D 361 Norges offisielle statistikk Official Statistics of Norway

Individually Based Education Statistics

Documentation 2005

Statistisk sentralbyrå • Statistics Norway
Oslo–Kongsvinger

Norges offisielle statistikk

I denne serien publiseres hovedsakelig primærstatistikk, statistikk fra statistiske regnskapssystemer og resultater fra spesielle tellinger og undersøkelser. Serien har først og fremst referanse- og dokumentasjonsformål. Presentasjonen skjer vesentlig i form av tabeller, figurer og nødvendig informasjon om datamaterialet, innsamlings- og bearbeidingsmetoder, samt begreper og definisjoner. I tillegg gis det en kort oversikt over hovedresultatene.

Serien omfatter også publikasjonene Statistisk årbok og Svalbardstatistikk.

Official Statistics of Norway

This series consists mainly of primary statistics, statistics from statistical accounting systems and results of special censuses and surveys. The series are intended to serve reference and documentation purposes. The presentation is basically in the form of tables, figures and necessary information about data, collection and processing methods, in addition to concepts and definitions. A short overview of the main results is also included.

The series also includes the publications Statistical Yearbook of Norway and Svalbard Statistics.

ISBN 82-537-7081-2 Trykt versjon
ISBN 82-537-7082-0 Elektronisk versjon

Emnegruppe
04.90

Design: Enzo Finger Design
Trykk: Statistisk sentralbyrå

Standardtegn i tabeller	Symbols in tables	Symbol
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Oppgave mangler foreløpig	Data not yet available	...
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Preface

This publication documents individually based education statistics in Norway. The statistics cover pupils and students per 1 October in upper secondary school, vocational school, folk high school, labour market training, other upper secondary education, tertiary education and Norwegian pupils and students studying abroad. The statistics also include completed educations from the above mentioned areas, pluss completion of lower primary school. The reporting period for completed edcuations is 1 October of the previous year until 30 September of the current year.

This publication was first released in Norwegian in 2000 (NOS C645) and newly revised in April this year (NOS D351). This is the first documentation in English that describes variables, definitions, principles and methods for production and publication of individually based education statistics in Norway, and it's accessibility from the internet. This documentation also describes the operation of the National Education Database, which is Statistics Norways key database for generating education statistics.

Anne Marie Rustad Holseter and Marianne Aamodt lead the production of this publication. Cassie Trewin has translated this document to English. The responsible division head is Terje Risberg, Division for Education Statistics.

Statistics Norway
Kongsvinger 4 October 2006

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1 Background and Purpose

1.1 Background

The first available statistical publication on education was published by the eduation ministry and was called "Statistical Tables of Education in Norway in 1837". Statistical foundations were steadily expanded throughout the 19th century, with the first official statistics being published in 1861 in the "Official Statistics of Norway" series. In the 1950's, responsibility for the production of Norwegian statistics on education was transferred from the eduation ministry to Statistics Norway.

Norwegian statistics on education went through a structural readjustment in the beginning of the 1970's. All statistics on higher education were previously available through a census. The data is now individually based, with all educational activities being attached to each individual's Personal ID-number. Over the last decade, Statistics Norway has been publishing progressively more statistics electronically via the Internet. Paper publications such as Official Statistics of Norway, Weekly Bulletin of Statistics and Current Education Statistics have been replaced by publishing in 'Today's Statistics' on Statistics Norway's website (http://www.ssb.no/english). The analytical publication, Statistical Analyses, and brochures with key figures and facts about education in Norway are still published in paper in collaboration with The Ministry of Education and Research.[1] Principal figures on education are also available annually in the Statistical Yearbook of Norway.

Conversion to electronic publishing has increased the need for documentation. Older paper publications had an introduction to explain the layout and to define concepts and variables. Today's publications (electronic and paper) contain less comprehensive documentation. This publication replaces "Documentation 2000 of the Individually Based Education Statistic" (NOS C645), which was developed due to the need for paper documentation of our statistical methods, and aims to give an updated detailed description of the definitions and concepts of individually based education statistics.

1.2 Purpose

Norwegian statistics on education document the educational activities of all Norwegian citizens from completion of lower secondary school to completion of tertiary education, including doctoral studies. The statistics are individually based and therefore founded upon information about the individual pupil or student. The purpose of this publication is to provide a detailed description of data sources, collection methods, revision and publishing of individually based education statistics.

The key areas of education statistics are:

- Number of pupils and students per 1 October each year in upper secondary school, vocational school, folk high school, labour market training, other upper secondary education, tertiary education and Norwegian pupils and students studying abroad.
- Completed education during the period 1 October of the previous year until 30 September of the current year, from lower secondary school, upper secondary school, vocational school, folk high school, labour market training, other upper secondary education and tertiary education. Education completed by Norwegian pupils and students abroad is also included.
- The population's highest level of education.
- Throughput of students and pupils in the education system.

This publication documents all individually based education statistics and provides some tables of key statistics. Education statistics not covered in this documention include children in pre-school and primary school, teachers and participants of adult education where the statistics are not individually based.

Education statistics can easily be combined with other individually based data collected by Statistics Norway, with individuals' personal ID-number as the common denominator. This documentation is therefore also designed as a user-guide for other divisions within Statistics Norway who combine educational data with their own statistics. The following divisions regularly use education statistics:

- Division for Labour Market Statistics
- Division for Health Statistics
- Division for Social Welfare Statistics
- Division for Income and Wage Statistics

Education statistics have also been used in diverse sample surveys and research projects directed by Statistics Norway, furthering the need for documentation of concepts and variables within education statistics. This publication will also be of interest to external users such as public authorities, media and research institutions.

1.3 Publication overview

Chapter 2 examines the population of pupils and students, data sources, control and revision processes and publishing methods of individually based education statistics.

[1] 'Statistical Analyses – Education' was first published in 2003 and is released every second year. Brochures with key figures on education were first published in 2002 and are produced each year.

Chapter 3 provides a detailed overview of concepts and variables used to classify pupils/students and their course of study.

Chapter 4 explains sources of error and uncertainty related to collection and revision of the data.

Together, chapters 2-4 constitute the extent to which education statistics are explained in "About the Statistics", a document linked to every electronic publication on higher education. This document covers all aspects of education statistics, whereas "About the Statistics" is specific to the statistics being published and is updated for every new publication.

Chapter 5 presents some key education statistics in a selection of years between 1984 and 2004.

Chapter 6 is an overview of all current publications of individually based education statistics, with a link to the publication's location. "About the Statistics" can be found on the left-hand menu of each publication.

The appendix contains the main code lists used in education statistics. Refer to the Database for Statistical Classifications (http://www3.ssb.no/stabas/) for a complete list of codes.

2 Statistics Production

2.1 Characteristics of the statistics

Pupils and students are counted per 1 October each year (autumn semester). All educational institutions must send their pupil/student numbers directly to Statistics Norway, except for upper secondary schools and county municipal vocational schools, which report to their county municipality**.** Prior to 1999, universities counted students in both autumn and spring semester.

Each individual is counted under only one educational activity. Statistics of student numbers is therefore a head count of individuals in the education system. For individuals registered in several educational activities, the course considered by Statistics Norway to be their main course of study is counted. Higher-level courses take priority, as do full-time courses. Apprenticeships are counted ahead of upper secondary school, and vocational studies are counted ahead of general areas of study in upper secondary school. Statistics Norway's tables of pupils and students were first compiled as a head count in 1994. Statistics prior to 1994 represented the total number of 'pupil/student activities', with both full-time and part-time courses being counted.

Statistics Norway also requires educational institutions to report the number of completed educations each year. A study year is defined as the period 1 October of the previous year until 30 September of the reporting year. Universities report the number of graduations during the preceeding autumn and spring semesters. Graduation statistics are still produced as a gross figure of completed educations, rather than a head count of graduates. An individual can therefore be registered several times if they completed several courses in a given study year. Statistics are available for both completed and withdrawn studies.

There are a number of reasons why the statistics allow for a single person to complete several courses in the same period, but not be registered as a student in several courses at once. Statistics Norway considers the physical number of students in Norway to be an important statistic to report. Additionally, it is often a mistake by the educational institutions when someone is registered in more than one course. When an individual is actually taking several courses, they often have the intent to complete only one of the courses, and are registered in the other course(s) purely for taking single subjects or elements. This pattern is apparent when information from the educational institutions is evaluated at the subject level.

The population's highest level of education and throughput of students and pupils in the education system use a head count of individuals as the baseline measure in the statistic.

2.2 Statistics by type of educational institution

2.2.1 Completed lower secondary school

The statistics cover all pupils who have completed lower secondary school. According to the Education Act §2-1 all children have a right and a duty to attend and complete lower secondary school. Pupils may attend county, county municipal or state schools (Education Act §13-1), private schools (approved by act §2-12), or independent primary/lower secondary schools (approved by the Independant School Act §2-1).

2.2.2 Upper secondary education

Statistics cover education corresponding to Education Act §3 (upper secondary education), §4 (upper secondary education in a trade or industry) and §4A-3 (upper secondary education for adults). All individuals registered in upper secondary education are included in the statistics, regardless of the extent of the education been taken.

Upper secondary education is offered by county, independent and state upper secondary schools. County municipalities also offer upper secondary education for adults, organised and documented outside of the regular upper secondary school system. After the introduction of a law in 2000 providing the right for upper secondary education to adults, Statistics Norway implemented a requirement for county municipalities to

include adult education in their reporting of upper secondary education.

Apprentices have been included in the upper secondary education statistics since the 1989/90 school year. Up until 1996/97, only completed apprenticeships were included in the statistics. From 1997/98 onwards, apprentices who both passed and failed their trade examinations have been counted.

As part of Reform94, a law was introduced providing right to 3 years upper secondary education for all teenagers who have completed lower secondary school (or equivalent). This led to a change in how completed education is registered. Before the reform, general areas of study were registered as completed only at the end of the third year, while vocational studies registered the completion of each year. Now the completion of each year is registered for boty general and vocational studies.

A new school reform named "Knowledge Lift" was approved in 2004. It involves reorganisation of basic education within primary, lower secondary and upper secondary education, with the aim to give pupils in Norway a competence boost. Changes will be implemented between 2005 and 2008, but will not affect education statistics within the time frame that this documentation covers.

2.2.3 Vocational education

Technical vocational school has been the only category of vocational education up until 2004 (most recent available data). New vocational courses are expected to be approved by the Norwegian Standard Classification of Education[2] in accordance with law changes on vocational schooling implemented in 2003. Existing programs at technical vocational schools must apply for new approval before November 2006[3].

Statistics Norway obtains data on pupils attending vocational schools from county municipalities. Vocational education was originally classified as 'other upper secondary education', but is now a seperate category on a level between upper secondary and tertiary education.

2.2.4 Folk high schools

Education statistics cover pupils of folk high schools taking courses approved by the law on folk high schools (2002). These courses vary from 16 to 33 weeks and do not provide any formal qualification. Since the 1997/98 study year, these courses have given 3 'competition points' towards entry into tertiary education.

2.2.5 Labout market training

The statistics include participants per 1 October each year in labour market training courses lasting 300 hours or more. Completed courses use the reporting period 1 October of the previous year until 30 September of the current year. All courses are assigned an education code according to the Norwegian Standard Classification of Education.

2.2.6 Other upper secondary education

Upper secondary courses not covered elsewhere in the education statistics are classified as 'other upper secondary education'. Courses must have a minimum of 300 lessons per year, but are not necessarily publicly funded or approved. Statistics Norway obtains the list of courses from the education section of the Standard for Industrial Classification[4].

2.2.7 Universities and university colleges

Previously, university college students were included in the statistics only when they were taking at least 5 credit points per semester (equivalent to half-time), while all students of universities and specialized university institutions were counted regardless of their credit-loading. Prior to autumn semester of 1999, the statistics were adjusted to include all university and college students taking a course or subject approved as tertiary education by the Ministry of Education and Research.

Graduation statistics were adjusted in 1999 to separate completion of degrees from completion of components of a degree. Prior to 1999, graduate statistics for universities and specialized university institutions included completion of foundation courses, intermediate courses, major subjects and semester units worth 10 credits or more (30 credit points in the new system). One exception was university degrees from mathematics and science faculties. These degrees consisted primarily of small subject components and students were therefore only registered in the graduation statistics once they completed a Cand.mag degree (Bachelor of Social Sciences). Since autumn semester in 1999, graduation statistics have been divided into two parts – a 'graduate statistic' of students obtaining a diploma for completion of a tertiary degree, and an 'examination statistic' of students who passed examinations and accumulated credit points towards their degree.

According to the Standard Industrial Classification, educational institutions qualify as universities or university colleges when the majority of students are enrolled in courses classified as class level 14 and above

[2] The Norwegian Standard Classification of Education is described in more detail in chapter 3.

[3] Course approval is conducted by the Norwegian Agency for Quality Assurance in Education (NOKUT).

[4] More information is available in Norwegian in the publication "Standard for næringsgruppering", Norges offisielle statistikk C182, Statistisk sentralbyrå, 1994. An updated publication will be available in English from 2007. Translated code lists can be found at: http://www.ssb.no/emner/10/01/nace/sn2007/sn2007_engelsk.pdf.

by the Norwegian Standard Classification of Education. The following schools are registered as universities in Norway: University of Oslo, University of Bergen, University of Tromsø (including the Norwegian College of Fishery and Science), Norwegian University of Science and Technology (established in 1996 through amalgamation of the University of Trondheim, The Norwegian Institute of Technology, The College of Arts and Sciences, the Museum of Natural History and Archaeology and the Faculty of Medicine), University of Stavanger (previously Stavanger University College – classified as a university from 01.01.2005) and Norwegian University of Life Sciences (previously named Agricultural University of Norway – classified as a university from 01.01.2005). Specialized university institutions include: Norwegian Lutheran School of Theology, Norwegian School of Veterinary Science, Oslo School of Architecture, Norwegian Academy of Music, Norwegian School of Sport Sciences and Norwegian School of Economics and Business Administration. 'University colleges' includes all public and private colleges in Norway.

2.3 Data sources

Pursuant to the Statistical Act[5], Statistics Norway has the right to collect data from the administrative systems of all educational institutions in Norway. According to the Education Act and on behalf of the Ministry of Education and Research, Statistics Norway obtains further information on upper secondary education from county registers. Education statistics are thereby published pursuant to the Statistics Act.

Register based reporting of pupil and student data is used extensively within education statistics. Statistics Norway is therefore dependant on good communication with the organisations and administrational entities that manage the administrative systems. Statistics Norway also needs to have a certain degree of competence in the functioning of the administrative systems. This applies to registers of upper secondary education, labour market training, and tertiary education. Registers must be given written warning of any changes to the data that Statistics Norway requires from them.

Changes to the Education Act may influence the information on upper secondary education that Statistics Norway is requested by the Ministry of Education and Research to collect. Publishing channels for KOSTRA[6] can also influence which data Statistics Norway collects from county registers.

2.3.1 Lower and upper secondary education

Statistics Norway collects the majority of lower and upper secondary education data from two county administrative systems, VIGOinntak and VIGOfag. VIGOinntak is oriented towards pupil and course information for upper secondary education. VIGOfag contains data on apprenticeships, vocational training and trade examinations (both passed and failed).

Pupils enter the VIGOinntak database upon completion of lower secondary school and entry into a county, independent or state upper secondary school. VIGOinntak contains information on individual pupils, their courses, lessons and schools. Applicants and participants of upper secondary adult education are also included in the databse.

VIGOinntak receives data from schools, while VIOGfag collects information from the industries where apprenticeships are being undertaken. Originally, these registers sent data to Statistics Norway on diskettes in the mail. Since 2003, VIGOinntak has delivered data via KOSTRAinntak, a system for delivery of cryptic XML files by e-mail. All data from VIGOinntak and VIGOfag is received county-wise.

Since the 2000/01 school year, Statistics Norway has collected data from the National Results Database (NVB) to assist in collating statistics of graduates from upper secondary education. The NVB database contains information on approved school certificates and pupils' grades. The first two years of NVB data contain only information for general areas of study, while later years include vocational studies too. Statistics Norway does not publish data on pupil's grades, but makes the data available for research projects such as throughput of pupils.

Since 2001/02, pupils' grades from lower secondary school have also been collected for research purposes. This data is received either directly from VIGO or via the Norwegian Directorate for Education and Training.

2.3.2 Vocational schools

Statistics Norway obtains data for county vocational schools from VIGO. Remaining vocational schools are sent letters each year requesting them to deliver their pupil data to Statistics Norway via diskette[7].

[5] The Statistics Act promotes the efficient production of appropriate statistics with rules for the collection and use of information for statistical purposes and for the organisation and activities of Statistics Norway.

[6] KOSTRA is the Norwegian abbreviation for "Municipality-State-Reporting". The KOSTRA-project began as a pilot in 1994 to improve the use of municipalities' resource and services, for both the national and local governments. Since 2002, all municipalities have been required to use a new electronic system for reporting and publishing. 'FylkesKOSTRA education' specifically relates to reporting of educational data. The main aim of KOSTRA is to develop a relevant, reliable, user-friendly system for statistical reporting that enables municipalities to be compared with each other. Publishing includes a number of fixed indicators on the municipalities' priorities, productivity and the coverage of needs.

[7] Applies to vocational schools approved by the Norwegian Agency for Quality Assurance in Education (NOKUT).

2.3.3 Folk high schools
Since 2001, Statistics Norway has requested data on applicants, students and graduations from folk high schools. Data is received via diskette.

2.3.4 Other data sources of upper secondary education
Labour market training statistics are obtained from the main register of Norway's national job search centre. Upper secondary schools that are not served by VIGO registers must use their own administrative system to create datafiles in a format specified by Statistics Norway. Some schools still send their data in paper format.

2.3.5 Universities and university colleges
Statistics Norway receives diskettes from each tertiary institution with their registered students and graduations. Most institutions use one of two student administration systems - M-STAS, used primarily by university colleges and FS, used primarily by universities and specialised university institutions. Tertiary institutions that do not use M-STAS or FS must use their own administrative systems to create data files in the format specified by Statistics Norway.

Each institution must send several files to Statistics Norway – registered students, subjects, exam results and degree gradings. Additionally, Statistics Norway receives descriptive files of subjects, degrees, study programmes and fields of study.

2.3.6 Other data sources
The State Education Loan Fund is responsible for reporting of Norwegian students who are studying abroad. Norwegian Defence provides information on upper secondary and tertiary courses that they conduct. Since the 2000/01 study year, graduation statistics have been supplemented with information from the Health Personnel Register (HPR) and National Results Database (NVB). NIFU STEP records doctoral degrees awarded in Norway in their Doctoral Degree Register.

2.4 Data control and revision
Data control and revision occurs in several steps. Registered pupils/students and graduations remain as two separate files and are dealt with separately. Data checks are performed for each county municipality and institution before merging upper secondary and tertiary data together. The end product is one file of registered pupils and students per 1 October and one file of completed educations (graduations) during the period 1 October of the previous year to 30 September of the reporting year. The registered pupil/student file contains one record per individual, while the graduations file may contain several records per individual.

When revision is complete, the data is entered into the National Education Database (NUDB)[8] in the form of Oracle tables. These tables form the foundation for production of education statistics. The education database is thereby used for publishing official statistics, educational planning, research, reporting of international statistics and other internal or external projects. Statistics Norway releases preliminary figures for certain statistics before the revision process is complete.

Key aspects of the revision process are as follows:

2.4.1 On-receipt control
A computer programmed on-receipt control, which was created in 1999, checks incoming records by institution or county municipality. Each record is checked for valid entries under each variable and the correct date/time period. Identical records are deleted and datasets are compared to the previous year for major deviations.

2.4.2 Gross control
The gross control primarily checks for large percentwise deviations in the data from the previous year. Data is also checked for missing information. The gross control procedure is flexible to perform more or less detailed checks of the data.

2.4.3 Personal ID-number control
This procedure checks that each pupil/student has a valid 11-digit personal ID-number. Records with an invalid ID-number are referenced against Statistics Norway's population database (BEBAS) using established routines for finding correct personal ID-numbers. The population database is linked to Norway's Central Population Register controlled by the Directorate of Taxes and is updated daily.
Records are therefore compared to the database per 1 October. Records that still have invalid personal ID-numbers after checking against the population database are given an artificial ID-number.

2.4.4 Recoding and creation of new variables
Early on in the control process, several variables are recoded to comply with control programs run by Statistics Norway. Records are checked against school and course catalogues provided by institutions for invalid entries, errors or omissions. Particularly important is that study course codes are correct and in accordance with the Norwegian Standard Classification of Education. New variables, such as level of education and field of study, are derived from this code and used extensively in education statistics. Study course codes for upper secondary school also specify what type of school certificate they produce – high school diploma or vocational certificate.

[8] NUDB is explained in more detail in section 2.5.

Records from each educational institution are referenced against Statistics Norway's Central Register of Establishments and Enterprises, whereby the institution's organisation number and business address are extracted. Type of institution is derived from school and course information received from the institution.

When personal ID-numbers are controlled against Statistics Norway's population database, several new variables are also obtained. Examples are municipality of residence, citizenship, country of origin and age per 31 December. School municipality is derived from organisation number. Statistics can therefore be reported according to home or school municipality. Parent's highest level of education is obtained from the National Education Database.

Validation checks are performed at several stages throughout the revision process. Newly defined and recoded variables must also be checked for invalid or missing entries. Mistakes made during the data manipulation phase are also identified in this process.

2.4.5 Duplicate controls

Duplicate controls are performed on every component of data received, during each step of the data manipulation phase and after all the data has been combined into a single dataset. The pupil/student dataset allows for a person to be registered only once in one course and at one insitution. Duplicate control for registered student records is designed to keep the highest level course for each student. Completed education records use a different method of duplicate control because a single person may be registered as completing several courses in a single study year. In this case, the duplicate control process will delete records with the same personal ID-number and study course code.

2.5 National Education Database (NUDB)

The National Education Database was created in 2002 and contains all of Statistics Norway's individually based education statistics. NUDB is an ORACLE-database, organised into several key tables. Some are related to specific start and finish dates (e.g. education course), while others contain fixed variables related to the individual (e.g. nationality).

NUDB is designed to enable any combination of variables to be extracted with ease into a single statistical table. The database also contains a table of demographical data, allowing education statistics to be divided up by demographical markers. Establishment of NUDB has enabled much greater possibilities for analysis of education statistics, in particular combining several years of data and evaluating throughput of pupils and students in the education system.

NUDB contains individually based education statistics dating back to 1970. Norwegian students abroad have been included in the database since 1986. The database was built up from three types of pre-existing yearly files: pupils and students, completed educations and the population's highest level of education. Prior to the creation of NUDB, these yearly files were not easily comparable due to variations in variable coding. A large part of the work in creating NUDB has been recoding of variables to make the data more comparible over time. Registers from which educational data is obtained have also been updated to improve the consistency and quality of data received each year.

Every education course taken by an individual has a registered start and finish date. A further variable counts the number of semesters taken to complete the education course. In this way, it is possible to say if the course was completed within a normal timeframe or not. Only courses with set durations are included.

NUDB can be used to perform the following types of analyses:

- Population's highest level of education.
- Registered pupils/students and their course of study.
- Completed educations – both most recent and highest level.
- Analysis of throughput of students in the education system – dropout rates, completion rates, number of years to complete an education course, movement patterns from one education level to the next.

New yearly data files are entered into the database once control and revision processes are complete and the figures are finalised. Preliminary figures are obtained from yearly data files before they are entered into NUDB, while final figures are extracted from NUDB.

2.6 Population's highest level of education

Statistics Norway's register of the population's highest level of education includes permanent residents of Norway aged 16 years and over. The registered also includes 15 year olds who have completed lower secondary school or are enrolled in upper secondary or tertiary education. It is one of the most frequently used education datasets.

The register reports individuals' highest completed education[9] per 1 October each year. Records of completed educations over the previous 12 months are used to update the register. Since the creation of NUDB, updated data can be extracted directly from NUDB after completed educations for the previous school year have been entered.

[9] More information on the register of population's highest level of education is available in Norwegian in the document "Befolkningens høyeste utdanning, revidert dokumentasjon", Notater 93/15, Statistisk sentralbyrå, 1993.

Records of education levels completed before 1 November 1970 was obtained as part of the 1970 census. Educations completed abroad during the period 1970-1980 were collected in the 1980 census. This data is now obtained from the State Education Loan Fund each year.

In 1991, Statistics Norway collected data on the highest level of education for immigrants who first entered the country between 1 November 1980 and 31 December 1990 and were aged 16 years and over at the end of their first year in Norway. In 1999, further data was collected for immigrants who were not yet a part of level of education register. Statistics Norway still lacks information for people who immigrated to Norway after 1999.

2.7 Use of education statistics

2.7.1 Publishing

Official education statistics are released via "Today's Statistics" on Statistics Norways internet homepage. The advance release calendar contains coming statistics in the next 4 months (http://www.ssb.no/english/subjects/calendar/calendar4m.shtml). Once data is released as official statistics, it is also made available for state planning and research purposes (The Statistics Act § 3-1, d).

All statistics published under "Today's Statistics" are also available in StatBank Norway (http://statbank.ssb.no/statistikkbanken/default_fr.asp?PLanguage=1). StatBank Norway is a service where you may select the scope and content of each table, combine several years together, and export the result in various formats onto your own PC.

Statistics Norway publishes **preliminary figures** before data control and revision is finalised, and **final figures** after all revision processes are completed and the data cannot be changed. KOSTRA, a publishing channel for upper secondary education, publishes **unrevised** and **revised** data on 15 March and 15 June each year, respectively.

The release of official statistics signals the readiness for the data to be commissioned by external individuals and public and private institutions in any form or combination of variables and years. These commissions are an important part of Statistics Norway's operation.

2.7.2 Applications of education statistics

Statistics Norway publishes statistics specifically relating to individuals enrolled in upper secondary education under the Education Act. Preliminary upper secondary statistics are published in Today's Statistics when preliminary control and revision processes have been completed, shortly followed by KOSTRA's publication of unrevised statistics on 15 March.

Preliminary and unrevised statistics are taken from upper secondary data before it has been combined with tertiary education data. When upper secondary data is combined with tertiary data, individuals enrolled in both levels of education will normally have their upper secondary school record deleted. This is the case for data entered permanently into the National Education Database. KOSTRA's publication of revised statistics on 15 June, however, does not allow for the deletion of individuals enrolled in both secondary and tertiary education. This means that KOSTRA's revised figures are a full head count of all upper secondary school pupils, and these statistics will deviate somewhat from figures extracted from the National Education Database.

2.7.3 Publishing of international statistics

Statistics Norway is responsible for reporting Norwegian education statistics to UNESCO, OECD and EUROSTAT. The International Classification of Education (ISCED97) is used for classification of study courses. In cooperation with the Norwegian education authorities, Statistics Norway participates in international working groups to develop education statistics and refine international education standards and classifications. Key international publications are "Education at a Glance" (OECD) and "Key data on Education in Europe" (EUROSTAT/EURYDICE).

3 Concepts, variables and classifications

3.1 General concepts

The Education Act

The Education Act from 1998 is a combined law for primary, lower secondary and upper secondary school. The act also contains laws about adult education at these school levels.

Reform 94

This reform introduced the legal right to upper secondary education for all youth between 16 and 19 years of age, leading to a formal qualification in the form of a high school diploma or vocational certificate. Upper secondary education that doesn't lead to a formal qualification is documented with a 'proof of competence' certificate. Reform 94 also introducted a follow-up service for all 16-19 year olds who are not a part of the normal education stream and not in the workforce.

Pupil

A pupil is a participant of an organised primary or secondary education course with a minimum 300 lessons per year. Participants of the officially approved upper secondary school curriculum are classified as pupils, regardless of their annual study loading.

General studies competence
Pupils who complete general areas of study in upper secondary school are awarded General Studies Competence. This formal study qualification enables entrance into tertiary education. Some tertiary courses also have pre-requisite advanced level subjects or special entrance examinations.

General Studies Competence is attained after completing one of the following fields of study: General, Economics and Management Studies; Music, dance and Drama; or Sports and Physical Studies. General Studies Competence can also be achieved by taking an additional year of general studies after completion of vocational studies. Alternatively, special curriculums within the following vocational studies lead to General Studies Competence: Arts, Crafts and Design; Media and Communication; Agriculture, Fishing and Forestry.

Vocational studies competence
Pupils who complete vocational studies in upper secondary school are awarded Vocational Studies Competence. Vocational fields of study are: Health and Social Studies; Agriculture, Fishing and Forestry; Arts, Crafts and Design; Hotel and Food Processing Trades; Building and Construction Trades; Technical Building; Electrical Trades; Engineering and Mechanical Trades; Chemical and Processing Trades; Woodworking Trades; Media and Communication; and Sales and Service. Courses leading to Vocational Studies Competence with a high school diploma last three years, while those rewarded with a vocational certificate normally take four years, two of which are as an apprentice.

Laws regarding tertiary institutions
The university/university college law from 2005 has a common framework for public and private institutions with regards to a student's rights and duties, quality assurance and the authority to establish or terminate study courses.

Quality Reform
In June 2001, parliament approved a comprehensive reform of Norwegian tertiary education, effective from autumn semester 2003. The Quality Reform covers public and private institutions and entails reorganisation of degree structures, encouragement to follow a normal study duration, more effective use of the study year, more interactive teaching, closer follow-up of students and new evaluation methods. At the same time, student financing was altered to reward normal progression within the education system.

Student
In the context of education statistics, a student is a person who has paid semester fees and is registered in the student administration system per 1 October of the reporting year.

Upper secondary education
Education statistics have traditionally been reported by institution, course type or education level. Changes to education laws have created greater demands in the precision and presentation of education statistics. In particular, separate statistics on upper secondary education must be published for all youth and adults to whom the Upper Secondary Edcuation Act applies.

The Norwegian Standard Classification of Education has three steps for education level within upper secondary school, while the Standard Industrial Classification has only one level. Upper secondary education is offered in many forms by a variety of institutions in Norway and it can be a challenge to correctly rate the level of upper secondary school courses. In general, entrance requirements determine the level of a course.

Upper secondary education is primarily conducted at municipal, state and independent upper secondary schools and corresponds to class levels 11 to 13 by the standard classification of education. Completion of class level 13 equates to achieving education level 4 in the standard classification. Upper secondary education for adults can vary in length because adults can use their occupational skills to gain exemption from certain parts of the course. Regardless, adult education follows the same curriculum and awards General/Vocational Studies Competence in line with normal upper secondary education. Statistics on independant private schools are reported in the same way as public upper secondary schools if the Independant School Act approves them.

Statistics on upper secondary education are divided into the following groups: upper secondary education, vocational training, folk high school, labour market training and other upper secondary education.

In the education standard, vocational training is placed at class level 14 to 15, or 'Intermediate level', which comprises courses based on completed upper secondary level, but which are not accredited as tertiary education.

Occupational skills
Ocuupational skills refer to the competence that a person attains through paid or unpaid work, education, or other means of personal development. Adults taking upper secondary education offered by the county municipality can use their occupational skills to gain exemption from certain subjects. People 25 years and older who lack formal qualifications can apply for entrance to tertiary education based on their occupational skills. Each institution defines its own criteria for entrance to different courses.

3.2 Education standards

3.2.1 The Norwegian Standard Classification of Education (NUS2000)

NUS2000 includes all organised education courses in Norway. The education standard was first established by Statistics Norway in 1970, and has since been revised in 1973, 1989 and 2000. The main purpose of the standard is to provide a norm for grouping and classifying education activities, including those completed abroad. This enables a systematic and consistent comparison of education activities over time or between institutions. All courses have a 6-digit education code, based on the course's level, field of study and specific subject area.

3.2.2 International Standard Classification of Education (ISCED)

ISCED was first created by UNESCO in the 1970's and was most recently revised in 1997 (ISCED97). ISCED was created with the purpose of collating, comparing and presenting consistent education statistics and indicators that can be utilised both nationally and internationally. As education standards vary between coutries, the international standard is aimed at being adaptable to different countries by being less detailed than national standards. During revision of the Norwegian education standard, a key was devised between NUS2000 and ISCED97 to make the two standards readily comparable.

3.3 Key variables for individually based education statistics

All variables relate to an individual or their educational activity.

3.3.1 Personal variables

Personal ID-Number
Incoporates the individual's date of birth plus a unique 5-digit code.

Birth year
Year of birth is included to simplify calculations of age.

Age
Per 31 December. For reporting of pupils and students per 1 October, age is recorded per 31 December of the current year. For graduation statistics, age is reported per 31 December of the previous year (e.g. per 31 December 2003 for the 2003/04 graduation statistics). Therefore an individual who completes upper secondary school in the spring, and begins tertiary education in the autumn of the same year, will be reported as one year older in the student statistics than in the graduation statistics.

Residency and ethnicity
Statistics Norway's population database is used to retrieve the following variables: Municipality of residence (current and at 16 years of age), birth country, citizenship, immigrant category, country background and date of entry into Norway.

Parents' level of education
Parents' level of education is given at the time the pupil/student turned 16. Social background is a variable based on parents' level of education, constructed purely for education statistics purposes.

3.3.2 Variables related to level of education

Type of education
Type of education is defined by the 6-digit NUS2000 code. More than one study course may have the same NUS2000 code. The 6-digit code defines a course's level, field of study and specific subject area. It is designed to be comparable over time and robust to changes in the education system.

The National Education Database contains two different types of education codes – one to define a person's current education activity, and one to define a person's highest completed level of education. The latter is updated when someone is registered as graduating from a higher-level course than they previously had attained.

The first digit of the 6-digit code refers to education level. Lower secondary education has one defined level. Upper secondary education has two levels –basis courses and completed education. Other upper secondary education is placed either on the same level as completed education, or at a level between upper secondary and tertiary education. Level placement is determined largely by entrance requirements into the course. Tertiary education has two levels – lower level (undergraduate) degrees lasting four years or less, and higher level (postgraduate) degrees lasting four years or more. Doctorate degrees have their own level above tertiary education.

Several other variables are derived from the education code, such as class level, course level, competence code, and university/college course type.

Class level
The first digit of the 6-digit education code divides class level into the following categories:

- Upper secondary, basic courses class level 11 to 12
- Upper secondary, completed education class level 13+
- Supplement to upper secondary education class level 14+
- Tertiary education, lower level class level 14 to 17
- Tertiary education, higher level class level 18 to 19
- Doctorate degrees class level 20+

Course code type
Course code type has been registered since 1999 and is a classification of the type of education code – single course code or combination code. An education code is classified as a simple code when the study courses it covers lead to a formal qualification and are all in the same field of study, class level or duration. Combination codes are primarily assigned to short courses that don't lead to a formal qualification and vary in class level or duration.

Completed/not completed
A person's education activity is classified as completed when the institution awards them a diploma or provides some other evidence that they have met the full requirements for completion.

Commencement and completion dates
Accurate commencement and completion dates for education activities are unfortunately difficult to obtain. Study courses that follow a set curriculum with set start and finish dates are easy to estimate, while other courses are more difficult. Accurate start and finish dates are important for the National Education Database, to obtain a person's education status and movement within the education system at any given point in time. An effort is therefore made to improve the quality of these variables.

3.3.3 Variables relating to upper secondary education

Area of study
Area of study in upper secondary school is divided into two groups - general areas of study and vocational studies. Both groups begin with basic courses in the first year. In the second year, pupils choose their area of study and take the relevant advanced courses I. The third and final year of general areas of study consists of advanced courses II, while the third and fourth year of vocational studies is an apprenticeship. General areas of study are awarded with General Studies Competence, while vocational studies are awarded with Vocational Studies Competence.

Course level
Divides upper secondary education into basis courses, advanced courses I and advanced courses II.

Type of education right
This variable specifies on which grounds an individual has the right to upper secondary education. Youth aged 16 to 19 year have a right to three years of upper secondary education. Adults born before 1978 have the right to complete upper secondary education. Additionally, these adults have a right to receive credit for their occupational skills and thereby shorten the length of studies to complete upper secondary education.

Native language tuition
Specifies whether a pupil receives native language tuition.

Special tuition
Specifies whether a pupil receives special tuition (Education Act §5-1).

Norwegian language tuition
Specifies whether a minority language pupil receives Norwegian language tuition.

Pupil status
This variable was introduced in 2004 and provides information on whether an individual is a regular pupil or a participant of upper secondary education for adults. The purpose of this variable is to provide more information about the pupils. The effectiveness of measures taken to improve upper secondary education for adults, addressed as part of the Competence Reform, is of particular interest.

Fulltime/parttime
Statistics are published separately for fulltime and parttime pupils only within 'other upper secondary education'. A fulltime pupil takes 18 lessons or more per week.

Type of vocational examination
This variable classifies vocational examination candidates as pupils, apprentices or private practicum candidates, depending on their course of study leading up to the exams.

Upper secondary qualification
Statistics are reported by type of qualification awarded, general or vocational studies competence.

3.3.4 Variables relating to tertiary education

University/college course type
Tertiary courses are grouped into over 100 different areas of study.

Fulltime/parttime
Universities and colleges that use the FS administrative system define parttime students as those who complete less than 70 per cent of a fulltime loading. Institutions that use M-STAS define students as parttime only when they take courses specifically organised as parttime courses.

Occupational skills
This variable specifies whether a student qualified for tertiary education based upon general studies competance, occupational skills or something else (available from 2001).

Continuing education/distance education
States whether a course is an ordinary course, continuing education or distance education (available from 1999).

Credit points
Statistics Norway has infomation for each student on the amount of credit points attained per subject and the amount of credit points required for completion of the entire degree. Collection of credit point statistics began in 1999 and records are complete from 2004.

Record type
This variable relates to graduation statistics and states whether a completed course was a degree lasting 2 years or longer, or a shorter course or segment of a degreee.

3.3.5 Variables relating to institutions

School number
School number corresponds to organisation number in Statistics Norway's Central Register of Establishments and Enterprises.

School ownership
Statistics Norway's Central Register of Establishments and Enterprises is used to classify institutions by their ownership – private, state, county or municipal.

School municipality
Education statistics are usually published according to county of residence, however this variable makes it possible to report education statistics by school county or municipality. It is important to note that many pupils and students remain registered at their home residence while studying in a different county or municipality. Some of the adult upper secondary education data contains the county code but not the municipality code.

Type of institution
Institutions are classified primarily according to their level of education offered, but also according to more specific information about the type of courses offered and the educational act under which the institution operates. The 1994 Standard Industrial Classification (NOS C182) forms the basis for classification, with key groupings being: primary and lower secondary school, upper secondary school, university, university college and adult education. University colleges are further divided into state, military and other (mostly private) colleges.

Type of institution is classified internally by Statistics Norway and is a central variable used in many publications.

3.3.6 Variables created in the National Education Database

When new data is entered into the National Education Database, it is checked against existing information. Running records for individuals are updated to reflect any new occurrences. Three types of occurrences are registrered in the database: entrance to a course, changes to a course, and departure from a course.

Type of occurrence
This variable registers what type of change was made to an individual's running record: course entrance, course change or course departure.

Registration date
Registration date is the date at which an individual's record was last altered, regardless of the type of occurrence.

Entrance date
This date is set when a person enters the education system in Norway for the first time, and is reset when a person enters a new course or returns to the education system after a period of deferment.

Departure date
This date is set when an individual completes a course, leaves the education system, or ceases to be a permanent resident of Norway.

Throughput variables
A series of variables are pre-defined within the National Education Database to create indicators of the throughput of pupils and students within the education system. There are two types of indicators: **set variables** (do not change over time) and **running variables** (updated as a pupil/student progresses).

Examples of set throughput variables (do not change over time):

Number of semesters used to complete all types of upper secondary education prior to further education:
3-year upper secondary course
3-year upper secondary course – general areas of study
3-year upper secondary course – vocational areas of study
Masters level
Doctorate

Number of semesters used to complete upper secondary education covered by the Education Act:
3-year upper secondary education under the Education Act
3-year upper secondary education under the Education Act, general areas of study

3-year upper secondary education under the Education Act, vocational areas of study

Number of semesters in tertiary education to complete the following education levels:
University college level
4-year tertiary degree (including Cand.mag degree)
Masters level degree
Doctorate

Number of semesters taken beyond lower secondary school to complete the following education levels:
3-year upper secondary course
3-year upper secondary course – general areas of study
3-year upper secondary course – vocational areas of study
3-year upper secondary education under the Education Act
3-year upper secondary education under the Education Act, general areas of study
3-year upper secondary education under the Education Act, vocational areas of study
University college level
4-year tertiary degree (including Cand.mag degree)
Masters level degree
Doctorate

Year and month of first-time regristration:
In upper secondary education
In upper secondary education under the Education Act
In tertiary education
In post-graduate education

Year first completed:
Lower secondary school
3-year upper secondary course
3-year upper secondary course – general areas of study
3-year upper secondary course – vocational areas of study
3-year upper secondary education under the Education Act
3-year upper secondary education under the Education Act, general areas of study
3-year upper secondary education under the Education Act, vocational areas of study
University college level
4-year tertiary degree (including Cand.mag degree)
Masters level degree
Doctorate

Number of semesters required for a specific course
This variable contains the number of semesters a pupil/student used to complete an education course.

Number of semesters taken beyond normal course duration
This variable counts the additional semesters used to complete a course for pupils/students who have used longer than the normal number of semesters.

Normal time-course
Information is provided on whether pupils/students completed their course within the normal time-frame, or whether they used a longer or shorter time span.

Examples of running throughput variables (updated as a pupil/student progresses):
Total number of semesters taken beyond lower secondary school
Total number of semesters taken in tertiary education

3.4 Variables relating to the population's level of education

The population's level of education is reported per 1 October each year and includes all permanent residents aged 16 years and over. Age is taken per 31 December of the reporting year. Fifteen year olds who have completed lower secondary school and are underway with a higher level of education are also included.

In August/September of each year, the level of education file within the National Education Database is updated from the register of completed educations during the previous year. In addition to the necessary variables, the level of education file contains variables, such as immigration category and country of origin, that are often requested for projects relating to the population's level of education. Statistics Norway has an internal system (DataDok) for documenting which variables are associated with each file for any given year within the education database.

3.5 Further information about variables, definitions and data sources

Statistics Norway has established its own microdata webpage (http://www.ssb.no/english/research_and_analysis/) with information on accessible databases for external researchers and detailed information about the different variables associated with each database. External users can therefore able to see exactly what data is available for research purposes before they apply to Statistics Norway for access to the data. Information about the National Education Database has recently been added to the microdata website in Norwegian and will be added in English towards the end of 2006.

Statistics Norway has developed a variable-database called VARDOK that will soon be available on the Internet. VARDOK is designed to complement the microdata webpages with variable definitions and codelists. Together, these systems will offer a very compre-

hensive overview of information available to the public for statistical purposes.

4 Sources of error and uncertainty

4.1 Collection and processing errors

4.1.1 Errors in information provided by individual pupils or students

The majority of errors found in education statistics can be traced back to the original data source. The probability of making errors is higher for institutions that build their administrative database from information provided by individual pupils or students themselves.

Overestimation of student numbers is common in tertiary institutions where registration occurs with payment of registration fees rather than enrolment in courses. People pay student registration fees with no intention of studying because they will take advantage of discounts available to registered students. The amount of so-called 'discount students' should not be underestimated. They influence graduation and credit points statistics by overestimating the number of students who are unproductive, making institutions seem less effective than they really are.

4.1.2 Inaccurate information in register data delivered to Statistics Norway

Data collected from the administrative systems of the various tertiary institutions can have missing or incorrect data and it is difficult to know the extent of these errors. Pupils and students may be missing from Statistics Norway's figures for several reasons. Institutions may not deliver all their data, despite having a duty to do so. An entire class out may be accidently left out and if the school's total number of students does not deviate enough from the previous year, then controls performed by Statistics Norway will not pick up the error. Alternatively, Statistics Norway may not be aware of new institutions and therefore not request any data from them.

Errors can also occur in certain variables within an individual record. Personal responsible for the registers may miss out variables, make errors during data input, or be uncertain of the definition of certain variables.

A single pupil or student may be reported several times. Alternatively, a student may remain in the registration system after they have completed their studies.

4.2 Data control and revision

Errors can occur during the data control and revision processes performed by Statistics Norway. Some errors can come from other registers and catalogues that are merged with the educational data during the data manipulation phase.

4.2.1 Registers and catalogues

Educational data is merged with other registers and catalogues to both check existing variables and obtain additional variables. Errors can occur if these registers are not fully updated or are of a poor quality.

When institutions use their own course codes instead of the Norwegian Standard Classification of Education, Statistics Norway must recode this variable, creating the possibility for errors. It is important to have the correct course code for students as several other variables are derived from this code. The course code is also used as a control against other variables reported from institutions. The Standard Classification of Education is regularly updated and it is important that course codes reflect the updated version.

4.2.2 Errors during the control phase

Records with invalid ID-numbers are referenced against Statistics Norway's population database (BEBAS) to find the correct personal ID-numbers. The individual's name and date of birth are primarily used to identify the correct ID-number. If more than one person has same name and date of birth, then a record may be allocated the wrong personal ID-number.

When an individual is registered at two different institutions, duplicate controls choose to keep the highest-level education course. If a person is actually taking the lower-level course, then they will be registered in the wrong course and institution in the education statistics.

5. Key education statistics

5.1. Pupils and Students in upper secondary and tertiary education, by type of institution

Type of institution/institution	1989		1994		1999		2004	
	Total	Per cent females	Total	Per cent females	Total	Per cent females	Total	Per cent females
Upper secondary education	**204 806**	**49,2**	**203 364**	**47,4**	**196 598**	**48,8**	**202 248**	**48,1**
Pupils	186 628	51,8	185 500	49,8	165 298	52,2	173 378	51,2
Apprentices	18 178	23,0	17 864	22,7	31 300	30,9	28 870	29,9
Folk high schools	**6 117**	**53,5**	**5 924**	**59,5**	**6 104**	**66,3**	**6 051**	**64,3**
Employment training	**8 198**	**53,9**	**24 116**	**54,2**	**4 431**	**57,8**	**5 669**	**53,4**
Vocational education	**4 952**	**9,1**	**5 149**	**7,3**	**3 541**	**5,0**	**3 272**	**5,9**
Technical vocational school	4 952	9,1	5 149	7,3	3 541	5,0	3 272	5,9
Other upper secondary education	**15 932**	**53,5**	**7 047**	**41,5**	**12 335**	**52,0**	**9 624**	**60,4**
Tertiary education	**122 791**	**53,6**	**165 609**	**55,6**	**189 017**	**58,9**	**211 001**	**59,6**
State university colleges	-	-	69 835	60,0	86 104	65,2	99 727	64,3
Military colleges	-	-	608	5,4	870	7,0	535	7,7
Other university colleges[1]	-	-	18 577	49,5	26 176	53,8	31 126	58,0
University colleges[2]	67 831	55,1	-	-	-	-	-	-
Specialised university institutions	4 548	51,8	5 708	45,4	6 844	44,9	7 741	50,2
Universities	50 412	52,6	70 881	54,1	69 023	55,1	71 872	55,3

[1]Other university colleges conists of private colleges, arts academies and police college. [2]In 1989 the category 'university colleges' consisted of district colleges, teacher training colleges, engineering colleges, social colleges, health science colleges, military colleges and other colleges. .

5.2. Pupils and Apprentices in upper secondary education, by area of study

	1999		2004	
	Total	Per cent females	Total	Per cent females
General areas of study, pupils	**96 945**	**54,9**	**89 777**	**53,9**
General, economics and management studies	86 362	55,3	76 336	53,9
Music, dance and drama	4 377	70,3	5 476	72,3
Sport and physical education	6 206	38,7	7 965	41,8
Vocational studies, pupils	**67 438**	**48,2**	**83 601**	**48,2**
Health and social studies	17 197	91,6	18 007	89,8
Agriculture, fishing and forestry	4 066	44,1	4 102	54,6
Arts, crafts and design studies	12 328	82,1	12 924	85,3
Hotel and food-processing trades	6 031	52,6	6 848	55,1
Building and construction trades	4 805	1,9	7 328	1,8
Technical building trades	1 799	12,8	2 242	9,4
Electrical trades	8 720	4,0	9 255	3,8
Engineering and mechanical trades	10 711	4,5	11 886	5,5
Chemical and processing trades	844	35,7	836	29,3
Woodworking trades	937	20,2	608	16,4
Media and communication	-	-	4 588	54,9
Sales and service	-	-	4 977	58,1
Pupils in areas of study valid before Reform 94	**915**	**72,0**	**-**	**-**
General areas of study, apprentices	**1 051**	**66,1**	**697**	**5,2**
General, economics and management studies	1 051	66,1	697	5,2
Music, dance and drama	-	-	-	-
Sport and physical education	-	-	-	-
Vocational studies, apprentices	**29 789**	**29,8**	**28 173**	**30,5**
Health and social studies	4 095	91,5	2 942	89,6
Agriculture, fishing and forestry	482	11,8	680	33,8
Arts, crafts and design studies	2 642	88,4	2 464	96,0
Hotel and food-processing trades	3 326	50,4	2 704	53,8
Building and construction trades	4 124	1,3	5 269	1,0
Technical building trades	1 217	6,8	1 737	6,6
Electrical trades	5 944	3,9	5 063	3,7
Engineering and mechanical trades	6 763	6,3	5 130	6,1
Chemical and processing trades	409	37,9	253	38,3
Woodworking trades	787	16,3	335	22,4
Media and communication	-	-	284	52,5
Sales and service	-	-	1 312	69,7
Apprentices in areas of study valid before Reform 94	**460**	**19,8**	**-**	**-**

5.3. Students in tertiary education[1], by field of education. Absolute figures and per cent females

Field of education	1984		1994		2004	
	Total	Per cent females	Total	Per cent females	Total	Per cent females
Total	**90 510**	**49,9**	**165 609**	**55,6**	**211 001**	**59,6**
General subjects	0	0,0	67	47,8	1 341	16,6
Humanities and arts	13 672	62,3	31 863	63,1	28 893	62,8
Teacher training and pedagogy	14 411	72,0	25 698	73,5	31 178	75,3
Social sciences and law	12 235	50,8	24 446	56,3	30 597	60,3
Business and administration	14 559	33,7	23 237	44,5	36 653	51,9
Natural sciences, vocational and technical subjects	20 510	24,2	30 960	27,1	34 227	29,9
Health, welfare and sport	12 797	75,0	24 150	78,2	43 294	79,4
Primary industries	735	31,8	1 630	40,2	1 269	48,3
Transport and communications, safety and security and other services	1 225	10,9	2 253	17,1	2 170	25,3
Unspecified field of study	366	48,4	1 305	50,8	1 379	57,1

[1]Doctoral students are not included in the figures.

5.4. Pupils who started a basic course for the first time in 1994 and 1999, by completed upper secondary education[1] within five years, area of study and gender. Per cent

Area of study in basic course and gender	Total	Total	Completed according to regulated study duration	Completed beyond regulated study duration	Still in upper secondary education after 5 years	Dropped out of upper secondary education
1994						
General areas of study	**30 152**	**100**	**80**	**8**	**2**	**10**
Men	13 970	100	77	8	3	12
Women	16 182	100	81	8	2	9
Vocational studies	**24 273**	**100**	**44**	**15**	**7**	**34**
Men	13 801	100	39	16	7	38
Women	10 472	100	50	14	6	30
1999						
General areas of study	**27 097**	**100**	**76**	**8**	**3**	**14**
Men	12 782	100	73	7	3	17
Women	14 315	100	79	8	2	11
Vocational studies	**24 203**	**100**	**40**	**15**	**8**	**36**
Men	13 496	100	34	18	9	40
Women	10 707	100	49	12	8	31

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

5.5. Completed undergraduate degrees in the 2003/04 study year, by number of years since the student was first registered in tertiary education[1]. Per cent

Study duration	Number of graduates	Total	3 years or less	4 years	5 years	6 years	7 years	8 years or more
3-year degrees	**16 176**	**100,0**	**43,0**	**21,6**	**12,1**	**6,8**	**4,3**	**12,3**
Men	5 344	100,0	40,4	19,6	12,6	7,6	5,2	14,7
Women	10 832	100,0	44,2	22,5	11,9	6,4	3,8	11,1
4-year degrees	**1 393**	**100,0**	**2,6**	**17,9**	**24,4**	**16,2**	**11,8**	**27,1**
Men	657	100,0	2,0	18,1	25,0	15,1	11,3	28,6
Women	736	100,0	3,1	17,7	23,9	17,3	12,2	25,8

[1]Number of years is calculated as: 3 years or less = up to 40 months, 4 years = 41-52 months, 5 years = 53-64 months, 6 years = 65-76 months, 7 years = 77-88 months, 8 years or more = 89 months or more.

5.6. Completed postgraduate degrees in the 2003/04 study year, by number of years since the student was first registered in tertiary education[1]. Per cent

Study duration	Number of graduates	Total	5 years or less	6 years	7 years	8 years	9 years	10 years or more
5-year degrees	**3 655**	**100,0**	**35,8**	**19,2**	**12,7**	**8,4**	**4,3**	**19,5**
Men	2 364	100,0	35,1	18,9	12,9	8,4	4,4	20,4
Women	1 291	100,0	37,2	19,8	12,3	8,4	4,3	18,0
6-year degrees	**3 072**	**100,0**	**2,7**	**7,9**	**16,3**	**18,6**	**14,4**	**40,1**
Men	1 231	100,0	2,9	7,5	17,0	21,8	15,3	35,6
Women	1 841	100,0	2,5	8,3	15,9	16,5	13,8	43,1

[1]Number of years is calculated as: 5 years or less = up to 64 months, 6 years = 65-76 months, 7 years = 77-88 months, 8 years = 89-100 months, 9 years = 101-112 months, 10 years or more = 113 months or more.

5.7. Population 16 years and over, by highest completed level of education. Absolute figures and per cent females

	Total	Primary and lower secondary school	Upper secondary school[1]	Tertiary education, short[2]	Tertiary education, long[3]	Unknown or no education
1984	**3 240 790**	**1 257 583**	**1 516 290**	**312 711**	**85 847**	**68 359**
Per cent females	51,0	55,3	49,5	51,9	16,6	46,5
1994	**3 460 446**	**974 328**	**1 780 919**	**486 840**	**122 453**	**95 906**
Per cent females	51,0	56,2	49,2	54,3	24,4	49,3
2004	**3 642 888**	**689 851**	**1 997 566**	**655 923**	**189 136**	**110 412**
Per cent females	50,9	55,6	48,4	58,0	34,0	52,1

[1]Includes education courses based on completed upper secondary education, but not approved as tertiary education. [2]'Tertiary education, short' includes courses up to 4 years in duration. [3]'Tertiary education, long' includes degrees over 4 years in duration (also doctoral degrees).

5.8. Pupils and apprentices who completed upper secondary education in 1999 and 2004[1], by new education activity the following study year and area of study. Absolute figures and per cent females

Year and area of study	Total	In upper secondary education	Folk high school	Other upper secondary education[2]	University College	University	Not in education
1999, total	**56 217**	**4 653**	**2 826**	**1 605**	**5 545**	**4 041**	**37 547**
Per cent females	**53,5**	**58,5**	**79,6**	**46,0**	**76,9**	**73,8**	**45,6**
General areas of study	31 715	1 957	2 572	1 298	5 084	3 902	16 902
Per cent females	62,1	69,4	80,2	47,5	77,6	73,6	52,4
Vocational studies	24 502	2 696	254	307	461	139	20 645
Per cent females	42,2	50,6	73,2	39,7	69,0	78,4	40,0
2004, total	**59 444**	**4 211**	**3 296**	**1 671**	**7 661**	**4 725**	**37 880**
Per cent females	**55,2**	**64,2**	**74,3**	**50,1**	**66,1**	**65,0**	**49,3**
General areas of study	32 873	1 926	2 801	918	6 792	4 455	15 981
Per cent females	56,7	57,2	73,6	64,4	66,3	64,7	46,9
Vocational studies	26 571	2 285	495	753	869	270	21 899
Per cent females	53,4	70,2	78,6	32,8	64,1	70,4	51,1

[1]Does not include vocational examinations taken under the pre-Reform94 system. [2]Includes courses based on completed upper secondary education, but not approved as tertiary education.

6 Individually based education statistics in 2005

Statistics Norway currently publishes 16 different individually based education statistics. The table below provides an overview of these statistics with Internet addresses for the most recent publications. Links to earlier publications and an updated version of "About the statistics" are also accessible via these webpages. Additionally, Statistics Norway has an education theme page with links to all publications of education statistics (http://www.ssb.no/english/subjects/04/).

Individually based education statistics published by Statistics Norway in 2005 and earlier		
Statistic	*Area*	*Link*
Upper secondary education	Upper secondary school	www.ssb.no/english/subjects/04/02/30/vgu_en/[10]
Apprentices and apprenticeship examinations	Upper secondary school	www.ssb.no/english/subjects/04/02/30/utlaerling_en/
Pupils in upper secondary education	Upper secondary school	www.ssb.no/english/subjects/04/02/30/utvgs_en/
Other upper secondary education programmes and labour market training	Adult education and other tuition	www.ssb.no/english/subjects/04/02/50/utannet_en/
Throughput of pupils in upper secondary education	Upper secondary school	www.ssb.no/english/subjects/04/02/30/vgogjen_en/
Pupils in upper secondary education – municipal state reporting	Upper secondary school	www.ssb.no/english/subjects/04/02/30/vgo_kostra_en/
Students in universities and colleges	University and university colleges	www.ssb.no/english/subjects/04/02/40/utuvh_en/
Graduates from universities and colleges	University and university colleges	www.ssb.no/english/subjects/04/02/40/eksuvh_en/
Throughput of students in tertiary education	University and university colleges	www.ssb.no/english/subjects/04/02/40/hugjen_en/
Folk high schools, short courses	Adult education and other tuition	www.ssb.no/english/subjects/04/02/50/utfolk_en/
Folk high schools, long courses	Adult education and other tuition	www.ssb.no/english/subjects/04/02/50/utfolklangkurs_en/
Population's level of education	Level of education	www.ssb.no/english/subjects/04/01/utniv_en/
Educational attainment among immigrants	Level of education	www.ssb.no/english/subjects/04/01/utinnv_en/
Indicators of education, OECD countries	Level of education	www.ssb.no/english/subjects/04/01/utind_en/
Pupils and Students, immigrants	Educational institutions	www.ssb.no/english/subjects/04/02/utelstud_en/
Norwegian students abroad	Educational institutions	www.ssb.no/english/subjects/04/02/studiutl_en/

[10] From 2005 onwards, statistics on upper secondary education and other upper secondary education are published together as 'upper secondary education'. The theme name will not be updated on earlier publications, but links to these articles will still be available with all new publications under 'upper secondary education'. All statistics on upper secondary education in StatBank are located in the same area: 04.02.30 Upper secondary education.

7 Appendix: Code lists

The Standard Classification of Education can be found on Statistic Norway's Internet site (NOS C751/2000) Folk high school statistics use their own catalogue for registration of subjects (NOS D246/2003). Code lists for other statistical areas, such as population statistics, are described within their own documention.

Variables relating to all levels of education

Course code type (KODETYPE)

1 combination code
2 single course code

Main grouping variable (HOVED)

0 = no education
1 = compulsory education
2 = intermediate level (between upper secondary and tertiary education)
3 = tertiary education
9 = unknown

Fulltime/parttime (HELDEL)

1 = fulltime
2 = parttime

Completed/not completed (UTFALL)

2 = not completed
8 = completed

Education abroad (UTLAND)

1 Norwegian student/pupil studying abroad

Variables relating to upper secondary education

Area of study after Reform 94 (STUDRETN)

21 General, economics and management studies
22 Music, dance and drama
23 Sport and physical education
31 Health and social studies
32 Agriculture, fishing and forestry
33 Arts, crafts and design studies
34 Hotel and food-processing trades
35 Building and construction trades
36 Technical building trades
37 Electrical trades
38 Engineering and mechanical trades
39 Chemical and processing trades
40 Woodworking trades
41 Media and communication
42 Sales and service
50 Technical vocational school

Course level after Reform 94 (KURSTRIN)

A = first year basic courses
H = advanced course I (VK I)
I = special study path
K = two or three year course (but not basic course over two years)
P = advanced courses II (VK II)/apprenticeship
T = apprenticeship taken after completion of advanced courses II (VK II)
U = technical vocational school
Z = courses for private practicum candidates

Course level grouping (KTRINN)
1 = basic courses
2 = advanced courses I
3 = advanced courses II/apprenticeship
4 = other courses
5 = vocational training

Type of education right
1 = not under a legal act
2 = youth education right
3 = adult education right
4 = right to completion

Native language tuition (MORSMAL)
1 = yes, tutoring in native language.
2 = no

Special tuition (SPESUND)
1 = yes, receives special tuition
2 = no

Norwegian language tuition (SPRAKOPP)
1 = yes, tuition in Norwegian as a second language
2 = no

Pupil status – upper secondary school (ELEVSTATUS)
A = alternative tuition plan for the entire course
E = pupil
P = privatist
S = dropped out after 1 October during the school year
U = foreign exchange pupil in Norge
V = Adult taking classes adapted for adult learning

Completion code (UTFALLU)
A = other evaluation criteria. For pupils following an alternative tuition plan
B = completed and passed a course
F = passed vocational examination
G = passed vocational examination with distinction
I = failed or missing one or more subjects
N = failed vocational examination
S = dropped out after 1 October during the school year

Type of vocational examination (FTYPE)
Blank = not taking vocational examinations
E = vocational examination as a school pupil
L = vocational examination as an apprentice
P = vocational examination as a private practicum candidate
9 = unknown type of vocational examination

Upper secondary qualification (KOMP)
1 = general studies competance
2 = vocational Studies Competance documented by vocational certificate, apprenticeship begins after two years of school tuition
3 = vocational Studies Competance documented by high school diploma
4 = working towards Vocational Studies Competance, in 3rd year of school before starting apprenticeship
5 = vocational Studies Competance with vocational certificate, apprenticeship begins after three years of school tuition

Variables relating to tertiary education

Occupational skills (REALKOMP)
0 = general Studies Competance
1 = occupational skills
2= other

Continuing education/distance education (EVUFJERN)
1 = ordinary education
2 = continuing education
3 = distance education
4 = continuing distance education

Record type
Blank = completed a non-tertiary course
3 = shorter course/segment of a degree
4 = completion of a degree two years or longer in duration (level 6, 7 and 8 courses)

Repeating students
Blank = not tertiary tertiary education
0 = not repeating
1 = repeating

Study right
Blank = primary or secondary school
1 = tertiary education with study rights
2 = tertiary education without study rights/privatist in university or college

Institution code (HSKODE)
001 = Saami University College
002 = Finnmark University College
003 = Tromsø University College
004 = Harstad University College
005 = Narvik University College
006 = Bodø University College
007 = Nesna University College
008 = North Trøndelag University College
009 = South Trøndelag University College
010 = Molde University College
011 = Ålesund University College
012 = Volda University College
013 = Sogn and Fjordane University College
014 = Bergen University College
015 = Stord/Haugesund University College
016 = University of Stavanger (previously Stavanger University College)
017 = Agder University College
018 = Telemark University College
019 = Vestfold University College
020 = Buskerud University College
021 = Gjøvik University College
022 = Lillehammer University College
023 = Hedmark University College
024 = Østfold University College
025 = Akershus University College
026 = Oslo University College
040 = BI Norwegian School of Management
041 = Baptists Theological Seminar
042 = Diakonhjemmet University College
043 = Bergen National Academy of the Arts
044 = Oslo National Academy of the Arts

045 = Norwegian School of Information Technology
046 = Norwegian Teacher Academy
047 = Norwegian Police University College
048 = University Graduate Center in Kjeller
049 = Stiftelsen Varehandelens Høgskole (part of BI Norwegian School of Management from 1.1.2000)
050 = Encefalon University College
051 = Staffeldtsgate University College
052 = Lovisenberg Deaconal University College
053 = Diakonova University College
054 = BI Norwegian School of Marketing
055 = Norwegian School of Ballet
056 = Statens Lærerkurs (continuing education for teachers, closed in 2002)
057 = Barratt Due Institute of Music
058 = Norwegian School of Eurythmy
059 = Rudolf Steiner University College
060 = OMH Business School (part of NKS University College from March 2000)
061 = School of Norwegian Tax Administration, Oslo
062 = Atlantis Medical University College
063 = Norwegian School of Economics and Business Administration, Competence Centre, Oslo
064 = Norwegian School of Tourism (part of NKS University College from March 2000)
065 = Aviation School (Luftfartsverket)
066 = Ansgar Bible School
067 = Gimlekollen School of Journalism and Communication
068 = School of Mission and Theology, Stavanger
069 = Rogaland University College
070 = Rogaland School of Marketing
071 = Betanien Deaconal University College
072 = Bergen Deaconess University College of Nursing
073 = University College for Christianity
074 = School of Norwegian Tax Administration, Bergen
075 = Bergen School of Architecture
076 = Academy of Creative Writing in Hordaland (closed in 2004)
077 = Dronning Mauds minne (University College for pre-school teaching)
078 = Norwegian School of Naturopathic Medicine
079 = Norwegian School of Information Technology
080 = NRK Personaloppl (personal information)
081 = Statens Forvaltningshøyskole (a college of state administration/management)
082 = State education centre for health personnel (closed in 1992)
083 = Ministry of Foreign Affairs, candidate course
084 = Norwegian School of Economics and Business Administration, Competence Centre, Bergen
085 = BI Academy of Insurance (part of BI Norwegian School of Management)
086 = NKS University College (previously OMH Business School and Norwegian School of Tourism)
087 = Archive Academy Centre
088 = Fjellhaug Bible and Missionary College
090 = Norwegian School of Sport Sciences
091 = Oslo School of Architecture
092 = Norwegian Academy of Music
093 = Norwegian School of Veterinary Science
094 = Norwegian University of Science and Technology
095 = Universitety of Tromsø
096 = Universitety of Oslo
097 = Universitety of Bergen
098 = Norwegian Lutheran School of Theology
099 = Norwegian University of Life Sciences (previously Agricultural University of Norway)
100 = Norwegian School of Economics and Business Administration
888 = Tertiary education abroad (data provided by State Education Loan Fund)

University/college course type (UHGRUPPE)

01	Preparatory examination
02	Undergraduate education
03	Other one-year foundation courses
04	College diploma, two-year
05	Engineering, two-year foundation programme
05H	College diploma in engineering, two-year
06	Other two-year studies, foundation programme
07	College degree, three-year
08	General teacher, foundation programme
08B	Bachelor degree, general teacher
09	Pre-school teacher, foundation programme
09B	Bachelor, pre-school teacher
10	Vocational teacher, foundation programme
10B	Bachelor, vocational teacher
11	Engineering, three-year foundation programme
11B	Bachelor of engineering
12	Nursing, foundation programme
12B	Bachelor of nursing
13	Health care, 3-4 year foundation programme (not nursing)
13B	Bachelor degree, health care (not nursing)
14	College degree, four-year
15	Special training for public employees, lower level
16	Other three and four-year foundation programmes (not college degrees)
17	Bachelor of social sciences (cand.mag. degree)
18	Supplementary education in managment/organisation/administration/business
19	Supplementary education for engineers
20	Supplementary education for nurses
21	Supplementary education for health care staff other than nurses
22	Other supplementary education, up to two years
23	Teacher training programme
24	Business and economics degree
25B	Bachelor degree, general studies
26B	Bachelor degree, humanities/arts
27B	Bachelor degree, teacher training and pedagogy (not general teacher)
28B	Bachelor degree, social sciences/legal studies
29B	Bachelor degree, business/administration
30B	Bachelor degree, natural science/vocational and technical subjects
31	Postgraduate education
32	Graduate degree, philosophy
33	Graduate degree, politics
34	Graduate degree, science
35	Graduate degree, law
35M	Master of law
36	Graduate degree, medicine
37	Graduate degree, agriculture
38	Graduate degree, music
39	Graduate degree, theology
40	Graduate degree, health servicies
41	Graduate degree, social economics
42	Graduate degree, physchology
43	Graduate degree, sociology
44	Graduate degree, social work and counselling
45	Graduate degree, insurance
46	Graduate degree, science and technology
47	Graduate degree, pharmacy
47M	Master degree, pharmacy
48	Graduate degree, vetinary science
49	Graduate degree, business administration

50 Graduate degree, dentistry
50M Master degree, dentistry
51 Graduate degree, pedagogy
52 Other graduate degree
53 Magister degree
54 Master of business and economics
55 Graduate engineering degree
55M Master, science and technology
56 Master of Science
57 Master of Philosophy
58 Master of Arts
59 Master of International Business
60 Master of Business Administration
61 Master of Management
62 Master of Technology Management
63 Other master degrees
64 Special training for public employees, higer level
65 Other postgraduate education, not supplementary education
66 Supplementary education, up to two years
67 Specialist training for doctors
70 Ph.d.
71M Master, general studies
72M Master, humanities/arts
73M Master, teacher training and pedagogy
74M Master, social sciences/legal studies
75M Master, business/administration
76M Master, natural science/vocational and technical subjects
77M Master, health/welfare/sport
78M Master, primary industries
79M Master, transport/communication/safety and security/other services
80M Master, unknown area of study
81 Ph.d., Philosophy
82 Ph.d., Politics
83 Ph.d., Science
84 Ph.d., Law
85 Ph.d., Medicine
86 Ph.d., Theology
87 Ph.d., Science and Technology
88 Ph.d., Dentistry
89 Ph.d., Vetinary Science
90 Ph.d., Agriculture
91 Ph.d., Social Economics
92 Ph.d., Engineering
93 Ph.d., Arts
94 Ph.d., Psychology
95 Other doctoral degrees
96B Bachelor, health/welfare/sport
97B Bachelor, primary industries
98B Bachelor, transport/communication/safety and security/other services
99B Bachelor, unknown area of study

Institution variables

School ownership (EIERF)

1 = state
2 = county/municipality (valid until 2003/2004 study year)
3 = private
4 = municipality
5 = county municipality
9 = unknown

School municipality (SKOLEKOM)
Given as municipality number
9999 = unknown/blank
2580 = abroad

Type of institution (UTD)
100 primary and lower secondary school
211 upper secondary school/education
212 apprentice (upper secondary education)
213 upper secondary education adapted for adults
220 other upper secondary education
311 state university college
312 military university college
313 other university colleges
400 university and specialized university institution
510 folk high school
520 labour market training
610 upper secondary education abroad
620 tertiary education abroad
710 vocational school

Type of institution, recoded (SSLAG)
1 = primary and lower secondary school
2 = upper secondary school
3 = university and university college

Variables relating to level of education

Teacher training programme (PEDSEM)
1 = completed teacher training programme
2 = completed general teacher degree

Social background (SOSBAK)
1 = mother and/or father has postgraduate education
2 = mother and/or father has undergraduate education
3 = mother and/or father has upper secondary education
4 = mother and/or father has primary or lower secondary education
5 = both parents have unknown education level

Variables used only in the National Education Database

Completed in normal time (FULLF_NORMERT)
1 = completed in shorter than normal time
2 = completed in normal time
3 = completed in longer than normal time

Type of occurrence (KODE)
0 = course departure
1 = course entrance
2 = change of courses

Previously released in the subject area

Norges offisielle statistikk (NOS)/ Official Statistics of Norway

C645 Den individbaserte utdanningsstatistikken. Dokumentasjon 2000
C617 Norsk standard for utdanningsgruppering. Revidert 2000. Bokmål
C676 Norsk standard for utdanningsgruppering. Revidert 2000. Nynorsk
C751 Norwegian Standard Classification of Education. Revised 2000

Statistiske analyser (SA)/Statistical Analyses

Utdanning 2005 – deltakelse og kompetanse *(SA 74)*
Utdanning 2003 – ressurser, rekruttering og resultater *(SA 60)*

Aktuell utdanningsstatistikk (AU)/Current Education Statistics

Utdanningsbarometeret 2002 (AU 2002)
Utdanningsbarometeret 2001 (AU 2001)
Aktuell utdanningsstatistikk. Videregående opplæring. Nøkkeltall 2001 (AU 9/2001)
Aktuell utdanningsstatistikk. Valg av høyere utdanning (AU 8/2001)
Aktuell utdanningsstatistikk. Universiteter og høgskoler. Nøkkeltall 2001 (AU 6/2001)
Aktuell utdanningsstatistikk. Voksenopplæring i Norge 2001 (AU 5/2001)
Aktuell utdanningsstatistikk. Private skoler i Norge (AU 4/2001)
Current education stastistics. Universities and Colleges. Key Figures 2000 (AU 3/2001)
Aktuell utdanningsstatistikk. Universiteter og høgskoler. Nøkkeltall 2000 (AU 7/2000)
Vidaregåande opplæring. Nøkkeltal 2000 (AU 5/2000)
Gjennomstrømning i utdanningssystemet 1989 - 1997 (AU 1/2000)

Notater/Notes

2006/17 Dokumentasjonsnotat for FylkesKOSTRA videregående opplæring. Publisering av 2004-tallene
2005/07 Dokumentasjonsnotat for FylkesKOSTRA videregående opplæring. Publisering av 2003-tallene
2004/74 Kvalitetsprosjektet for videregående opplæring
2004/39 Dokumentasjonsnotat for FylkesKOSTRA videregående opplæring. Publisering av 2002-tallene
2003/30 Dokumentasjon av prosjekt "Overgang utdanning - arbeid"
2002/74 Dokumentasjonsnotat for FylkesKOSTRA videregående opplæring 2002
2002/73 Kvalitet i grunnopplæringen
2002/53 En skjemabasert komplettering av registeret over befolkningens høyeste utdanning
2001/60 Dokumentasjonsnotat for FylkesKOSTRA videregående opplæring 2001
2001/12 NUS2000. Dokumentasjonsrapport

Samfunnsspeilet

Nr. 4-2005 Innvandrerbefolkningen er mangfoldig
Nr. 4-2005 Flere tar utdanning - og stadig lengre
Nr. 3-2003 Store forskjeller i innvandreres utdanningsnivå
Nr. 6-2002 Færre tar utdanning etter avsluttet videregående opplæring
Nr. 2-2002 Utdanningsnivå, 2000

SSBmagasinet/Statistical Magazine

23.05.2006 Differences in education among immigrants
25.01.2006 Antall studenter i Europa øker
25.11.2005 Sosial bakgrunn betyr lite for frafallet i høyere utdanning
01.02.2005 More highly educated women
06.04.2004 Fra Bondestudentar til Fiskerjenten
19.01.2004 Norske elever har mindre undervisning
16.08.2002 Ny database gir økt kunnskap om utdanning
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D 335 Fiskeoppdrett 2003. *Fish Farming 2003.* 2005. 79s. 140 kr inkl. mva. ISBN 82-537-6842-7

D 336 Byggearealstatistikk 2004. Statistikk over eksisterende bygningsmasse per januar 2005. *Building Statistics 2004 Statistics of Existing Buildings at January 2005.* 2005. 43s. 115 kr inkl. mva. ISBN 82-537-6855-9

D 337 Kommunale boliger 2004 *Public Housing 2004.* 2005. 29s. 115 kr inkl. mva. ISBN 82-537-6861-3

D 338 Inntektsstatistikk for personer og familier 2002-2003 *Income Statistics for Persons and Families 2002-2003.* 2005. 98s. 140 kr inkl. mva. ISBN 82-537-6870-2.

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D 359 Fiskeoppdrett 2004 *Fish Farming 2004* 75s 140 kr inkl. mva. ISBN 82-537-7048-0