	8,8
Norway	844 782	0,4	0,0	18,0	44,1	28,5	9,1
Abroad, total	186 175	35,6	0,5	17,7	22,0	16,5	7,7
Nordic Countries	37 573	20,8	0,1	13,5	31,5	24,6	9,5
Western Europe (except Turkey)	29 781	31,2	0,1	10,6	22,5	22,4	13,1
Eastern Europe	32 273	59,1	0,1	12,7	14,4	8,7	4,9
North America and Oceania	8 763	19,2	0,1	11,9	27,9	27,1	13,7
Asia, Africa, South and Central America, Turkey	77 785	36,6	1,1	25,1	19,8	12,3	5,2

¹ Tertiary education, short, comprises higher education lasting up to 4 years.

² Tertiary education, long, comprises higher education lasting more than 4 years.

Source: Education statistics, Statistics Norway.