

March 2001

Statistics Norway



Statistisk sentralbyrå

1876•2001
125 år

Published in co-operation
with the Ministry of
Education, Research and
Church Affairs

Current Education Statistics

Universities and Colleges

Key Figures 2000



3/2001

Translation of
Aktuell utdanningsstatistikk 7/2000

Current Education Statistics

In current education statistics series, statistics is published within different topics in education statistics.

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Prices: Price per year - kr 500 NOK incl. vat.
Single copy - 65 NOK incl. vat. incl. mva.

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ISSN 1500-4295
F-4106/00

Electronic Version

In addition to paper-edition, this publication is available in an electronic version on Statistics Norway's homepage on the internet. The address is <http://www.ssb.no>
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Standard symbols

Standard symbols in tables	Symbol
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Preface

Statistics Norway wishes to increase the availability of up to date statistics in Norway through the series on Current Education Statistics. Statistics Norway also wishes to present a broader spectrum of statistics on pupils and students in Norway. The publication also tries to cover the need for important (key) figures in the educational sector.

Current education statistics is jointly financed by Statistics Norway and the Ministry of Education, Research and Church Affairs (KUF). Both Statistics Norway and KUF contributed materials to the publication. Statistics Norway has the editorial responsibility for the publication as well as the professional quality.

This publication is divided into two. The general section includes chapters 1 to 6 and contains statistics and commentaries on applicants, admission, registered students, candidates, finance and staff (employees). The second section deals in various topics (topical section) and includes chapters 7 to 9 which describes tertiary education in a more international perspective.

Unless otherwise mentioned in the tables, all data in the general section are taken from the Database on Tertiary education (DBH), which is established and managed by the Norwegian Social Science Data Service (NSD). DBH is available at the following internet address: <http://www.nsd.uib.no/dbhvev/>

The contents of the data in tables and figures as well as the text in the general section are developed by the NSD. Exception is a part of the text in Chapter 8 on foreign students developed by the NSD. Some of the figures can deviate from the official statistics of Statistics Norway. See (about the Statistics). Below is a description of the abbreviations used in the publication:

KUF	- The Ministry of Education, Research and Church Affairs.
DBH	- Database on Tertiary education
NSD	- Norwegian Social Science Data Service
NTNU	- Norwegian University of Science and Technology
NHH	- Norwegian School of Economics and Business Administration
OECD	- Organisation for Economic Co-operation and Development.
EU	- European Union
NOK	- Norwegian kroner (local currency)

1. Applicants

About the statistics

Tertiary education includes education at the universities and colleges. It is built upon normal three years upper secondary school education. Apart from specific private colleges, all educational institutions are run by the state but the institutions have academic and administrative autonomy.

The statistics includes only the institutions that are organised under KUF and private colleges that get yearly assistance from KUF's budget due to the acceptance of their courses in respect of the private college education law. The publication therefore includes the four universities, six university colleges, and the 26 state colleges and the two art colleges as well as 20 private colleges.

Some of the tables show time series. In most of the other tables, 1996 figures are combined with that of 1999 such that the development within the last years are illustrated. 1996 is selected because DBH has a good quality of data from that year.

1.1. Organisation of Admissions

Due to the increased pressure on tertiary education and the need for a better co-ordination of student admissions, KUF established in 1991, the Universities and College Admission Service. The admission procedures were significantly changed from 1995. Applications are evaluated at the various institutions of learning whilst the application process is co-ordinated by the admission service. Every applicant gets only one offer of admission from his/her priority list. The available places at the various institutions are therefore effectively filled. The national admissions model now includes all institutions with the exception of the National Music College and the College of fine Arts in Oslo. About half of the private colleges are also included in the admission service.

1.2. Number of applicants

The period from the end of the 1980s to 1994 witnessed a noticeable increase in the number of applicants who applied to study for tertiary education. As is shown on the table 1.1 and figure 1.1 there was a reduction in the number of applicants. In the period from 1996 to 1999 there was a reduction of over 18 000 people that is about 18 per cent. In terms of percentages, applicants who were 24 years old or below have been stable at over 70 per cent in the last ten years with a little higher part in the mid 1990s.

Changes in the number of qualified applicants corresponds with the changes in the total number of applicants. 6 out of 10 qualified applicants are women and this trend has been held relatively constant in the 1990s. The higher per cent of women also reflected in the admission and registration of students. The table shows that the number of students who are present at the beginning of the academic year has been relatively stable in the past few years. The significant variation in the number of applicants has not led to a corresponding variation in the number of new students who are present at the beginning of the school year.

In the last few years, there has been a significant reduction in the number of qualified applicants who do not get an offer of admission at an institution of learning. There has also been an increase in the proportion of applicants who get admitted to schools or courses that fall within their preferred choices.

1.3. Applicants to the various institutions and disciplines

The number of applicants to most of the disciplines declined between 1996 to 1999. Teachers education (general, vocational and pre-school teacher education) and certain health and social courses like programme for child welfare workers, social work education, nurs-

Tabell 1.1. Applicants to universities and colleges. Autumn 1992-1999



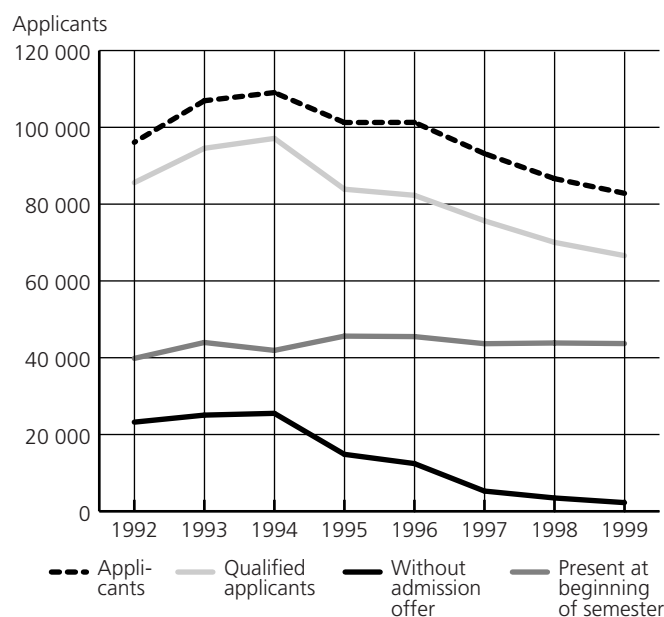
Year	Applicants		Qualified Applicants			Present at beginning of semester	
	Total	Percentage 24 years and younger	Total	Percentage of females	Without offer of admission	Total	Percentage of females
1992	96 094	71,9	85 598	59,5	23 223	39 824	56,3
1993	106 925	71,3	94 538	59,5	25 054	43 966	54,2
1994	109 054	71,7	97 116	60,0	25 514	41 907	56,4
1995	101 255	73,4	83 884	60,0	14 841	45 624	57,7
1996	101 288	74,8	82 294	60,2	12 433	45 501	58,8
1997	93 172	72,5	75 656	60,2	5 272	43 651	59,8
1998	86 644	71,8	70 043	60,2	3 473	43 836	61,0
1999	82 818	71,5	66 581	60,0	2 262	43 684	61,0

Source: Universities and colleges Admission Service.

ing and learning disabilities nurse education had a significant decline in the number of applicants. The only disciplines that had an increase in the number of applicants are architecture, engineering, business administration and natural sciences. Medicine is the discipline that had the highest percentage of primary applicants. It is followed by business administration, nursing and engineering. The primary applicants refers to those who selected the disciplines as their first choices.

The Annex table 1 shows an overview of the primary applicants in the various institutions as well as the number of primary applicants available for every vacant place in relation to 1996. Among the universities, The Norwegian University of Science and Technology (NTNU) had the highest number of primary applicants per vacant place of study in 1999, which indicates that the academic disciplines at the university is relatively attractive among incoming students. With exception of National College of Agriculture most of the university colleges had the high primary applicants per available study place. The College of Architecture in Oslo had 10.5 applicants to one study place in 1999.

Figure 1.1. Applicants to universities and colleges. Autumn 1992-1999



Source: Universities and colleges Admission Service.

1.2. Applicants by field of study. Autumn 1996 and 1999

Field of study	1996		1999	
	Applicants	Proportion of primary applicants	Applicants	Proportion of primary applicants
General teacher education	18 028	37,8	10 349	39,0
Audiography	1 527	12,6	582	13,6
Prog.for child welfare workers	12 208	22,8	7 324	25,4
Progr. for librarians	1 314	35,5	631	33,9
Medical lab. technology	3 331	25,3	2 041	23,2
Occupational therapy studies	3 550	20,3	2 580	18,3
Nutrition studies	493	13,0	336	10,4
Vocational teacher education	3 719	17,6	1 433	28,5
Pharmacy	1 584	22,3	905	25,5
Fishing	460	33,5	264	34,1
Physiotherapy	5 738	49,5	4 652	47,7
Pre-school teacher education	15 501	34,9	6 826	31,0
Humanities	15 337	39,6	12 064	37,9
Studies for degree (2 years)	22 549	35,8	20 115	43,2
Studies for degree (3 years)	17 332	43,3	13 129	37,3
Engineering (3 years program)	9 529	46,1	8 791	49,0
Journalism	4 575	50,9	3 727	49,2
Law	10 670	36,7	7 100	37,9
Agriculture	3 223	27,6	1 638	33,7
Maritime Studies	1 646	32,8	571	44,3
Medicine	4 165	61,6	3 006	74,4
Dentistry	3 215	19,2	1 960	21,2
Radiography	2 418	15,4	1 949	19,2
Natural science	7 920	35,6	8 727	33,1
Programme for dispensers	965	20,1	599	22,9
Social sciences	17 283	34,7	13 157	35,4
Architecture	988	25,8	1 666	30,0
Engineering (5 years program)	6 335	53,4	6 428	55,5
Business administration	5 223	61,2	5 254	64,6
Social work education	10 479	29,1	6 984	30,5
Nursing	18 814	51,3	11 593	56,2
Theology	840	10,1	672	24,0
Learning disabilities nursing education	7 116	19,5	3 917	24,9
Veterinary	1 914	38,7	1 025	53,7
Various study programmes	34 218	26,9	27 248	34,7
Various teacher education programmes	16 634	20,3	13 232	23,2

¹ Engineering (5 years programme) is only at the university level.

Source: Universities and colleges Admission Service.

2. Admission

2.1. General development

Table 2.1 gives an overview of the development in admission numbers from 1994 to 1999. It should be underlined that the admission numbers includes both external admissions (admissions service) as well as internal admission to further studies, specialised studies, graduate studies etc. Admission numbers in DBH will therefore be higher than that of the Universities and Colleges Admission Service. The total admission has been relatively stable during this time period above 70 000.

2.1. Admission by type of institution. 1994-1999

Year	Total	Universities colleges	University colleges ¹	State colleges	Art colleges	Private colleges
1994	70 666	20 403	1 467	39 360	198	9 238
1995	76 312	25 272	1 201	38 957	253	10 629
1996	75 995	25 902	2 027	38 208	243	9 615
1997	76 203	26 157	2 269	37 605	269	9 903
1998	72 594	22 040	2 201	38 363	255	9 735
1999	76 932	22 883	2 189	39 143	288	12 429

¹ The Norwegian College of Veterinary Science and the National Agricultural College are included from 1997 when they came under the jurisdiction of the Ministry of Church, Education and Research.

Source: DBH.

2.2. Admissions to institutions and disciplines

Annex table 2 shows the number of students admitted to educational institutions in last two years. At 32 of the 36 institutions, more women than men were admitted. Among the universities Oslo had the largest portion of women with 63 per cent. At the university colleges, the number of women varies a little depending on the type of discipline, highest is the Norwegian School of Veterinary Science with 74 per cent and the lowest is the Norwegian School of Economics and Business Administration (NHH) with almost 38 per cent. The dominance of women is clearest at the University colleges of Art. At the state colleges of Gjøvik and Narvik, most of the students are men and the reason is the many engineering students at these colleges. Admission has increased at the private colleges.

In 1999 the universities admitted almost 23 000 students. Social sciences is the largest subject area (including a study programme for psychology at the lower level.) At NTNU many students were admitted to study area - technology which explains all the engineering students (5 years programme).

2.2. Admission to universities by gender and subject area. 1998 and 1999

Subject area	1998			1999		
	Total	Percentage of females	Percentage of males	Total	Percentage of females	Percentage of males
Total	22 040	58,3	41,7	22 883	58,8	41,2
Architecture	70	58,6	41,4	91	51,7	48,3
Examen philosophicum ..	1 433	53,0	47,0	1 725	53,5	46,5
Pharmacy	88	72,7	27,3	91	70,3	29,7
Fishing	82	31,7	68,3	106	49,1	50,9
Health sciences ..	360	83,9	16,1	268	82,8	17,2
Humanities	4 781	65,6	34,4	4 651	65,6	34,4
Law	1 484	60,8	39,2	1 853	61,5	38,5
Natural sciences	3 602	40,9	59,1	3 522	43,4	56,6
Medicine	781	57,2	42,8	668	57,8	42,2
Dentistry	123	54,5	45,5	116	67,2	32,8
Education	861	81,7	18,3	870	82,8	17,2
One year teacher training	959	66,3	33,7	1 160	65,1	34,9
Professional psychology	230	71,3	28,7	248	69,0	31,0
Social sciences ..	5 622	63,5	36,5	5 757	64,6	35,4
Technology	1 343	30,1	69,9	1 495	27,6	72,4
Theology	85	60,0	40,0	113	62,0	38,0
Others	136	81,6	18,4	149	79,9	20,1

Source: DBH.

Shortage of certain types of skilled personnel has been the basis for KUF's establishment of new study places in the last few years. In the state colleges training (education) within health and social sciences, information technology, teacher training has been prioritised. Table 2.3 shows that there has been a certain increase in the admission to studies (disciplines) like general teacher education, nursing, learning disabilities nursing education and radiography. On the other hand admission to pre-school teacher education has reduced in the last few years, which corresponds with the reduction of the number of applicants.

2.3. Admission to state colleges by gender and type of education. 1996 and 1999



Type of Education	1996			1999		
	Total	Percentage of women	Percentage of men	Total	Percentage of women	Percentage of men
Total	38 208	59,2	40,8	39 143	63,4	36,6
General teacher education	2 809	63,8	36,2	3 113	69,8	30,2
Audiography	21	71,4	28,6	21	85,7	14,3
Prog for child-welfare workers ..	673	83,8	16,2	709	87,2	12,8
Programme for librarians	125	84,8	15,2	125	76,0	24,0
Medical laboratory technology ..	268	81,3	18,7	257	87,2	12,8
Training for interpreters for the deaf	20	90,0	10,0	17	100,0	0,0
Occupational - therapy	180	78,9	21,1	201	87,1	12,9
Examen philosophicum ¹	1 639	64,0	36,0	1 151	61,6	38,4
Vocational - teacher education	346	71,1	28,9	331	78,0	22,0
Physiotherapy	306	63,1	36,9	324	72,8	27,2
Pre-school teacher education	2 836	82,8	17,2	1 819	90,4	9,6
Higher degree studies	333	49,9	50,1	455	60,0	40,0
Studies for lower degree ²	5 517	47,4	52,6	5 413	48,9	51,1
Engineering (3 years programme)	2 950	14,4	85,6	3 144	17,5	82,5
Journalism	172	55,8	44,2	200	57,0	43,0
Maritime studies ..	194	4,6	95,4	185	8,7	91,3
Educational theory and practice	762	46,5	53,5	1 079	57,6	42,4
Radiography	122	67,2	32,8	184	75,5	24,5
Programme for dispensers	36	86,1	13,9	65	95,4	4,6
Engineering (5 years programme)	278	16,9	83,1	379	17,2	82,8
Business administration, 4 years ...	264	32,6	67,4	299	36,5	63,5
Social work education	778	75,2	24,8	758	80,7	19,3
Nursing	3 207	86,3	13,7	3 724	89,2	10,8
Dental hygiene	13	92,3	7,7	14	92,9	7,1
Dental technician .	.	.	24	75,0	25,0	
Learning disabilities nurse educ.	611	74,8	25,2	867	81,1	18,9
Various one/half year study prg. ³ ...	13 748	59,7	40,3	9 634	65,5	34,5

¹ Examen philosophicum - A half year preparatory course in philosophy.

² Studies for degree- vocationally oriented programmes 2 -4 years duration.

³ One/half year study programmes- concerns studies for lower degree in humanities, sciences and soc. sciences.

Source: DBH.

3. Registered students

3.1. General Development

Educational capacity has increased sharply since the end of the 1980s. In the fall semester of 1999, 174 000 students were registered, an increase of over 72 000 since 1988. As table 3.1 and figure 3.1 indicates, there has been a decline in the rate of increase and the total number has stabilised above 170 000 students. The increase in the number of new students in the 1990s has led to an equivalent high number of students at tertiary educational level than previously.

3.1. Registered students by type of institution. Autumn 1988-1999

Year	Total	Universities ¹	University colleges ²	State colleges ³	Art colleges	Private colleges
1988 ...	101 381	43 908	2 813	41 715	802	12 143
1989 ...	115 675	52 776	2 962	47 513	837	11 587
1990 ...	123 830	59 659	2 866	48 479	796	12 030
1991 ...	138 086	64 781	3 093	56 763	859	12 590
1992 ...	150 871	69 692	3 394	64 113	820	12 852
1993 ...	158 111	73 856	3 751	65 659	906	13 939
1994 ...	157 930	70 669	3 725	68 336	881	14 319
1995 ...	163 360	74 298	4 202	70 402	878	13 580
1996 ...	169 686	76 358	7 398	71 285	713	13 932
1997 ...	170 527	76 342	6 913	72 377	762	14 133
1998 ...	173 328	74 727	7 095	74 237	751	16 518
1999 ...	173 961	74 135	7 282	74 145	760	17 639

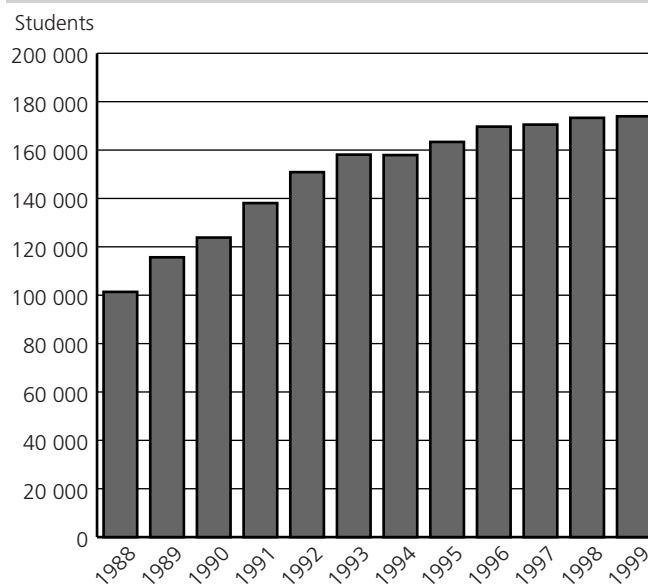
¹ Persons without offer of admission are not included in the figures before and including 1993. The figures for 1994-1999 was 5 187, 3 022, 2 175 and 1 593 people respectively. ² The National College of Agriculture and the Norwegian School of Veterinary Science were included in the figures from 1996. ³ The figures do not include the proportion of externally financed students at the colleges. Source: DBH.

KUF defines the target numbers for registered students at the institutions. Figure 3.2 shows that the department had expected the student numbers to stabilise above 70 000 students in the last few years, which corresponds to the actual development.

3.2. Distribution of students according to institutions

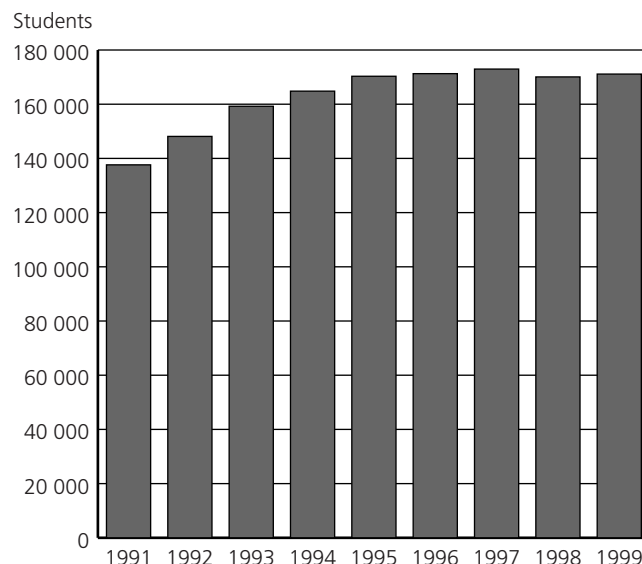
The universities have since 1993 had above 70 000 students, and the portion of women has increased slowly from 1996 to 1999. The year with the most female students at the universities was 1996. The six university colleges have had around 7 000 students in the last four years, whilst the 26 state colleges in 1999 practically had the same number as the universities, above 74 000 students.

Figure 3.1. Registered students. Autumn 1988-1999



Source: DBH.

Figure 3.2. Target numbers for the total student population. Autumn 1991-1999



Source: DBH.

3.2. Registered students by gender and institution. Autumn 1996 and 1999



Type of Institution	1996			1999		
	Total	Percentage of females	Percentage of males	Total	Percentage of females	Percentage of males
All Universities	76 358	53,6	46,4	74 135	54,1	45,9
University of Oslo	35 240	57,5	42,5	33 047	58,0	42,0
University of Bergen	16 710	55,3	44,7	16 109	55,7	44,3
University of Tromsø	6 748	53,9	46,1	6 041	55,4	44,6
Norwegian Univ. of science & tech ..	17 660	44,3	55,7	18 938	45,6	54,4
All University colleges	7 398	42,0	58,0	7 282	44,8	55,2
Norwegian State Academy of Music	472	48,5	51,5	483	48,7	51,3
Oslo School of Architecture	326	40,5	59,5	403	49,4	50,6
Norwegian School of Economics and Business Administration	2 823	30,5	69,5	2 786	33,1	66,9
Norwegian School of Veterinary Science	399	73,6	26,4	431	70,8	29,2
Norwegian College of Physical Education and Sport	750	43,2	56,8	719	42,1	57,9
Norwegian college of Agriculture	2 628	48,3	51,7	2 460	52,7	47,3
All state colleges	71 285	59,5	40,5	74 145	64,2	35,8
Agder College	5 935	42,9	57,1	6 194	58,2	41,8
Akershus College	1 807	76,6	23,4	2 142	78,6	21,4
Bergen College	4 246	59,7	40,3	4 833	63,7	36,3
Bodø College	3 444	58,5	41,5	3 546	62,3	37,7
Buskerud College	1 831	48,4	51,6	1 936	53,0	47,0
Finmark College	1 745	67,8	32,2	1 716	69,4	30,6
Gjøvik College	1 028	39,1	60,9	1 280	45,6	54,4
Harstad College	897	64,7	35,3	860	75,2	24,8
Hedmark College	3 538	64,5	35,5	3 801	68,8	31,2
Lillehammer College	1 823	66,1	33,9	1 833	71,4	28,6
Molde College	1 398	48,0	52,0	1 356	49,8	50,2
Narvik College	715	24,1	75,9	934	31,0	69,0
Nesna College	826	69,2	30,8	941	72,4	27,6
Nord-Trøndelag College	2 856	61,3	38,7	2 707	68,2	31,8
Oslo College	7 855	69,0	31,0	8 191	71,5	28,5
Sogn- og Fjordane College	2 157	65,4	34,6	2 263	67,7	32,3
Stavanger College	5 981	59,8	40,2	5 966	61,3	38,7
Stord/Haugesund College	1 999	64,1	35,9	1 974	69,3	30,7
Sør-Trøndelag College	5 282	54,5	45,5	5 468	60,6	39,4
Telemark College	4 069	58,7	41,3	4 067	63,8	36,2
Tromsø College	2 096	60,1	39,9	2 268	65,1	34,9
Vestfold College	2 490	57,9	42,1	2 769	61,9	38,1
Østfold College	3 705	62,5	37,5	3 684	64,6	35,4
Ålesund College	1 156	52,0	48,0	1 113	52,8	47,2
Volda College	2 254	67,7	32,3	2 184	71,1	28,9
Saami College	152	75,0	25,0	122	77,0	23,0
All colleges of Art	713	72,2	27,8	760	67,9	32,1
National College of Art, Bergen	252	79,0	21,0	259	69,9	30,1
National College of Art, Oslo	461	68,5	31,5	501	66,9	33,1
Private Colleges - Total	13 932	.	.	17 639	.	.

¹ Private colleges do not report gender distribution to to DBH.

Source: DBH.

Table 3.3 shows that certain private colleges have had a significant increase in the number of students. The private schools represented the largest percentage increase in the number of students from 1996 to 1999 from almost 14 000 to around 17 600, an increase of about 20 per cent (private colleges do not divide students according to gender). There has been a remarkable increase in student population especially in the polytechnics and The Norwegian School of Management (BI).

3.3. Distribution of students according to discipline

At the universities, the largest subject areas are the humanities, social sciences and natural sciences as shown on table 3.4. There has been a certain decline in humanities and examen philosophicum from 1996 to 1999. The medical sciences have had a significant increase in the number of students. NTNU has since 1998 had the responsibility of admitting students to medical studies abroad, 203 students were enrolled in 1999. The number of students in professional psychology studies has also witnessed certain amount of increased.

3.3. Registered students at the private colleges by institution. 1996 and 1999



Institution	1996	1999
Total	13 932	17 639
Barrat Due Conservatory of Music	72	72
Bergen School of Architecture	101	102
Betanien College of Nursing, Bergen	204	241
Norwegian College of Ballet	26	34
College of Eurythmics	25	22
The Polytechnical College	799	2 110
The Free Faculty of Theology	633	792
The Deaconess College	824	910
Deaconess College, Bergen	199	281
Queen Maud's College of Early Childhood Education	772	718
Norwegian School of Management, BI... ..	8 010	9 631
The College of Deaconia and Nursing	560	598
School of Journalism and Communication .....	.	120
Parish Sisters' Hospital College of Nursing	193	266
Norwegian College of Mission, Stavanger	153	152
Norwegian Business School of Trade and Retail Management	405	301
The Norwegian Deaconia College	28	.
The Norwegian Teacher Academy for Studies in Religion and Education	652	902
Rogaland College of Welfare Nursing	177	296
Rudolf Steiner College of Education	99	91

¹ Registered students are converted to full time equivalents. Source: DBH.

3.4. Registered students at the universities by gender and discipline. Autumn 1996 and 1999



Discipline	1996			1999		
	Total	Percentage of women	Percentage of men	Total	Percentage of women	Percentage of men
Total	76 358	53,6	46,4	74 135	54,1	45,9
Architecture	351	55,6	44,4	409	54,3	45,7
Examen philosophicum ¹	9 392	61,5	38,5	6 863	63,5	36,5
Pharmacy	318	75,8	24,2	410	71,5	28,5
Fishery science ..	259	29,0	71,0	412	34,2	65,8
Health studies ..	752	84,6	15,4	823	81,0	19,0
Humanities	16 143	62,3	37,7	14 582	62,9	37,1
Law	7 562	53,2	46,8	7 129	54,8	45,2
Natural sciences	10 888	38,2	61,8	11 103	38,3	61,7
Medicine	2 691	50,5	49,5	4 016	52,8	47,2
Dentistry	550	51,6	48,4	627	54,7	45,3
Education	1 795	77,9	22,1	1 783	79,1	20,9
Educational theory and practice ²	867	63,8	36,2	973	61,4	38,6
Professional psychology	926	69,1	30,9	1 250	69,9	30,1
Social sciences ..	15 118	60,1	39,9	15 401	61,0	39,0
Technology	6 913	20,4	79,6	7 287	23,2	76,8
Theology	406	52,0	48,0	328	54,3	45,7
Other subject areas	1 427	60,0	40,0	739	64,9	35,1

¹ A half-year preparatory course in philosophy common to all university students. ² A one-year programme in teacher training for university and college graduates. Source: DBH.

3.5. Registered students at the state colleges by gender and type of education. Autumn 1996 and 1999



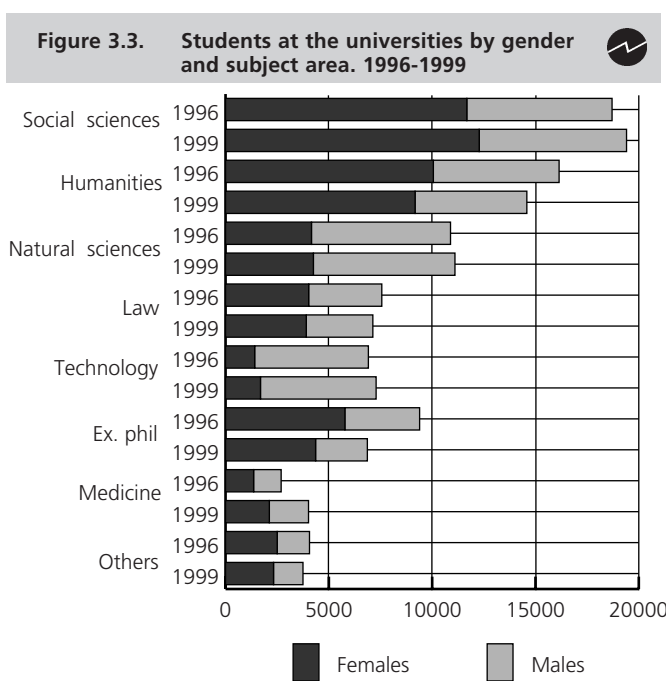
Type of education	1996			1999		
	Total	Percentage of women	Percentage of men	Total	Percentage of women	Percentage of men
Total	71 285	59,5	40,5	74 145	64,2	35,8
General teacher education	8 906	62,1	37,9	9 508	69,7	30,3
Audiography	21	71,4	28,6	40	82,5	17,5
Prog for child welfare workers ...	1 782	84,4	15,6	1 885	86,8	13,2
Programme for librarians	240	80,4	19,6	341	80,6	19,4
Medical laboratory technology	704	82,8	17,2	702	86,5	13,5
Training for the interpreters of the deaf	37	90,5	9,5	31	87,1	12,9
Occupational therapy	518	81,5	18,5	535	85,4	14,6
Examen philosophicum ¹	1 099	65,3	34,7	630	62,4	37,6
Vocational teacher education	978	70,0	30,0	758	75,5	24,5
Physiotherapy	819	66,2	33,8	879	68,9	31,1
Pre-school teacher education	6 979	83,1	16,9	6 753	92,8	7,2
Higher degree studies	497	52,5	47,5	618	62,4	37,6
Studies for the degree ² "høgskolekandidat"	11 981	46,7	53,3	12 035	49,6	50,4
Engineering, 3-year programme	8 219	14,4	85,6	9 109	17,9	82,1
Journalism	367	54,5	45,5	386	57,0	43,0
Maritime studies ..	494	5,1	94,9	494	6,5	93,5
Prosthetics and Orthotics	11	54,5	45,5	10	50,0	50,0
Educational theory and practice	864	47,8	52,2	995	58,0	42,0
Radiography	315	64,1	35,9	413	72,6	27,4
Programme for dispensers	100	90,0	10,0	165	93,3	6,7
Engineering, 5-year programme	685	18,8	81,2	697	18,5	81,5
Business adm, 4-year program	506	33,6	66,4	601	37,4	62,6
Social work education	2 042	78,1	21,9	1 998	81,5	18,5
Nursing	8 910	86,7	13,3	10 111	89,1	10,9
Dental hygiene	23	100,0	0,0	23	95,7	4,3
Dental technician ..	.	.	.	24	75,0	25,0
Learning disabilities nursing education	1 524	73,7	26,3	2 064	80,2	19,8
Various one/half year study programmes ³	12 665	60,2	39,8	12 341	65,7	34,3

¹ A half-year preparatory course in philosophy common to all university students. ² Concerns studies for lower degree (Cand Mag, 4 years) in the humanities, social sciences and natural sciences calculated in full time equivalents. ³ Preparatory courses and students with external financing are not present in the table. Source: DBH.

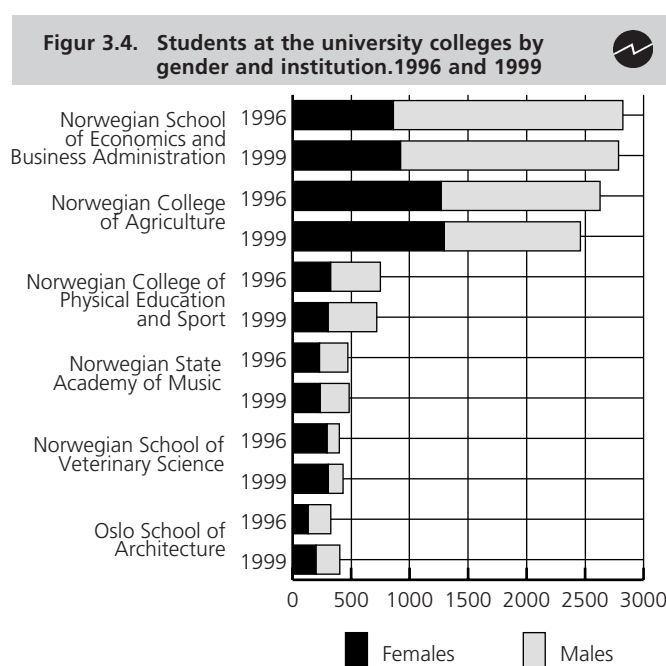
University of Oslo had 60 per cent of students at the lower degree level and 17 per cent at the higher degree levels in autumn 1999. Corresponding numbers for the University of Bergen was 57 and 19, and University of Tromsø was 42 and 19, The Norwegian University of Science and Technology had 41 and 12. There were 6 000 engineering students (five years programme) accounting for 32 per cent of the student population.

The state colleges have had small increases in the last few years. Table 3.5 shows that priority disciplines like general teacher education, nursing, and learning disabilities nursing education has increased noticeably from 1996 to 1999. In 1999 teacher education (general, pre-school and one year teacher training for university and college graduates) accounted for 24.5 per cent of the student population. The typical health related disciplines (occupational therapy, radiography, nursing, and learning disabilities nurse education) accounted for 19 per cent, engineering (engineering, five years programme for engineers, maritime studies) accounted for 14 per cent.

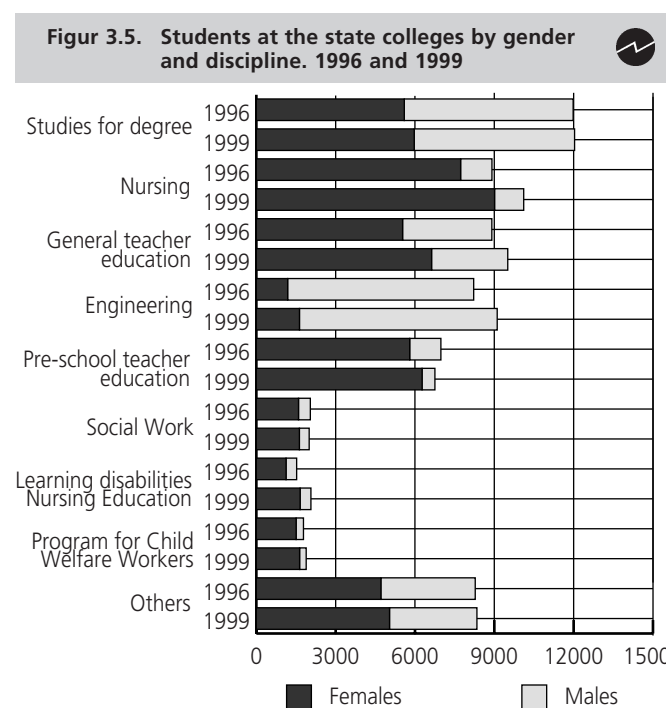
Figures 3.3-3.5 shows the gender distribution for enrolled students. At the universities all the disciplines had more women than men except fishery science at the University of Tromsø, the Science and technology courses at NTNU and natural sciences. The average percentage of women at the universities was 54. At the university colleges, the population of women varies significantly from 71 per cent at the Norwegian School of Veterinary Science to 33 per cent at the Norwegian School of Economics and Business Administration. The population of women at the state colleges has increased from 60 per cent in 1996 to 64 per cent in 1999.



Source: DBH.



Source: DBH.



¹ Various one year study programs excluded from the figure.

Source: DBH.

4. Candidates

4.1. General development

The large increase in the admission and enrolment of students in the last ten years has also led to a significant increase in the number of candidates, both at the universities, university colleges and state colleges including the art colleges.

4.2. Candidates and institutions

Table 4.1, figure 4.1 and figure 4.2 shows all the changes in the number of graduates in higher and professional degrees in the 1990s. Especially the number of higher degree graduates has increased significantly from nearly 900 in 1990 to 2 400 in 1999, an increase of 172 per cent. At the University of Tromsø and NTNU the increase has been 350 and 297 per cent. During the last three years the total number of higher degree candidates has temporally remained relatively constant.

Professional degrees like medicine, dentistry, law, engineering (five years programme) has duration of 4 to 6 years. The number of graduates in the professional degrees has had a lower rate of increase during the same period, from 2 000 to 3 000 that is 50 per cent increase. University of Tromsø had the highest percentage increase with 201 per cent.

4.1. Higher degree and professional candidates at the universities. 1990-1999

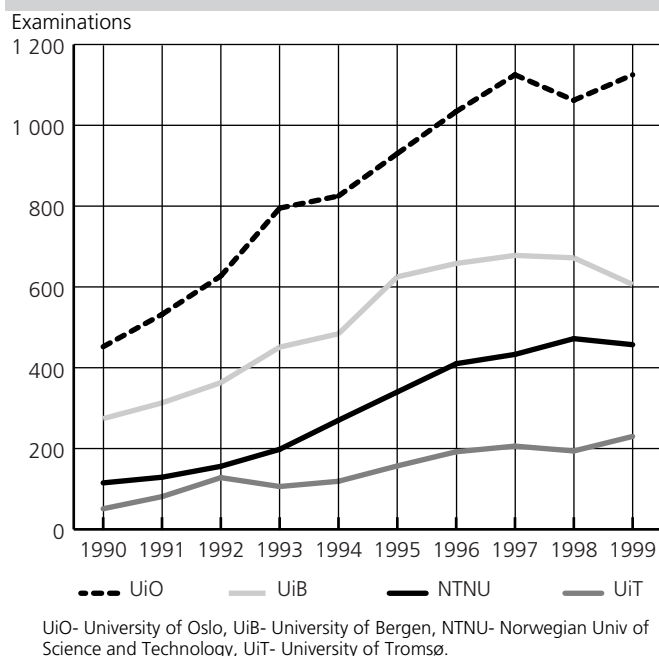
Year	Total	University of Oslo	University of Bergen	NTNU	University of Tromsø
Higher degree¹					
1990	892	452	274	115	51
1991	1 055	532	313	129	81
1992	1 274	627	363	156	128
1993	1 550	795	451	198	106
1994	1 698	825	484	270	119
1995	2 052	930	625	340	157
1996	2 294	1 034	658	410	192
1997	2 442	1 125	678	433	206
1998	2 400	1 062	672	472	194
1999	2 418	1 125	606	457	230
Profession					
1990	1 998	676	208	1 046	68
1991	2 247	841	204	1 098	104
1992	2 507	853	229	1 302	123
1993	2 435	937	229	1 164	105
1994	2 677	952	271	1 310	144
1995	2 822	1 012	333	1 283	194
1996	2 997	1 089	327	1 373	208
1997	2 839	1 085	336	1 266	152
1998	2 833	1 135	379	1 147	172
1999	3 000	1 181	386	1 228	205

¹ Includes masters degree.

NTNU - Norwegian University of Science and Technology, Trondheim

Source: DBH.

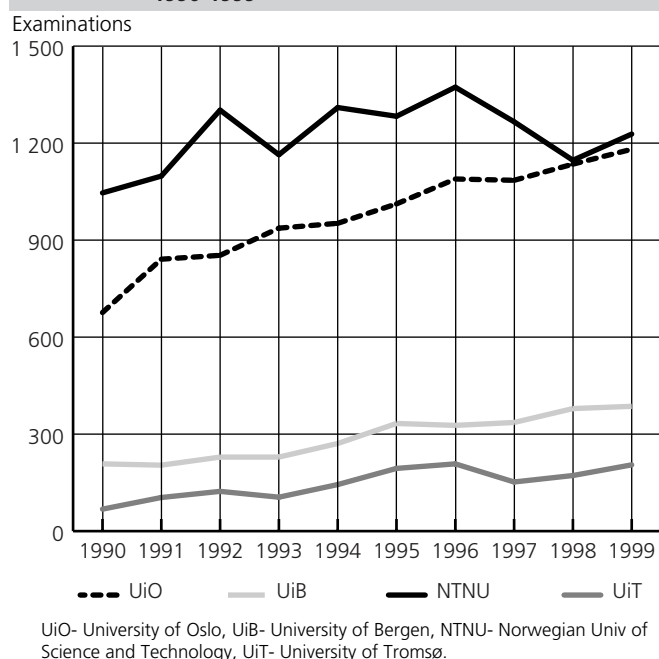
Figure 4.1. Higher degree graduates at the universities. 1990 - 1999



Source: DBH.

Student and candidate numbers for most of the professional degrees compared to the higher degrees is to a large extent centrally controlled through the fixing of quotas in connection with the preparation of the national budget.

Figure 4.2. Professional graduates at the universities. 1990-1999



Source: DBH.

Table 4.2 and figure 4.3 shows the developments in the graduation of doctorates. There has been a solid increase also at this level from 393 in 1990 to 706 in 1999, an increase of 80 per cent in 10 years. The percentage of women increased from 21 in 1992 to 38 in 1999. The fact is the number of female doctorates tripled in four years from 1996 to 1999.

Table 4.3 and 4.4 gives an overview of the university colleges and the art colleges in 1996 and 1999. There was an increase in the number of candidates in business administration and higher degrees in science and agriculture the numbers for the remaining varies for the university colleges. In 1996 the art colleges in Oslo and Bergen had 49 and 22 higher degree candidates. The corresponding numbers for 1999 was 36 and 24.

4.2. Doctorates at the universities and university colleges by institution. 1990-1999



Institution	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Total	393	413	439	491	551	602	602	625	677	706
Of which: Percentage of females	.	.	21	25	28	31	34	32	32	38
University of Oslo	124	139	162	153	155	192	218	242	224	269
University of Bergen	75	76	78	91	113	136	116	100	129	132
Norwegian univ.of science and technology	127	114	120	174	181	173	172	185	186	207
University of Tromsø	16	32	29	20	42	45	46	39	59	48
Norwegian School of Economics and Business Administration	14	6	10	8	10	12	11	10	19	9
Norwegian College of Physical Education and Sport	2	1	2	2	2	1	1	4	5	3
Oslo School of Architecture	0	0	0	0	1	1	2	0	2	1
Norwegian College of Agriculture	20	25	29	28	32	27	24	35	41	28
Norwegian School of Veterinary Science	15	20	7	15	12	14	11	9	7	7
The Free Faculty of Theology .....	.	.	2	.	3	1	1	1	5	2

Source: DBH.

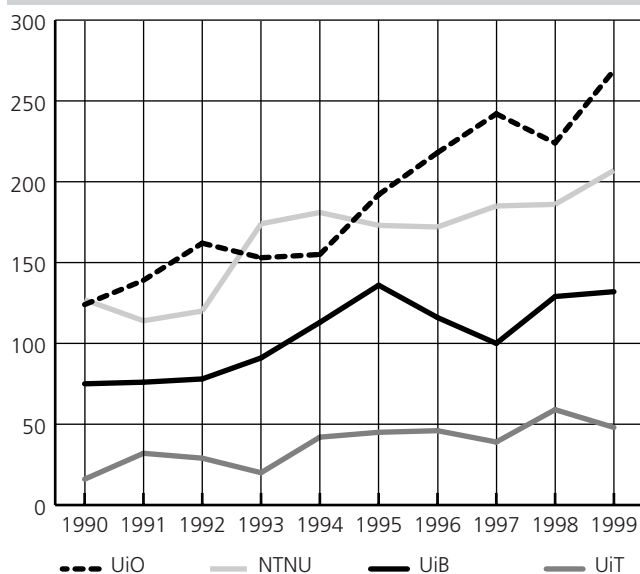
4.3. Candidates at the university colleges by gender, institution and study programme. 1996 and 1999



Institution/Programme of study	1996			1999		
	Total	Percentage of women	Percentage of men	Total	Percentage of women	Percentage of men
Norwegian School of Economics and Business Administration						
Business administration, 4- year programme	293	30,7	69,3	369	32,5	67,5
Higher degree studies	34	26,5	73,5	26	34,6	65,4
Higher degree in accountancy	101	28,7	71,3	94	23,4	76,6
Master of international business	17	41,2	58,8	14	42,9	57,1
One year language studies/education theory and practice	9	66,7	33,3	70	82,9	17,1
Norwegian State Academy of Music						
Higher degree/diploma studies	33	48,5	51,5	18	44,4	55,6
Candidate/Vocational teacher educ. in music	81	49,4	50,6	71	42,3	57,7
Further studies/Education theory & practice	51	62,7	37,3	58	65,5	34,5
Oslo School of Architecture						
Architecture 5.5-year programme	48	27,1	72,9	43	41,9	58,1
Industrial Design 4.5 -year programme	13	30,8	69,2	12	16,7	83,3
Master of Art .....	.	.	.	2	0,0	100,0
Norwegian College of Physical Education and Sport						
Higher degree in physical educ. and sports	40	30,0	70,0	31	48,4	51,6
Vocational teacher in physical education	55	49,1	50,9	35	37,1	62,9
Lower degree in physical education and sports	70	35,7	64,3	55	41,8	58,2
Norwegian School of Veterinary Science						
Veterinary (professional studies)	43	69,8	30,2	55	81,8	18,2
Veterinary assistant	12	100,0	0,0	14	100,0	0,0
Norwegian College of Agriculture						
Degree in Agriculture	151	88,7	11,3	288	50,3	49,7
Higher degree in science .....	.	.	.	22	63,6	36,4
Engineering, graduate degree.	51	11,8	88,2	49	28,6	71,4
Master of science	29	41,4	58,6	35	37,1	62,9

Source: DBH.

Figure 4.3. Doctorates by institution. 1990 - 1999



UiO- University of Oslo, UiB- University of Bergen, NTNU- Norwegian Univ of Science and Technology, UiT- University of Tromsø.

Source: DBH.

4.3. Distribution of candidates according to discipline and institutions

Even though the number of candidates at the universities has increased at the higher degree levels, the number of candidates that have completed various one or half year programmes at the lower degree levels has gone down gradually in the last few years. The decline from 1996 to 1999 is almost 17 per cent. This can to some extent explain the decline in the number of lower degree students from around 43 000 in 1996 to 39 000 in 1999. Most of the lower grade examinations are taken within the humanities and social sciences. Most of the higher degree candidates are within the social sciences, the mathematical and natural sciences and the humanities. Within the professional studies, technology (5 years engineering programme) at NTNU and law has most of the candidates. The population of women in the lower degree studies in 1999 was almost 60 per cent whilst it was 43 per cent in the professional studies and 55 per cent in higher degree studies.

Among the 656 doctoral candidates at the universities in 1999, 186 were in the natural sciences, 164 in medicine, and 136 in technology at NTNU. These are the three largest faculties for candidates at the doctoral level. Medicine has the highest rate of increase in the total number of candidates.

At the state colleges, there has been a significant rise in the number of candidates in nursing, pre-school and general teacher education in the latter years. With reference to table 4.5 2 857 nursing candidates were 379 more in 1996 and 765 more in 1994. The number of graduated pre-school teachers increased sharply from 990 in 1994, 1 614 in 1996 to 2 253 in 1999, an increase of 126 per cent in 6 years. The decline in the admis-

4.4. Candidates at the art colleges by gender. 1996 and 1999

Institution	1996			1999		
	Total	Percentage of women	Percentage of men	Total	Percentage of women	Percentage of men
National College of Art, Oslo	138	73,2	26,8	154	72,1	27,9
National College of Art, Bergen	70	77,1	22,9	76	73,7	26,3

Source: DBH.

4.5. Candidates at the state colleges by gender and type of education. 1996 and 1999

Type of education	1996			1999		
	Total	Percentage of females	Percentage of males	Total	Percentage of females	Percentage of males
Total	25 235	61,6	38,4	24 795	66,7	33,3
General teacher education	1 730	68,3	31,7	1 902	66,7	33,3
Audiography	18	83,3	16,7	14	92,9	7,1
Prog for child welfare workers	526	81,0	19,0	603	85,4	14,6
Progr for librarian ..	84	94,0	6,0	74	78,4	21,6
Medical laboratory technology	161	81,4	18,6	208	87,0	13,0
Training for interpreters of the deaf.	6	83,3	16,7	11	90,9	9,1
Occupational therapy	166	84,9	15,1	159	83,0	17,0
Examen philosophicum ¹	923	67,2	32,8	567	64,4	35,6
Vocational teacher education	323	67,8	32,2	259	68,7	31,3
Physiotherapy	235	74,0	26,0	246	66,3	33,7
Pre-school teacher education	1 614	91,8	8,2	2 253	92,9	7,1
Higher degree studies	106	79,2	20,8	98	59,2	40,8
Studies for the degree "høgskolekandidat" ²	3 080	51,9	48,1	3 050	49,3	50,7
Engineering, 3-year programme	2 069	15,0	85,0	1 758	16,6	83,4
Journalism	152	55,3	44,7	162	52,5	47,5
Maritime studies	55	5,5	94,5	83	6,0	94,0
Educational theory and practice ³	719	48,7	51,3	744	49,7	50,3
Radiography	77	61,0	39,0	81	72,8	27,2
Programme for dispensers	31	83,9	16,1	22	95,5	4,5
Engineering, 5-year programme .	379	19,3	80,7	201	18,9	81,1
Business administration, 4-years	191	33,5	66,5	228	32,0	68,0
Social work education	531	78,2	21,8	646	82,5	17,5
Nursing	2 458	89,2	10,8	2 837	88,5	11,5
Dental hygiene	10	90,0	10,0	8	100,0	0,0
Learning disabilities nurse education	485	66,8	33,2	587	78,5	21,5
Various one/half year-study programmes ⁴	9 106	60,3	39,7	7 994	69,3	30,7

¹ A half-year course in philosophy common to all university students. ² Vocationally-oriented programmes of 2 to 4 years duration. ³ A one year programme in teacher training for university and college graduates. ⁴ Concerns studies for the lower degree ('cand. mag', 4 years) in the humanities, social and natural sciences calculated in full time equivalents.

Source: DBH.

4.6. Course credits per student at the universities. 1996 - 1999¹



År	University of Oslo	University of Bergen	NTNU	University of Tromsø
1996	11,6	11,2	13,3	11,2
1997	11,1	12,0	13,1	12,3
1998	10,5	11,7	13,3	11,2
1999	10,8	11,2	11,9	11,3

¹ A full year's study corresponds to 20 credits. External graduates and doctorate degree students are not included in the calculation, which is based on the number of registered students in the autumn-term divided by the number of existing credits for the whole year.

NTNU - Norwegian Univ. of Science and Technology.

Source: DBH

sion and enrolment of students in the pre-school teacher education has not yet resulted in lower number of candidates. The number of completed yearly lower degree programmes with 20 credit hours or less (introductory course in philosophy and one year teaching programme for graduates of universities and colleges are not included) have also declined gradually in the last years.

The number of course credits per student at the universities is around 11-12 course credits per year. The required course credits for full-time studies per year is 20.

4.7. Graduates at the undergraduate level and candidates at the universities by gender and discipline. 1996 and 1999



Discipline	Foundation studies, undergraduate level						Professional studies					
	1996			1999			1996			1999		
	Total	Percentage of females	Percentage of males	Total	Percentage of females	Percentage of males	Total	Percentage of females	Percentage of males	Total	Percentage of females	Percentage of males
Total	26 071	59,0	41,0	21783	59,6	40,4	2997	40,7	59,3	3 000	43,4	56,6
Architecture .....	.	.	.	.	.	.	44	52,3	47,7	39	56,4	43,6
Nutrition .....	.	.	.	30	96,7	3,3	.	.	.	.	.	.
Examen philosophicum ¹	3 964	60,9	39,1	2864	61,4	38,6	.	.	.	.	.	.
Pharmacy .....	.	.	.	.	.	.	.	.	.	70	74,3	25,7
Fishery science	11	27,3	72,7	26	46,2	53,8	15	26,7	73,3	18	27,8	72,2
Health studies	103	77,7	22,3	130	83,8	16,2	44	93,2	6,8	40	92,5	7,5
Humanities	7 502	62,8	37,2	6149	64,5	35,5	45	.	.	.	.	.
Law	1 363	60,9	39,1	1555	59,5	40,5	860	52,2	47,8	906	51,1	48,9
Natural sciences	4 445	39,4	60,6	3716	39,8	60,2	99	60,6	39,4	25	36,0	64,0
Medicine .....	.	.	.	.	.	.	292	54,5	45,5	395	53,2	46,8
Dentistry .....	.	.	.	.	.	.	90	57,8	42,2	90	57,8	42,2
Education ² .....	.	.	.	428	83,2	16,8	.	.	.	66	84,8	15,2
Educational theory and practice ..	801	63,8	36,2	601	65,1	34,9	.	.	.	.	.	.
Psychology ³ .....	.	.	.	23	91,3	8,7	.	.	.	174	73,0	27,0
Social sciences	7 559	65,0	35,0	6130	62,8	37,2	246	56,1	43,9	28	39,3	60,7
Engineering, 5-year programme ..	.	.	.	.	.	.	1238	22,7	77,3	1085	21,5	78,5
Theology	121	.	.	79	54,4	45,6	24	54,2	45,8	23	34,8	65,2
Others	202	53,5	46,5	52	84,6	15,4	.	.	.	41	43,9	56,1
	Higher degree studies						Doctorates					
	1996			1999			1996			1999		
	Total	Percentage of females	Percentage of males	Total	Percentage of females	Percentage of males	Total	Percentage of females	Percentage of males	Total	Percentage of females	Percentage of males
Total	2 294	53,8	46,2	2 418	55,1	44,9	552	33,2	66,8	656	37,7	62,3
Architecture .....	.	.	.	.	.	.	4	25,0	75,0	1	0,0	100,0
Nutrition .....	.	.	.	14	100,0	0,0	.	.	.	.	.	.
Examen philosophicum ¹ .....	.	.	.	.	.	.	.	.	.	.	.	.
Pharmacy .....	.	.	.	.	.	.	.	.	.	.	.	.
Fishery science .....	.	.	.	.	.	.	3	66,7	33,3	.	.	.
Health studies	11	81,8	18,2	68	72,1	27,9	.	.	.	1	100,0	0,0
Humanities	661	64,0	36,0	720	62,9	37,1	47	51,1	48,9	60	56,7	43,3
Law	8	37,5	62,5	11	81,8	18,2	7	0,0	100,0	13	23,1	76,9
Natural sciences	890	41,9	58,1	726	41,5	58,5	166	33,7	66,3	186	37,6	62,4
Medicine	2	0,0	100,0	.	.	.	111	31,5	68,5	164	37,8	62,2
Dentistry	3	33,3	66,7	5	40,0	60,0	9	55,6	44,4	9	44,4	55,6
Education ² .....	.	.	.	64	79,7	20,3	.	.	.	13	69,2	30,8
Educational theory and practice ..	.	.	.	.	.	.	.	.	.	.	.	.
Psychology ³ .....	.	.	.	4	75,0	25,0	.	.	.	12	83,3	16,7
Social sciences	689	60,7	39,3	761	57,6	42,4	77	37,7	62,3	57	40,4	59,6
Engineering, 5-year programme ..	22	13,6	86,4	38	21,1	78,9	128	24,2	75,8	136	22,1	77,9
Theology	8	50,0	50,0	7	71,4	28,6	.	.	.	4	25,0	75,0
Others .....	.	.	.	.	.	.	.	.	.	.	.	.

¹ A half-year preparatory course in philosophy common to all university students. ² and ³ In 1996 Psychology and Education became part of the Social sciences. Source: DBH.

5. Financing

5.1. Budget

Funding of tertiary education from KUF's budget was 13.4 billion NOK in 1996. This included funds allocated in the recommendation of the Standing Committee of the National Assembly (S 111) and additional funds allocated later within the year. This amount was increased to 14.6 billion NOK in 1999, a nominal increase of 8.4 per cent. In 1999 funds allocated to administration was about 80 per cent but there were variations in this percentage as indicated in table 5.1.

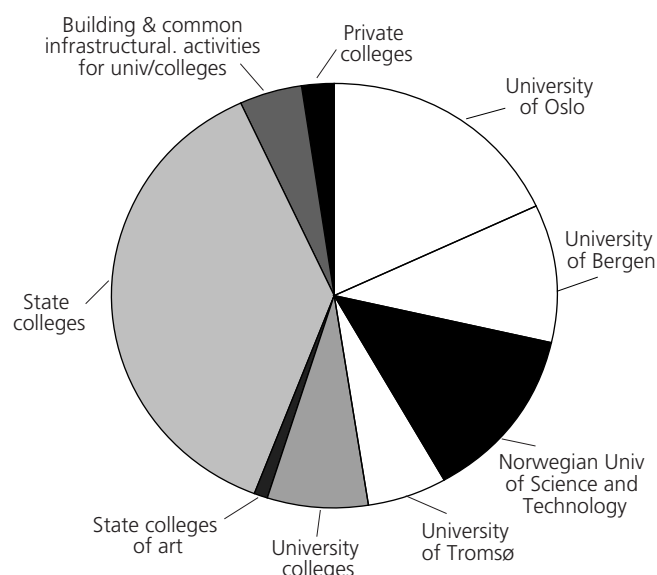
5.2. Expenditure

Table 5.2 shows the financial data for the major items at the various institutions from 1990 to 1999. The table reveals the restructuring that has taken place during this period by the joining together of institutions and their capital therefore interrupted. The total financial figures for 1990 was 7.4 billion NOK whilst it was almost 15.1 billion NOK in 1999, a nominal increase of almost 51 per cent. It should be emphasised that the Norwegian College of Agriculture and the Norwegian School of Veterinary Science came under the jurisdiction of the KUF in 1977. They were earlier under the Department of Agriculture.

5.3. External Financing

The level of external financing varies significantly. The highest proportion of external financing in 1999 is at the Norwegian College of Agriculture and the Norwegian

Figure 5.1. Share of Budget. 1999



Source: DBH.

an School of Veterinary Science whilst the universities have between 17 and 21 per cent.

Annex table 3 shows the distribution of external financing divided into different sources of finance. The largest proportion of external financing is represented by

5.1. Budget 1997 and 1999¹

	1997			1999 ¹		
	Total	Of which running costs	Per cent of running costs	Total	Of which running costs	Per cent of running costs
Total	13 408 036	10 621 643	79,2	14 634 825	11 751 923	80,3
University of Oslo	2 337 808	1 855 106	79,4	2 642 893	1 966 039	74,4
University of Bergen	1 305 468	989 655	75,8	1 537 332	1 092 723	71,1
Norwegian University of Science and Technology	1 581 747	1 367 745	86,5	1 934 289	1 464 097	75,7
University of Tromsø	776 474	622 910	80,2	842 955	673 815	79,9
Norwegian school of Economics and Business Administration	153 617	128 236	83,5	176 835	153 181	86,6
Oslo School of Architecture	37 703	35 143	93,2	42 283	37 868	89,6
Norwegian College of Physical Education and Sport	78 278	68 464	87,5	85 213	74 082	86,9
Norwegian State Academy of Music	79 217	76 268	96,3	87 678	84 728	96,6
National colleges of Art	121 431	113 927	93,8	144 054	139 087	96,6
State colleges	4 908 998	4 475 876	91,2	5 453 709	5 053 918	92,7
Norwegian College of Agriculture	420 697	300 271	71,4	483 817	325 656	67,3
Norwegian School of Veterinary Science	168 522	131 223	77,9	194 644	144 045	74,0
Buildings and common infrastructure activities for universities and colleges	1 144 305	456 819	39,9	665 035	542 684	81,6
Private tertiary education	293 771	.	.	344 088	.	.

¹ Final Budget (Recommendation of the Standing Committee of the National Assembly), S III and three extra budget allocations during the year. Source: DBH.

5.2. Actual expenditure for universities and colleges. 1990-1999¹



	1990	1992	1994	1996	1998	1999
Total expenditure	7 421 838	9 111 081	10 612 289	11 821 238	13 866 234	15 083 988
University of Oslo	1 495 992	1 621 572	1 852 661	2 355 104	2 459 137	2 771 584
University of Bergen	811 790	951 749	1 068 602	1 340 147	1 452 948	1 780 221
Norwegian University of Science and Technology .	920 081	1 123 859	1 286 818	1 559 073	1 770 975	1 865 868
University of Tromsø	422 143	581 591	679 293	748 681	819 616	885 419
Norwegian School of Economics and Business Administration	108 302	127 222	130 288	150 147	180 065	179 588
Oslo School of Architecture	18 952	26 720	29 839	33 169	41 524	42 224
National academies of fine arts	28 181	30 878	33 700	.	.	.
National colleges of art, crafts and design	60 276	62 007	58 035	.	.	.
Norwegian College of Physical Education and Sport	45 460	54 314	65 021	77 424	79 143	93 688
Norwegian State Academy of Music	38 377	37 573	52 428	71 560	82 973	86 099
Nordic College of Nutritional and Textile Sciences	6 531	6 702	6 682	.	.	.
Norwegian colleges of performing arts	24 469	25 798	27 760	.	.	.
National colleges of art .....	.	.	.	119 736	131 138	140 055
State colleges .....	.	.	4 109 786	4 589 657	5 111 161	5 498 446
Regional colleges, colleges of social work and other colleges	586 049	772 912	.	.	.	.
Colleges of education and conservatories of music	747 751	928 643	.	.	.	.
Colleges of health education	490 425	537 334	.	.	.	.
Colleges of engineering and maritime colleges	508 479	632 900	.	.	.	.
Norwegian College of Agriculture .....	.	.	.	.	490 242	505 993
Regional boards of tertiary education	145 417	270 967	.	.	.	.
Norwegian School of Veterinary Science .....	.	.	.	.	206 182	215 164
Buildings and common infrastructure activities for universities and colleges	830 635	1 082 077	942 411	497 771	726 876	675 558
Private tertiary education	132 528	236 263	268 965	278 769	314 254	344 081

¹ The financial data for 1998 and 1999 is obtained from DBH with the exception of the buildings and common infrastructure activities for universities and colleges which is obtained from the State Budget in the National Assembly Recommendation number 1 (2000-2001).
Source: DBH.

5.3. External financing¹, by institution. 1997 and 1999



Institution	1997		1999	
	Actual expenditure	External financing in per cent of total running costs	Actual expenditure	External financing in per cent of total running costs
University of Oslo	460 514	19,8	546 840	20,1
University of Bergen	334 270	24,8	371 633	21,2
Norwegian University of science & technology	275 980	16,8	319 251	17,3
University of Tromsø	137 257	17,8	161 764	17,8
Norwegian School of Economics and Business Administration	12 001	8,4	12 606	7,0
Oslo School of Architecture	3 255	8,3	2 675	6,1
Norwegian School of Physical Education and Sport	4 204	5,8	8 629	9,6
Norwegian State Academy of Music	1 432	1,8	1 181	1,4
Norwegian College of Agriculture	141 127	31,9	158 582	31,9
Norwegian School of Veterinary Science	50 295	26,7	58 234	26,9
State colleges	222 076	4,8	269 848	5,0

¹ Financial data comprises documented incomes from different financial sources. Details from 1999 are indicated in the attached table 3.
Source: DBH.

public sources. Of the over 1.9 billion NOK from external sources, 5.6 billion comes from the EU. At the universities and university colleges, the Norwegian Research Council is the biggest among the external financiers with around 43 and 37 per cent whilst diverse state departments are the biggest provider of grants to the state colleges.

5.4. Expenditure per student population

There was a nominal increase in expenditure per student population on the average from about 56 000 NOK in 1996 to above 63 000 NOK in 1999 or an increase of 11.2 per cent in four years. Large institutions usually have lower expenditure than the smaller institutions. Variations in the type of educational programme also results in different expenditure because some educational programmes are more expensive than others. The more "expensive" and "cheaper" educational programmes are not equally distributed among the institutions. Example is the dominance of engineering students at the Narvik College that has a higher expenditure than some colleges that are dominated by teacher training education.

5.4. Expenditure per target number of students¹, by institution. 1997-1999



Institution	1997	1998	1999
All institutions	56 070	59 604	63 164
All universities	59 890	62 499	67 490
University of Oslo	50 690	52 743	57 729
University of Bergen	53 862	57 187	61 984
Norwegian Univ. of Science & tech	71 612	73 519	77 959
University of Tromsø	90 800	95 582	102 483
All university colleges	98 952	107 647	112 142
Norwegian State Academy of music	120 813	123 533	131 994
Oslo School of Architecture	88 074	93 422	104 717
Norwegian School of Economics and Business Administration	44 765	53 744	54 710
Norwegian School of Veterinary Science	309 890	361 232	360 751
Norwegian College of Physical Education and Sport	104 070	108 748	118 310
Norwegian College of Agriculture	116 565	120 187	126 219
All state colleges	47 163	51 177	53 417
Agder College	45 898	49 952	51 704
Akershus College	51 248	54 316	56 072
Bergen College	46 401	57 768	54 780
Bodø College	48 296	51 030	53 663
Buskerud College	45 677	50 061	52 430
Finnmark College	51 880	54 761	56 892
Gjøvik College	52 779	51 939	53 470
Harstad College	43 794	45 737	47 371
Hedmark College	44 819	50 241	49 757
Lillehammer College	44 543	57 412	53 579
Molde College	39 679	40 413	42 549
Narvik College	75 565	75 763	82 759
Nesna College	50 602	56 156	59 555
Nord-Trøndelag College	47 560	47 792	49 913
Oslo College	50 053	51 374	54 493
Sogn- og Fjordane College	45 489	48 292	53 173
Stavanger College	42 167	48 627	50 941
Stord/Haugesund College	49 337	52 332	54 113
Sør-Trøndelag College	43 251	46 087	50 236
Telemark College	46 109	48 821	53 659
Tromsø College	56 869	60 019	62 626
Vestfold College	44 718	53 203	55 287
Østfold College	46 347	49 464	53 079
Ålesund College	50 842	53 052	56 773
Volda College	41 943	45 731	48 537
Saami College	91 776	92 806	117 079
All colleges of art	131 421	151 913	148 259
National College of Art, Oslo	156 469	181 351	172 809
National College of Art, Bergen ...	87 220	99 965	104 839

¹ The target number of registered students are defined by the Ministry of Education, Research and Church Affairs. The calculations are on the basis of the average target numbers for the two preceding years. The actual number of registered students always differ from the target numbers of the Ministry of Education, Research and Church Affairs.

Source: DBH.

6. Staff

6.1. General Development

There were 21 781 staff (full time equivalents) in Norwegian universities and colleges (private are not included, they do not submit details of their staff to DBH). There has been an increase of 1 118 equivalent of 5 per cent since 1996.

6.1. Staff (full time equivalents) by type of institution. 1996-1999

Type of institution	1996	1997	1998	1999
Total	20 663	21 180	21 291	21 781
Universities	11 231	11 565	11 545	11 692
University colleges	1 659	1 708	1 819	1 820
State colleges	7 608	7 730	7 731	8 076
Colleges of art	166	178	196	193

Source: DBH.

6.2. Academic staff

The academic staff comprises a little over half of total staff at the universities and colleges. Apart from teaching, a large part of the responsibilities of the academic staff is research. This sector represents a very important aspect of research efforts in Norway. The non-academic positions represents the administrative staff, technical and research assistants, other teaching staff (lectures and instructors at mainly state colleges), and others consisting of mainly cleaning staff.

6.3. Students per academic staff

Table 6.5 shows the number of students per full time equivalents in the academic positions. The table shows that the state colleges have the highest number of students per academic staff whilst the art and university colleges have the lowest number. The tables also reveal that there has been a decline in the number of students per staff in the last four years, an indication that there has been smaller increases in student numbers relatively than academic staff.

6.4. Distribution of staff by category

Figures 6.1, 6.2 and 6.3 reveal the percentage distribution of the different categories of staff. There are almost 3 000 full time equivalents of administrative staff at the universities and the ratio of the administrative to the academic staff is exactly 2:1. At the university colleges the ratio is 2.35:1, and at the state colleges 2.33:1. A major difference between the state colleges and the university/university colleges is that the first mentioned has a relatively smaller proportion in the category of technical staff and research assistants. The reason being that the universities have relatively many wor-

6.2. Staff (full time equivalents) by institution. 1999

Institution	Total	Academic staff in full time equivalents	Percentage of academic staff
Total	21 781	11 291	51,8
All universities	11 692	5 918	50,6
University of Oslo	4 400	2 228	50,6
University of Bergen	2 564	1 299	50,7
Norwegian Univ. of Science & Tech	3 246	1 651	50,9
University of Tromsø	1 483	740	49,9
All university colleges	1 820	923	50,7
Oslo School of Architecture	67	45	67,2
Norwegian School of Economics and Business Administration	272	168	61,8
Norwegian College of Physical Education and Sport	169	73	43,2
Norwegian College of Agriculture ..	827	385	46,6
Norwegian State Academy of Music	127	95	74,8
Norwegian School of Veterinary Science	358	157	43,9
All colleges of art	193	100	51,8
National College of Art, Oslo	53	26	49,1
National College of Art, Bergen	141	74	52,5
All state colleges	8 076	4 350	53,9
Agder College	688	388	56,4
Akershus College	237	113	47,7
Bergen College	505	297	58,8
Bodø College	321	164	51,1
Buskerud College	195	116	59,5
Finnmark College	229	121	52,8
Gjøvik College	155	71	45,8
Harstad College	80	38	47,5
Hedmark College	364	180	49,5
Lillehammer College	211	109	51,7
Molde College	124	63	50,8
Narvik College	145	80	55,2
Nesna College	105	65	61,9
Nord-Trøndelag College	314	167	53,2
Oslo College	920	517	56,2
Sogn- og Fjordane College	255	138	54,1
Stavanger College	595	378	63,5
Stord/Haugesund College	247	101	40,9
Sør-Trøndelag College	589	277	47,0
Telemark College	443	242	54,6
Tromsø College	291	139	47,8
Vestfold College	305	168	55,1
Østfold College	369	206	55,8
Ålesund College	140	70	50,0
Volda College	207	121	58,5
Saami College	43	20	46,5

Source: DBH.

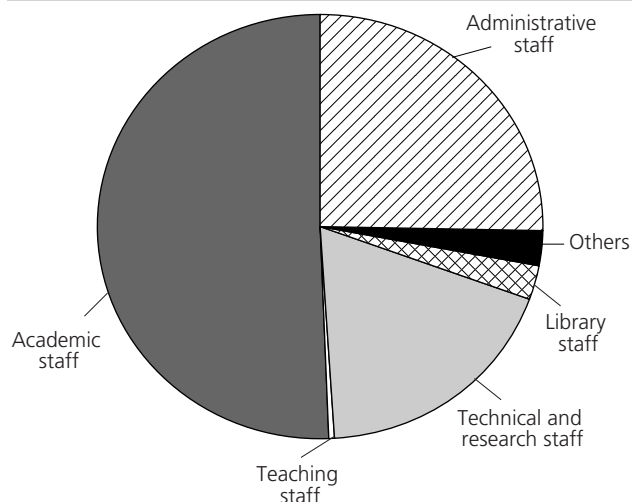
kers in the category of research assistants, technical staff, engineers/senior engineers, clinical and laboratory staff and others.

6.3. Academic staff (full time equivalents) by type of institution and category. 1999

Staff (category)	Total	Institution			
		Univer- sities	Univer- sity colleges	State colle- ges	Art colle- ges
All academic staff	11 291	5 918	923	4 350	100
Professor	2 137	1 749	234	131	23
Associate/assistant professor	2 873	1 424	258	1 165	26
Senior lecturer/lecturer	3 462	459	103	2 851	50
Other teaching staff ...	152	124	5	22	1
Research Fellows	2 101	1 762	225	114	.
Adjunct professor	57	.	.	57	.
Other academic staff ..	510	401	98	11	.

Source: DBH.

Figure 6.1. Staff by category at the universities. 1999



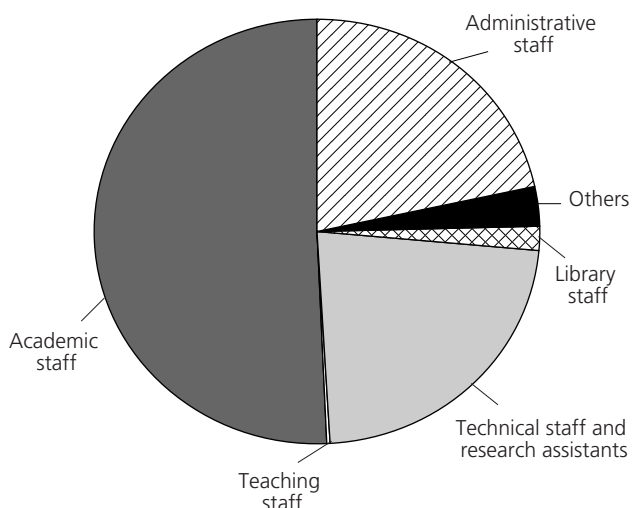
Source: DBH.

6.4. Percentage of women in academic positions by category. 1996-1999

Staff (category)	1996	1997	1998	1999
All academic staff	29,7	31,4	32,2	33,0
Professor	10,7	11,5	11,4	11,9
Associate/assistant professor	23,5	24,4	25,4	25,7
Senior lecturer/lecturer	40,8	43,9	45,7	47,2
Other academic staff	9,5	7,2	6,8	7,7
Research fellows	39,1	40,7	41,4	41,8
Adjunct professor	9,9	9,6	12,1	12,4
Other academic staff	33,0	36,9	39,2	39,9

Source: DBH.

Figure 6.2. Staff by category at the university colleges. 1999



Source: DBH.

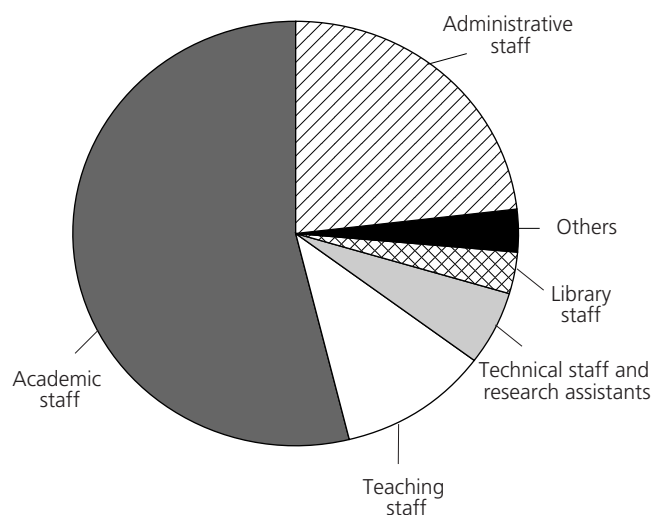
6.5. Student per academic staff¹, by type of institution. 1996-1999

Type of institution	1996	1997	1998	1999
Universities	13,9	13,4	12,9	12,5
University colleges	9,0	8,1	7,8	7,9
State colleges	18,2	17,8	17,7	16,9
Colleges of art	8,0	8,7	7,8	7,6

¹ Lecturers are included among academic staff.

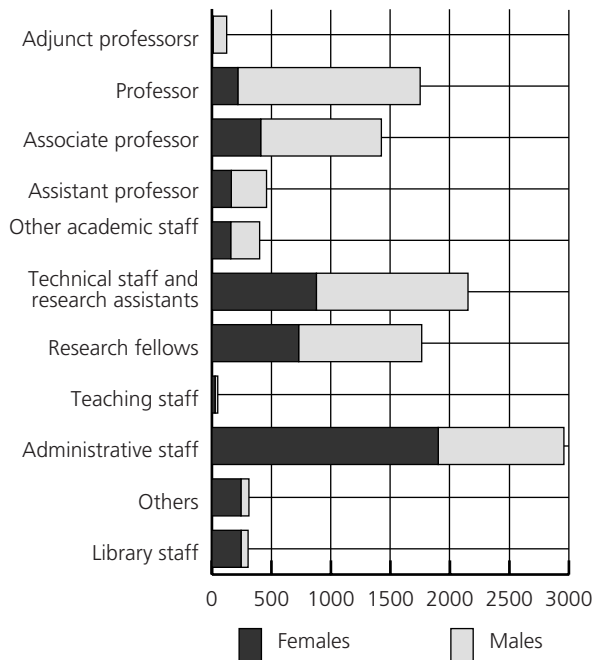
Source: DBH.

Figure 6.3. Staff by category at the state colleges. 1999



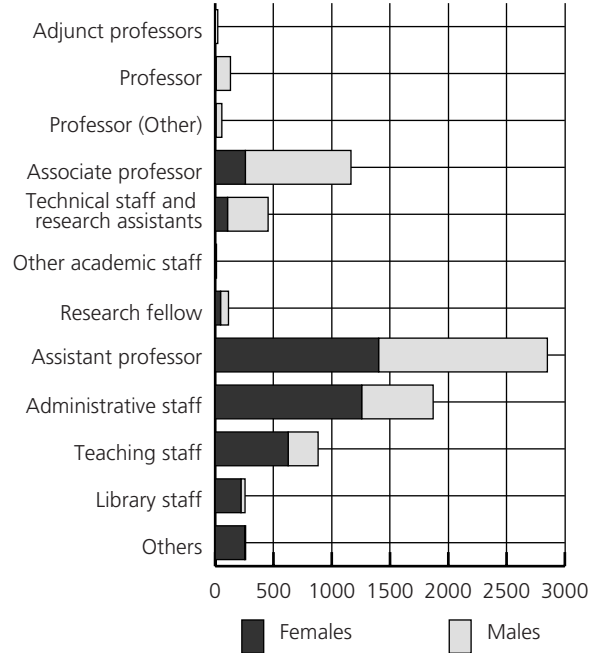
Source: DBH.

Figure 6.4. Staff at the universities by gender and category. 1999



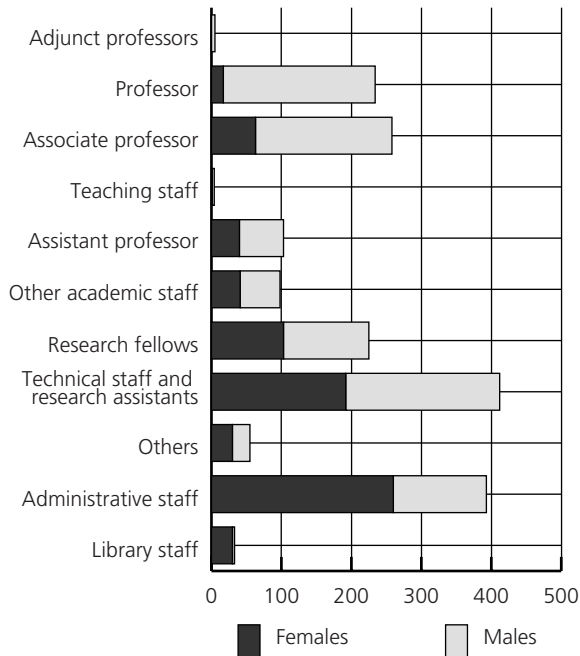
Source: DBH.

Figure 6.6. Staff at the state colleges by gender and category. 1999



Source: DBH.

Figure 6.5. Staff at the university colleges by gender and category. 1999



Source: DBH.

7. Female majority in tertiary education

About the statistics

The statistics in the topical section is based on OECD's publications «Education at a Glance - Indicators 2000" and from Eurostat publications «Key data on education in Europe 1999/2000". Publications from OECD and Eurostat are based on data collected from different countries. Statistics Norway is therefore responsible for the Norwegian figures. The tables that are obtained from these publications deviate slightly from the rest.

In the last ten years there has been a major increase in the number of students at the universities and colleges in Norway. Apart from the Netherlands and Germany there has been a major increase in the number of registered students in all the European countries from 1975/76 to 1996/97. A larger part of the cohorts now pursue tertiary education than earlier. Not the least, have women entered the universities and colleges in constant large sizes. Tertiary education in most countries have developed from almost being a reservation for the elite in society to a large extend available for people from all social backgrounds.

There is a temporally big difference between the countries in terms of access to different types of tertiary education and admissions requirements as well as entry restrictions varies a lot. There are three major types of admission requirements and entry restrictions. One model is found in Greece where the state determines the number of study places and admission requirements. Another model is practised in France, Germany and Italy. In these countries it is sufficient to have completed upper secondary education which qualifies you for further education or any other formal qualifications that gives one the right to tertiary education. Most of the educational programmes are opened to those who have completed senior secondary education. The third model is the one that among others is practised in Norway. In this model, the individual institutions determines the admission criteria, and there is often limited available places in some of the programmes and admission to some of the study programmes for example art studies is based on tests and competence in the subject.

7.1. Large proportion of students in Norway

Students at the universities and colleges in the 1996/97 academic year accounted for 17 per cent of the total number of pupils and students (at all levels) in Norway. This is one of the highest proportions of students among countries in Europe. After the highest proport-

ion, Finland had 19 per cent. In Denmark, Sweden and Finland the proportion of students at universities and colleges of the total number of students and pupils is lower than in Norway. An important explanation why Iceland has just 10 per cent is that very many citizens of Iceland who study abroad are not included in the calculation.

7.2. More women than men in tertiary education

There was a majority of women in most of the age groups studying in tertiary educational institutions during the 1996/97 academic year. This was the situation in most of the European countries. Norway had a clearly marked difference in the frequency of education between men and women within the age groups of 19-23 years where there were many more women than men in tertiary education. Norway is one of the countries in Europe with the most evident difference between men and women in tertiary education, and there is no age group where men are in the majority. In a number of countries the difference varies a lot; in some age groups women are in the majority whilst in others it is men who are in the majority.

More women than men completed tertiary education in most of the European countries in the 1996/97 academic year. The most skewed distribution was in Bulgaria where 1.9 females per male completed. On the contrary was Denmark where the ratio of those who completed was 0.8 women to a man. Norway was somewhere in the middle with a ratio of about 1.3 women to a man. Greece, Ireland, Holland, Austria and Great Britain are countries where gender distribution was most uniform among those who completed.

7.3. Significant and traditional gender differences in the choice of education

Even though women within the last 20 years to a large extent have constantly obtained tertiary education and accounted for majority of the student population in many countries including Norway, there is still the traditional gender difference in the choice of education.

In Norway there is a higher proportion of women within humanities, social sciences, education, law and medicine, whilst men are still majority within the sciences specialised computer sciences, engineering, mathematics, and information technology. Women temporally accounted for almost half of the student population in mathematics in Italy and Portugal. The situation is similar in the Eastern European countries. Within medical sciences the gender distribution is dependent on the

length of studies. The shorter college health related courses are dominated by women whilst medicine and dentistry are dominated by men. This is also the situation in the eastern European countries.

7.1. Graduates from tertiary education by gender. 1997



Country	1 000		Females per 100 males
	Males	Females	
Belgium ¹	18,6	21,1	113,4
Denmark	14,0	16,8	120,0
Germany ²	182,8	153,7	84,1
Greece	14,0	13,9	99,3
Spain	94,3	128,8	136,6
France	239,4	310,9	129,7
Ireland ³	17,1	18,3	107,0
Italy	77,5	98,0	126,5
Netherlands ⁴	43,2	44,0	101,9
Austria	10,3	11,1	107,8
Portugal	15,5	27,3	176,1
Finland	12,0	16,6	138,3
Sweden	14,7	20,5	139,5
Britain	216,3	239,9	110,9
Iceland	0,7	1,0	142,9
Norway	22,6	30,4	134,5
Bulgaria	13,3	25,7	193,2
Czech rep.	13,5	16,6	122,9
Estonia	2,2	3,9	177,3
Latvia	4,0	6,0	150,0
Lithuania	6,9	10,5	152,2
Hungary ⁴	13,2	18,2	137,9
Poland ^{4,5}	43,8	72,1	164,6
Romania ⁶	36,9	44,1	119,5
Slovenia	3,6	5,4	150,0
Slovakia ⁴	5,9	6,9	116,9

¹ Belgium: 1995/96, only graduates from Flandern are included. ² Germany and Netherlands: Figures are from 1995/96. ³ Ireland: Students with shorter vocational tertiary education up to 2 years are left out. The same applies to private colleges and those who study nursing with practice requirements of three to four years before graduation. ⁴ The Czech republic, Hungary, Poland and Slovakia. the figures are from 1995/96. ⁵ Poland: Only graduates with a tertiary education of maximum four years are included. ⁶ Romania: Only graduates with a shorter higher degree are included.

Source: Eurostat, UOE.

7.2 Participation in tertiary education by age and gender. 1996/1997. 1 000



Country	Gender	Age													
		16 years	17 years	18 years	19 years	20 years	21 years	22 years	23 years	24 years	25 years	26 years	27 years	28 years	29 years
Belgium	Male	0,0	0,5	17,5	24,3	25,1	22,8	19,0	13,1	8,6	5,6	3,9	3,1	2,4	1,9
	Female	0,0	0,8	25,2	31,1	30,8	24,2	17,5	11,2	6,9	4,3	3,0	2,2	1,7	1,2
Denmark	Male	0,0	0,0	0,1	1,0	3,3	6,4	8,0	8,6	8,8	7,9	6,1	5,1	4,2	3,6
	Female	0,0	0,0	0,1	0,9	3,4	7,4	10,2	11,2	11,2	9,4	7,1	5,4	4,3	3,6
Germany ¹	Male	0,0	0,8	3,2	14,2	44,7	68,2	83,1	92,5	105,3	112,3	105,0	99,8	86,3	95,0
	Female	0,0	7,7	24,1	61,7	87,2	87,7	82,3	76,6	76,4	73,6	62,8	55,9	47,1	75,2
Greece	Male	-	-	31,1	38,6	31,6	27,9	18,5	12,9	7,8	6,4	4,5	2,4	1,5	0,6
	Female	-	-	40,0	33,2	31,5	25,7	14,3	10,0	5,4	3,9	3,1	1,2	1,0	0,4
Spain	Male	-	0,0	55,9	81,3	95,5	93,1	88,1	74,9	60,2	46,6	31,0	24,0	19,0	15,1
	Female	-	0,0	76,9	108,2	125,4	115,8	106,5	81,1	59,6	41,4	27,7	20,9	16,7	13,4
France	Male	0,1	6,2	79,2	128,7	141,6	132,7	114,4	84,6	50,0	38,2	26,7	18,5	14,7	11,9
	Female	0,1	9,4	110,7	164,1	170,8	157,9	135,0	102,0	69,9	45,5	29,7	20,6	15,6	12,2
Ireland ²	Male	-	2,0	9,9	11,3	9,8	7,8	5,0	3,0	2,1	9,2	.	.	.	.
	Female	0,0	2,4	11,8	12,6	10,8	7,8	4,5	2,7	1,8	9,4	.	.	.	.
Luxembourg	Male	-	-	0,0	0,0	0,0	0,1	0,1	0,1	0,1	0,1	0,0	0,0	0,0	0,0
	Female	-	-	0,0	0,0	0,1	0,1	0,1	0,1	0,0	0,0	0,0	0,0	0,0	0,0
Netherlands	Male	-	2,2	11,5	20,7	26,7	28,8	29,3	25,9	21,9	16,3	11,3	8,2	5,7	4,8
	Female	-	3,5	15,2	25,1	29,5	29,6	26,3	20,7	16,5	11,6	8,0	5,6	4,1	3,4
Austria	Male	-	0,1	1,8	4,9	8,1	9,4	10,0	9,3	8,7	8,1	6,8	5,6	.	.
	Female	-	0,1	4,2	8,8	10,7	10,9	10,4	9,4	9,1	7,9	6,8	5,7	4,9	3,9
Portugal	Male	-	2,9	10,8	17,6	20,0	18,7	16,6	13,0	9,2	6,6	4,8	3,5	2,6	2,3
	Female	-	1,9	11,6	19,6	22,7	23,4	21,2	17,2	14,1	11,3	8,5	6,4	5,1	4,0
Finland	Male	0,0	0,0	0,3	4,6	6,6	9,4	9,9	9,0	8,9	7,8	6,6	5,5	4,8	4,0
	Female	-	0,0	0,3	6,1	10,4	12,0	12,2	9,7	8,6	7,5	6,2	4,9	4,3	3,7
Sweden	Male	0,0	0,0	0,1	4,1	8,6	11,6	13,0	12,0	10,6	9,1	6,9	5,6	4,9	4,4
	Female	0,0	0,0	0,1	6,7	12,1	14,6	15,2	13,0	10,7	8,8	6,6	5,4	4,8	4,3
Britain	Male	1,0	7,7	76,1	103,0	104,8	82,4	56,6	42,2	35,9	31,4	26,6	24,5	22,7	21,8
	Female	1,4	9,2	83,0	107,8	110,5	84,8	53,4	39,2	33,1	30,3	25,7	24,3	22,6	21,3
Iceland ³	Male	-	-	-	0,0	0,2	0,4	0,4	0,5	0,4	0,3	0,2	0,1	0,1	0,1
	Female	-	-	0,0	0,0	0,2	0,4	0,5	0,6	0,5	0,4	0,3	0,2	0,1	0,1
Norway	Male	0,0	0,0	0,1	3,9	6,0	8,0	8,5	8,8	7,9	6,5	4,9	4,0	3,3	2,6
	Female	-	0,0	0,1	6,0	9,4	10,4	10,8	9,8	8,5	6,7	5,0	4,0	3,3	2,6
Bulgaria	Male	0,0	1,1	5,0	8,4	10,8	12,3	13,3	10,1	8,6	7,1	4,9	3,6	2,9	2,1
	Female	0,1	2,4	12,9	20,8	21,8	21,1	18,7	14,5	10,5	8,3	6,2	4,9	3,6	2,8
Czech rep.	Male	-	0,0	8,3	14,6	15,2	14,4	13,9	11,1	7,7	5,4	3,8	3,0	2,5	2,0
	Female	-	0,0	7,7	14,5	15,1	13,4	12,4	10,2	7,5	5,2	3,6	2,6	2,0	1,6
Estonia ⁴	Male	0,0	0,2	2,2	2,5	2,4	2,1	1,7	1,4	1,1	0,9	1,6	.	.	.
	Female	0,0	0,2	3,2	3,3	3,2	2,6	2,1	1,6	1,2	1,0	1,8	.	.	.
Latvia	Male	-	0,1	2,9	4,1	2,8	2,8	2,5	1,6	2,7	1,3	1,3	0,5	0,4	0,3
	Female	-	0,1	4,2	5,9	4,4	4,0	3,4	3,0	2,6	1,7	1,7	1,1	0,9	0,7
Lithuania	Male	-	0,1	5,0	6,5	5,2	4,2	3,4	2,5	2,0	1,2	0,9	0,6	0,5	0,4
	Female	-	0,1	8,1	9,1	8,5	6,3	4,3	3,4	2,5	1,6	1,2	0,9	0,8	0,6
Hungary ⁵	Male	-	-	6,1	12,2	14,9	14,1	11,8	7,8	5,7	13,2	.	.	.	.
	Female	-	-	7,9	15,5	17,6	16,7	13,4	8,0	5,7	13,1	.	.	.	.
Poland ⁶	Male	-	-	1,2	38,9	63,4	64,0	59,4	52,7	37,9	22,6	14,8	8,3	6,3	5,4
	Female	-	-	2,2	71,7	76,6	74,2	67,8	58,8	34,9	22,0	16,0	11,4	9,9	9,6
Romania	Male	-	-	16,4	22,8	24,7	23,6	21,6	16,8	13,3	9,5	6,8	5,4	4,4	2,5
	Female	-	-	17,2	24,5	25,9	24,5	22,0	18,0	13,2	8,6	5,9	4,8	3,9	2,3
Slovenia	Male	-	0,0	0,7	4,0	3,9	3,3	2,7	1,8	1,2	1,0	0,7	0,6	0,4	0,3
	Female	-	0,0	1,0	5,8	5,8	4,8	3,5	2,2	1,4	0,9	0,6	0,5	0,4	0,3
Cyprus	Male	0,0	0,1	0,4	0,8	1,0	0,7	0,5	0,2	0,2	0,0	-	-	-	-
	Female	0,0	0,3	1,3	1,2	1,0	0,7	0,3	0,1	0,1	0,0	-	-	-	-

¹ Germany: Category "29 years" includes those who are 29 years old and above. ² Ireland: Category "25 years" includes those who are 25 years old and above.

³ Iceland: Only full-time students are included. ⁴ Estonia: Category '26 years' includes those who are 26 years and above. ⁵ Hungary: Category '25 years' includes those who are 25 years and above. ⁶ Poland: Only persons with a tertiary education of up to 4 years are included.

Source: Eurostat, UOE.

7.3. Proportion of women among graduates within tertiary education by discipline. 1996/1997. Per cent



Country	Discipline								
	Humanities and Theology	Social sciences	Education and Teacher training	Law	Natural sciences	Mathematics and IT	Medicine	Engineering and Architecture	Others
Belgium ¹	63,3	53,8	70,7	53,3	37,5	20,0	71,4	27,0	45,3
Denmark	75,9	37,8	77,2	58,3	42,9	40,0	87,8	19,1	48,3
Germany ²	65,9	46,0	74,6	42,4	31,5	27,9	64,2	12,4	67,8
Spain	66,3	59,5	75,6	62,2	51,4	33,0	73,2	24,6	63,8
France	74,0	63,0	69,1	64,3	51,0	34,3	72,3	18,0	61,6
Ireland ³	64,4	56,0	75,0	60,0	60,4	36,8	60,0	13,2	60,0
Italy ²	82,4	51,7	89,7	55,1	55,1	49,0	54,0	25,0	44,1
Netherlands ²	64,3	51,9	69,1	55,8	31,3	11,5	69,5	12,5	44,4
Austria	63,0	53,3	77,8	42,1	41,7	22,2	69,6	20,0	53,8
Portugal	72,3	62,7	82,3	65,2	63,6	53,8	78,6	32,7	56,0
Finland	70,8	64,3	76,7	50,0	50,0	20,0	86,0	15,9	59,1
Sweden	63,6	58,0	79,5	54,5	50,0	71,4	77,8	21,9	50,0
Britain	61,2	53,9	70,4	57,1	47,6	26,5	76,5	16,8	47,0
Iceland	66,7	33,3	75,0	0,0	0,0	0,0	100,0	0,0	100,0
Norway	63,2	52,4	75,7	55,6	50,0	28,6	81,6	20,0	47,8
Bulgaria	73,0	71,2	85,3	64,7	66,7	50,0	76,1	38,3	47,6
Czech rep. ²	57,7	58,0	74,5	65,0	44,4	0,0	76,3	24,1	41,7
Estonia	67,0	73,7	83,3	50,0	50,0	0,0	87,5	28,6	55,6
Hungary ²	65,2	59,6	77,5	60,0	37,5	0,0	61,9	24,1	28,0
Romania ⁴	66,3	61,8	61,9	54,8	76,7	55,9	62,5	28,4	48,6
Slovenia	80,0	66,7	81,8	66,7	50,0	0,0	75,0	25,0	66,7
Slovakia ²	50,0	59,1	76,9	50,0	66,7	0,0	75,0	25,6	66,7

¹ Belgium: 1995/96; only graduates from Flanders are included. ² Germany, Italy, Netherlands, the Czech republic, Hungary and Slovakia: The figures are from 1995/96. ³ Ireland: Students with shorter vocational tertiary up to 2 years are excluded. The same applies to private colleges as well as those studying nursing with practice periods of 3 to 4 years before graduation. ⁴ Romania: Only graduates with shorter higher grade studies are included.

Source: Eurostat, UOE.

8. Students abroad

8.1. Students abroad and financial support

It is a tradition that many Norwegian students take whole or part of their education abroad. The studies are usually financed either with loan from the State Educational Loan Fund or the students participate in an exchange programme. Exchange of students between institutions in the Nordic countries, participation in EU-programmes or other exchange programmes are considered important.

There has been an increase in the total number of Norwegian students at educational institutions abroad who get support from the State Educational Loan Fund throughout the 1990s. There were 13 702 Norwegian students abroad, an increase of 86 per cent in 10 years.

8.1. Norwegian students in tertiary education abroad financed by The State Educational Loan Fund¹. 1960/1961 - 1990/2000

Year	Total	Europe	USA/ Canada	Other countries
1960/61	2 951	2 632	301	18
1970/71	3 265	2 873	333	59
1980/81	4 724	3 692	964	68
1990/91	7 370	5 016	2 343	11
1991/92	7 551	5 112	2 427	12
1992/93	7 819	5 383	2 412	24
1993/94	7 937	5 601	2 283	53
1994/95	8 220	5 999	2 126	95
1995/96	9 309	7 042	2 099	168
1996/97	10 407	7 883	2 128	396
1997/98	11 630	8 704	2 209	717
1998/99	12 545	9 227	2 078	1 240
1999/2000	13 702	9 474	1 960	2 268

¹ Students whose applications for financial support are rejected, are not included in the figures and on the average they represent about 400 students yearly. Source: The State Educational Loan Fund.

There can be several reasons why students take whole or part of their studies abroad. An important factor is that there are not enough available places in some subject areas. In addition some educational programmes have high admission requirements and it can often be easier to get admission to the programmes abroad. One will have to travel abroad to take those programmes. Another reason why some choose to study in another country and not their home country is the possibility to learn a foreign language and experience other cultures as well as to build a social network.

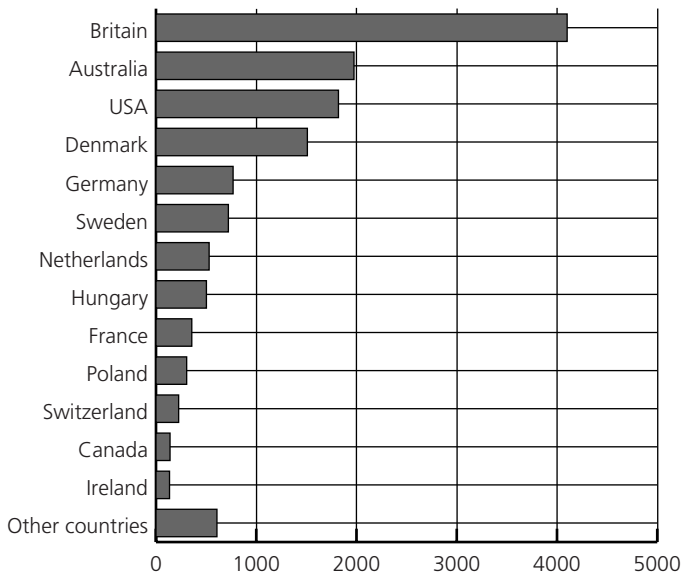
It is relatively difficult to compare total number of students from one country to the other. This is because there are different methods of classifying students studying abroad in different countries. Some countries use

citizenship, others country of birth and again others register the real number of students who come to the country to study. These are provisions that have to be considered when comparing countries.

8.2. Norwegian students abroad

Figure 8.1 reveals that in 1999 majority of the Norwegian students abroad were in Great Britain. Hungary have had a remarkable increase in the number of Norwegian students in the last years but lately, the most popular country for students abroad is Australia which had 243 Norwegian students in 1996/97 academic year, 522 students in 1997/98 and 1 006 students in 1999/2000. This is an increase of over 700 per cent in 4 years.

Figur 8.1. Norwegian students in tertiary education abroad by country. 1990/2000



Source: The State Educational Loan Fund.

Table 8.2 shows the distribution of Norwegian students according to subject area. Commercial subjects, medical sciences, technological and art subjects have the highest number of students. The proportion of students studying journalism/media studies, psychology and medicine has increased in the period between 1996 and 1999 by 96, 96 and 72 per cent respectively. These are the subjects that have had the highest rate of increase in the last four years. The female dominance is high in many of these subjects and has also increased in the period 1996 to 1999.

8.2. Norwegian students abroad financed by the State Educational Loan Fund by gender and type of education. 1996/1997 and 1999/2000



Education	1996/1997			1999/2000		
	Total	Percentage		Total	Percentage	
		Females	Males		Females	Males
Total	10 407	53,1	46,9	13 702	56,4	43,6
General management	101	26,7	73,3	193	26,4	73,6
Teacher education ...	152	71,1	28,9	170	81,8	18,2
Architecture	57	52,6	47,4	86	61,7	38,3
Programme for librarians	10	80,0	20,0	12	83,3	16,7
Dancing/operatic art	135	87,4	12,6	106	87,7	12,3
Pharmacy/Nutrition ..	93	87,1	12,9	86	79,1	20,9
Phd studies	188	31,4	68,6	221	39,4	60,6
Photo/film	25	40,0	60,0	63	44,4	55,6
Physiotherapy	540	64,6	35,4	720	68,2	31,8
Other health care education	42	81,0	19,0	65	87,7	12,3
Hotel/Tourism	444	75,5	24,5	621	74,6	25,4
Humanities	353	73,1	26,9	400	71,5	28,5
Journalism/Media studies	453	58,5	41,5	890	64,6	35,4
Agric/Forestry/ Fisheries	46	52,2	47,8	60	56,7	43,3
Law	15	53,3	46,7	68	50,0	50,0
Chiropractic education	86	39,5	60,5	109	39,4	60,6
Art/Craft/Design studies	1 028	66,1	33,9	1 275	68,1	31,9
Business administration	1 626	32,8	67,2	2 296	39,6	60,4
Medicine	963	49,2	50,8	1 658	53,9	46,1
Music	154	43,5	56,5	236	46,6	53,4
Dentistry	54	33,3	66,7	56	46,4	53,6
Psychology	282	67,7	32,3	552	69,6	30,4
Natural science	137	49,6	50,4	190	53,7	46,3
Social sciences/Dev't studies	667	66,6	33,4	730	67,7	32,3
Economics	92	25,0	75,0	156	30,1	69,9
Social Welfare/ Child Welfare educ.	138	79,7	20,3	69	89,9	10,1
Nursing	602	86,2	13,8	666	86,3	13,7
Theatre education ...	110	59,1	40,9	139	69,1	30,9
Engineering/technology	1 285	19,1	80,9	1 331	23,4	76,6
Theology	37	32,4	67,6	30	40,0	60,0
Translation	12	83,3	16,7	21	85,7	14,3
Veterinary science	219	74,9	25,1	322	79,5	20,5
Other tertiary education	261	57,5	42,5	110	45,5	54,5

Source: State Educational Loan Fund

8.3. Students in tertiary education studying in an other EU/OECD-country. 1996/1997. Per cent



Country	Percentage of students abroad
Belgium	1,8
Denmark	2,5
Germany	1,5
Greece	11,6
Spain	1,0
France	1,4
Ireland	12,0
Italy	1,5
Luxembourg	80,0
Netherlands	2,2
Austria	3,7
Portugal	2,7
Finland	2,8
Sweden	2,2
Britain	0,7
Iceland	22,6
Norway	4,0

Source: Eurostat, UOE.

Norway is one of the countries that have the largest proportion of students in foreign educational institutions. Norwegian students in foreign institutions account for 4 per cent of the total student population in the country. Finland and Sweden have lower numbers than Norway. At the top is Luxembourg and Iceland with 80 and 23 per cent respectively. An important explanation is that these countries have comparatively large proportions of students studying abroad considering their modest populations. There would be a limited number of available places at educational institutions in small countries, and for many students the only possibility is to travel abroad for an education of their choice.

Countries like Britain, France and Germany have a small proportion of their students in educational institutions abroad. Below 2 per cent of their total students study abroad.

About 3 per cent of total students in Norwegian educational institutions have foreign citizenship. This is below the OECD average which is almost 5 per cent. This gives Norway a net student outflow of 4 per cent. The average net outflow of students for the whole OECD is 3.2 per cent. Only Luxembourg, Hungary and Iceland have higher net outflow of students than Norway.

Above 52 per cent of Norwegian students studying abroad are women. Average figures for OECD shows that there is a majority of men among students outside their home countries.

In the 1997/98 academic year, 2 per cent of the general Norwegian student population were in British educational institutions. Those who studied in USA accounted for 1.1 per cent. Denmark and Germany were also very

8.3. Small countries have many students abroad whilst big countries have less

Among the Norwegian students abroad, those studying in Denmark, Iceland and Sweden accounts for the largest proportion. Among foreign students studying in Norway, those from Denmark, Sweden and Britain are in the majority. Norwegian students in Denmark and Sweden account for a larger proportion of the total number of students than Swedish and Danish students do in Norway.

8.4. Number of foreign students at college/university level in relation to the total number of students. 1998. Per cent



Home country	Country of destination								
	Australia	Austria	Belgium	Canada	Denmark	Finland	France	Germany	Iceland
OECD-countries									
Australia .....	.	0,02	0,00	0,04	0,02	0,01	0,00	0,01	0,02
Austria	0,02	.	0,02	0,01	0,02	0,01	0,02	0,32	0,02
Belgium	0,01	0,04	.	0,02	0,01	0,01	0,09	0,05	0,00
Canada	0,17	0,02	0,02	.	0,03	0,03	0,05	0,02	0,05
Denmark	0,02	0,03	0,01	0,01	.	0,01	0,02	0,03	0,37
Finland	0,01	0,07	0,01	0,01	0,05	.	0,01	0,05	0,20
France	0,03	0,15	0,08	0,41	0,06	0,02	.	0,30	0,06
Germany	0,15	2,19	0,13	0,09	0,32	0,07	0,26	.	0,17
Iceland	0,00	0,01	0,00	0,00	0,34	0,02	0,00	0,01	.
Ireland	0,05	0,02	0,02	0,01	0,02	0,01	0,03	0,03	0,02
Luxemburg	0,00	0,12	0,01	0,00	0,00	0,00	0,05	0,06	0,00
New Zealand	0,62	0,00	0,00	0,01	0,01	0,00	0,00	0,00	0,01
Norway	0,07	0,04	0,01	0,02	0,63	0,02	0,02	0,05	0,31
Spain	0,01	0,12	0,07	0,02	0,04	0,01	0,17	0,25	0,06
Sweden	0,06	0,11	0,01	0,03	0,24	0,15	0,04	0,05	0,22
Switzerland	0,02	0,11	0,02	0,02	0,03	0,01	0,04	0,09	0,01
Britain	0,82	0,08	0,05	0,12	0,20	0,05	0,17	0,13	0,05
USA	0,23	0,17	0,08	0,38	0,13	0,06	0,11	0,19	0,20
All OECD-countries and non members									
Total Africa	0,25	0,41	0,62	0,59	0,14	0,25	3,14	0,76	0,01
Total Asia	8,62	1,59	0,72	1,44	0,70	0,40	0,81	2,91	0,12
Total Europe	1,17	8,88	2,42	0,91	2,55	0,93	1,84	3,93	1,89
Total North-America	0,30	0,24	0,13	0,59	0,17	0,10	0,23	0,26	0,25
Total Oceania	0,67	0,02	0,01	0,05	0,03	0,01	0,01	0,01	0,04
Total South-America	0,06	0,13	0,10	0,12	0,07	0,02	0,17	0,19	0,07
Not specified	1,51	0,22	0,02	0,08	2,36	0,03	1,10	0,09	0,01
All countries	12,59	11,49	4,03	3,78	6,01	1,73	7,30	8,16	2,40
	Ireland	Luxem- burg	New Zealand	Norway	Spain	Sweden	Switzer- land	Britain	USA
OECD-countries									
Australia	0,05	0,00	0,00	0,01	0,00	0,02	0,03	0,06	0,02
Austria	0,03	0,00	0,00	0,01	0,03	0,05	0,46	0,05	0,01
Belgium	0,04	3,43	0,00	0,01	0,05	0,01	0,16	0,11	0,01
Canada	0,05	0,00	0,02	0,03	0,00	0,02	0,09	0,15	0,15
Denmark	0,02	0,00	0,01	0,34	0,02	0,23	0,06	0,09	0,01
Finland	0,06	0,00	0,00	0,07	0,01	0,84	0,04	0,13	0,01
France	0,34	11,72	0,02	0,05	0,22	0,08	1,68	0,65	0,04
Germany	0,37	0,98	0,10	0,16	0,18	0,25	3,58	0,67	0,06
Iceland	0,00	0,00	0,00	0,11	0,00	0,12	0,00	0,01	0,00
Ireland .....	.	0,00	0,00	0,01	0,02	0,02	0,02	0,84	0,01
Luxemburg	0,01	.	0,00	0,00	0,00	0,00	0,13	0,03	0,00
New Zealand	0,00	0,00	.	0,00	0,00	0,01	0,00	0,02	0,01
Norway	0,04	0,00	0,01	.	0,01	0,35	0,08	0,19	0,02
Spain	0,16	0,54	0,00	0,02	.	0,04	0,96	0,35	0,03
Sweden	0,04	0,00	0,04	0,31	0,02	.	0,12	0,15	0,03
Switzerland	0,02	0,00	0,00	0,02	0,01	0,04	.	0,06	0,01
Britain	1,22	0,16	0,04	0,20	0,13	0,15	0,20	.	0,05
USA	0,88	0,00	0,18	0,17	0,03	0,16	0,22	0,50	.
All OECD-countries and non members									
Total Africa	0,21	0,33	0,04	0,33	0,17	0,15	0,93	0,76	0,16
Total Asia	1,07	0,05	2,49	0,59	0,06	0,81	1,06	3,61	2,08
Total Europe	2,54	26,21	0,24	1,91	1,04	3,10	11,95	5,39	0,48
Total North-America	0,96	0,00	0,22	0,21	0,14	0,22	0,40	0,80	0,33
Total Oceania	0,05	0,00	0,61	0,01	0,00	0,02	0,03	0,09	0,03
Total South-America	0,00	0,11	0,03	0,08	0,25	0,13	0,47	0,13	0,17
Not specified	0,00	3,76	0,04	0,00	0,00	0,04	1,10	0,03	0,00
All countries	4,84	30,48	3,67	3,13	1,66	4,48	15,98	10,81	3,24

Source: OECD.

8.5. Foreign students and exchange of students between OECD countries. University and college level. 1998. Per cent



Country	Foreign students per cent of total students	Exchange of students among OECD-countries			Gender	
		Students from other OECD-countries at university/college level	Students in other OECD-countries at university/college level	Net outflow of foreign students at university/college level	Females	Males
Australia	12,6	3,1	0,7	-2,4	48,5	51,5
Austria	11,5	7,6	4,4	-3,2	47,8	52,2
Belgium	4,0	..	..	..	..	..
Canada	3,8	1,5	3,1	1,6	43,1	56,9
Czech rep	1,9	0,2	0,9	0,7	36,5	63,5
Denmark	6,0	2,6	3,2	0,6	58,6	41,4
Finland	1,7	0,6	3,3	2,7	40,3	59,7
France	7,3	1,5	1,8	0,3	..	..
Germany	8,2	4,1	2,2	-1,8	45,0	55,0
Greece .....	..	..	14,7	..	..	..
Hungary	2,6	0,6	2,2	1,6	40,6	59,4
Iceland	2,4	1,9	28,6	26,7	66,5	33,5
Ireland	4,8	3,4	13,6	10,2	53,3	46,7
Italy	1,2	0,2	1,8	1,6	50,0	50,0
Japan	0,9	0,5	1,4	0,9	46,0	54,0
Korea	0,1	0,0	2,6	2,6	38,1	61,9
Luxemburg	30,5	16,1	192,9	176,8	..	..
Mexico .....	..	..	0,7	..	..	..
Netherlands .....	..	..	2,7	..	..	..
New Zealand	3,7	0,8	3,4	-2,6	51,5	48,5
Norway	3,2	1,8	6,0	-4,2	52,1	47,9
Poland	0,5	0,1	1,1	1,0	46,6	53,4
Portugal .....	..	..	2,7	..	..	..
Spain	1,7	0,9	1,3	0,4	49,5	50,5
Sweden	4,5	2,9	4,3	1,4	55,5	44,5
Switzerland	15,9	10,9	4,5	-6,4	44,8	55,2
Turkey	1,3	0,1	2,9	2,8	27,1	72,9
Britain	10,8	4,8	1,4	-3,4	46,1	53,9
USA	3,2	1,2	0,2	-0,9	41,9	58,1
National average¹	4,8	2,2	4,3	.	46,8	53,2

¹ Luxemburg is not included in the calculation of the country-average.

Source: OECD.

8.6. Number of students enrolled in colleges and universities abroad in relation to students enrolled in colleges and universities in their home countries. 1998. Per cent



Home country	Country of destination															Total
	Aust-ralia	Austria	Bel-gium	Canada	Den-mark	Finland	France	Ger-many	Ire-land	Norway	Spain	Swe-den	Switzer-land	Britain	USA	
Australia .....	.	0,00	0,00	0,05	0,00	0,00	0,01	0,02	0,01	0,00	0,00	0,01	0,00	0,13	0,24	0,53
Austria	0,05	.	0,01	0,03	0,01	0,01	0,14	2,74	0,02	0,01	0,20	0,05	0,28	0,42	0,35	4,39
Belgium .....	..	..	.	..	..	..	..	..	..	..	..	..	..	..	..	..
Canada	0,13	0,00	0,00	.	0,00	0,01	0,08	0,04	0,01	0,00	0,00	0,01	0,01	0,25	1,67	2,23
Denmark	0,14	0,03	0,01	0,09	.	0,02	0,17	0,36	0,01	0,34	0,16	0,36	0,05	0,95	0,52	3,18
Finland	0,04	0,07	0,01	0,05	0,04	.	0,12	0,45	0,03	0,05	0,10	0,94	0,02	0,97	0,35	3,29
France	0,01	0,02	0,01	0,23	0,01	0,00	.	0,31	0,02	0,00	0,19	0,01	0,13	0,62	0,26	1,83
Germany	0,05	0,26	0,01	0,04	0,03	0,01	0,25	.	0,02	0,01	0,15	0,03	0,26	0,62	0,40	2,23
Ireland	0,39	0,03	0,02	0,10	0,03	0,02	0,40	0,45	.	0,01	0,18	0,03	0,03	11,46	0,62	13,62
Norway	0,27	0,05	0,01	0,09	0,63	0,02	0,19	0,61	0,03	.	0,11	0,54	0,07	2,00	1,13	6,02
Spain	0,01	0,02	0,01	0,01	0,00	0,00	0,20	0,30	0,01	0,00	.	0,01	0,08	0,39	0,22	1,28
Sweden	0,14	0,09	0,01	0,09	0,15	0,13	0,29	0,37	0,02	0,20	0,14	.	0,07	1,06	1,41	4,33
Switzerland	0,12	0,18	0,02	0,18	0,04	0,02	0,55	1,25	0,02	0,02	0,15	0,07	.	0,79	1,08	4,47
Britain	0,40	0,01	0,00	0,08	0,02	0,01	0,18	0,15	0,09	0,02	0,12	0,02	0,02	.	0,35	1,35
USA	0,01	0,00	0,00	0,03	0,00	0,00	0,02	0,03	0,01	0,00	0,00	0,00	0,00	0,07	.	0,20

Source: OECD.

popular study countries for Norwegian students. In the 1997/98 academic year there were 0.6 per cent of total Norwegian students in these countries. A look at the neighbouring countries; Denmark, Finland and Sweden reveals that the tendency is to a large extent the same. Among those studying abroad, students in Britain and USA account for the largest proportion of the countries total number of students.

8.4. Exchange students

Table 8.7 points out the dimension of the period of residence for studies for Norwegian students studying abroad (departures) and the foreign exchange students in Norway (arrivals). The data is reported on yearly basis for 1999 with a minimum duration of study programme of 4 weeks. The table shows that 3 400 Norwegian students who study abroad were reported. Foreign students resident in Norway in exchange programmes were 2 800. The EU-programme Erasmus/Sokrates is the most comprehensive exchange programme. The Leonardo da Vinci programme is involved in the "second programme" (97 arrival and 54 departure). Quota students are not regarded as exchange students and are therefore not included in the table.

Not all students at the Norwegian institutions of learning are exchange students. In autumn 1999 5 583 students with foreign citizenship were registered at the Norwegian universities, 53 per cent were from Europe, almost 20 per cent from Asia, 11 per cent from Africa, 7 per cent from America and 0.4 per cent from Oceania. 9 per cent were not related to any definite continent.

8.7. Exchange students. 1999¹



Institution	Total	Erasmus/ Sokrates	Nord- plus	Bilateral agree- ments	Other program- mes
Norwegian students					
abroad - total	3 400	1 394	304	486	1 216
University of Oslo	670	204	..	26	440
University of Bergen ..	576	281	34	124	137
Norwegian University of Science and Technology	613	267	42	..	304
University of Tromsø ..	62	31	14	10	7
University colleges	374	155	59	61	99
State colleges	1 041	414	146	265	216
Colleges of art	64	42	9	..	13
Foreign students in					
Norway - total	2 855	1 233	438	147	1 037
University of Oslo	966	229	109	4	624
University of Bergen ..	427	202	42	38	145
Norwegian University of Science and Technology	487	334	53	..	100
University of Tromsø ..	122	29	19	13	61
University colleges	283	176	60	31	16
State colleges	513	222	147	61	83
Colleges of art	57	41	8	..	8
Students abroad and in Norway	6 255	2 627	742	633	2 253

¹ Quota students are not included in the figures. They comprise 872 students with 304 females. A quota student is primarily a student from a developing country or Eastern Europe who is financed through a so-called scholarship from the State Educational Loan Fund. The State Educational Loan Fund has about 1100 of such scholarships and the conditions are determined by the Ministry of Education Research and Church Affairs.

Source: DBH.

9. How many have completed tertiary education?

The age group 25-34 years is the largest among those who have completed education at the university or college level with duration of less than 3 years. There is normally a decline in the proportion of those who have completed tertiary education as the age group increases. Norway lies above the average in the OECD when it comes to the proportion of the various age groups who have completed tertiary education of less than 3 years.

Among those who have completed tertiary education of duration 3 years or more the tendency is the same as those with less than 3 years of tertiary education. The proportion reduces as one looks at higher age groups. Within this level of education, Norway again lies above the average in the OECD. The difference between the OECD average is higher than for shorter tertiary education (less than 3 years).

There are equal numbers of men and women who have completed tertiary education in Norway with duration of more than 3 years (24 per cent). With the exception of USA and the Netherlands there is no country in the whole OECD-area where a large proportion of the population have completed education at this level. Within the age groups of 25-44 years there is a majority of women who have completed tertiary education of more than 3 years in Norway. There is a majority of men in the age groups of 45-64 years. These men studied in a period when it was not usual for women to study at tertiary educational levels.

Since the 1985/86 academic year Norway has been among the countries in Europe with the highest increase in the number of women compared to the number of men who take tertiary education. In the 1996/97 academic year, there was almost 1.3 women to a man in tertiary education in Norway. It is only in Iceland where there was a skewed distribution in favour of women. A lot of countries in the OECD can equally show a dramatic increase in the number of women per men who take tertiary education in the latter years. From a ratio of 0.5 women to a man in 1975/76 has this trend turned to become more than one woman to a man in tertiary education, and this within a subsequent period of 20 years.

9.1. Number of women per 100 men in /completed tertiary education. 1975/1976 - 1996 /1997



Country	Women per 100 men					
	1975/ 1976	1980/ 1981	1985/ 1986	1990/ 1991	1995/ 1996	1996/ 1997
Belgium	64,5	75,0	83,7	93,0	100,0	101,7
Denmark	86,5	88,5	92,3	104,1	122,7	119,5
Germany	74,4	81,4	81,8	73,3	80,5	84,3
Greece	58,1	70,4	95,7	101,0	93,5	92,1
Spain	56,6	77,6	96,2	104,3	112,0	112,1
France	90,4	102,1	109,2	113,2	121,5	122,1
Ireland	53,3	66,7	75,0	83,7	103,2	106,2
Italy	63,9	74,8	86,0	98,4	112,6	117,3
Luxembourg ...	.	.	.	.	100,0	100,0
Netherlands	47,7	65,5	69,5	79,7	90,3	93,0
Austria	61,7	73,6	83,2	83,9	94,3	95,1
Portugal	89,4	95,7	122,6	125,6	130,2	132,5
Finland	83,7	88,3	93,3	108,9	111,9	112,1
Sweden ¹ .....	.	.	110,3	116,9	123,1	126,2
Britain ²	56,3	57,7	83,5	93,2	101,9	107,5
Iceland ³	50,0	100,0	100,0	150,0	133,3	166,7
Norway .....	.	.	108,6	111,1	123,5	128,4

¹ Sweden: Adult education has been included in the statistics since 1992.

² Britain: Nurses and persons with training in acutemedicine are not included earlier than 1982. ³ Iceland: Only full-time students are included.

Source: Eurostat, UOE.

9.2. Percentage of the population with education at the university and college level by age group. 1998



Country	Up to 4 years at the university and college level					More than 4 years at the university and college level				
	25-64 years	25-34 years	35-44 years	45-54 years	55-64 years	25-64 years	25-34 years	35-44 years	45-54 years	55-64 years
OECD-countries										
Australia	25	28	28	25	17	17	19	18	16	10
Austria ¹	11	12	13	10	6	6	7	8	5	4
Belgium	25	34	28	22	14	12	16	13	10	6
Canada	39	46	39	37	28	19	23	18	18	13
Czech rep	10	10	12	10	8	10	10	12	10	8
Denmark	25	27	27	27	19	5	7	5	5	3
Finland ¹	29	36	33	27	18	13	14	15	13	8
France	21	30	20	18	11	11	15	10	10	6
Germany	23	22	26	25	19	14	14	16	15	10
Greece ¹	16	22	19	13	8	11	15	14	10	6
Hungary	13	14	14	14	10	13	14	14	14	10
Iceland	21	24	24	19	11	16	19	18	15	9
Ireland	21	29	22	16	11	11	16	11	7	5
Italy	9	9	11	9	5	9	9	11	9	5
Japan	30	45	40	23	13	18	23	23	15	9
Korea	22	34	23	12	8	17	23	19	11	8
Mexico	13	17	15	10	5	12	15	14	10	5
Netherlands	24	27	26	23	17	24	27	26	23	17
New Zealand	27	26	28	27	23	13	16	13	12	7
Norway ¹	26	30	28	24	18	24	27	25	22	17
Poland	11	12	10	11	10	11	12	10	11	10
Portugal	9	11	9	8	7	7	8	7	5	4
Spain	20	32	21	14	8	14	21	16	11	6
Sweden	28	31	31	29	20	13	10	14	15	11
Switzerland	23	25	25	22	18	14	16	15	13	11
Turkey	6	7	7	6	3	6	7	7	6	3
Britain	24	26	25	23	17	15	17	17	15	11
USA	35	36	36	37	27	27	27	26	29	22
National average	21	25	23	19	14	14	16	15	13	9

¹ Figures are from 1997.

Source: OECD.

Annex 1. Primary applicants at the universities and colleges by institution. 1996 and 1999¹


Institution	1996		1999	
	Primary applicants	Primary applicants per study place	Primary applicants	Primary applicants per study place
University of Oslo	15 003	1,9	9 902	1,5
University of Bergen	6 084	1,6	4 575	1,4
Norwegian Univ. of Science and technology	7 486	1,9	7 260	1,9
University of Tromsø	1 804	1,5	1 369	1,4
Oslo School of Architecture			492	10,5
Norwegian School of Economics and Business Administration	2 045	5,1	2 097	5,2
Norwegian School of Veterinary Science	740	8,9	550	6,5
Norwegian College of Physical Education and Sport ..	932	13,3	451	4,5
Norwegian College of Agriculture	979	2,6	634	1,6
Agder College	4 916	2,4	3 828	1,9
Akershus College	938	2,7	522	1,5
Bergen College	5 010	3,6	3 575	2,5
Bodø College	1 993	2,2	1 524	1,6
Buskerud College	1 054	1,7	1 119	1,6
Finnmark College	1 049	1,2	669	1,0
Gjøvik College	622	1,5	787	1,7
Harstad College	942	2,5	531	1,2
Hedmark College	2 421	2,0	1 701	1,3
Lillehammer College	2 471	2,9	1 439	1,7
Molde College	798	1,6	703	1,4
Narvik College	236	0,9	238	1,5
Nesna College	326	1,1	199	0,5
Nord-Trøndelag College	1 574	1,6	1 117	1,1
Oslo College	10 536	4,1	8 253	3,2
Sogn- og Fjordane College	1 400	1,5	1 158	1,3
Stavanger College	5 754	2,8	3 926	2,2
Stord/Haugesund College	1 182	2,0	721	1,1
Sør-Trøndelag College	5 563	3,4	4 866	2,9
Telemark College	3 006	1,9	2 153	1,3
Tromsø College	1 638	2,4	1 290	1,8
Vestfold College	2 036	2,3	1 543	1,8
Østfold College	2 632	2,1	1 857	1,5
Ålesund College	937	1,7	748	1,1
Volda College	2 077	2,3	1 428	1,5
Saami College .....	.	.	18	0,2
National College of Art, Oslo .....	.	.	588	19,0
All private colleges	8 837	2,9	8 910	1,5

¹ Private colleges comprise 9 institutions in 1996, and 10 in 1999. Norwegian Academy of Music and the National College of Art in Bergen are not included in the Universities and Colleges Admission Service (Samordna opptak). Saami College is not included in 1996. Oslo School of Architecture had uncompleted data in 1996. Source: DBH.

Annex 2. Admission to the universities and colleges by institution. 1998 and 1999


Institution	1998			1999		
	Total	Percentage of females	Percentage of males	Total	Percentage of females	Percentage of males
I alt	72 594	52,0	48,0	76 932	52,0	48,0
Total	72 594	52,0	48,0	76 932	52,0	48,0
All universities	22 040	58,3	41,7	22 883	58,8	41,2
University of Oslo	10 124	61,6	38,4	9 803	63,0	37,0
University of Bergen	4 325	59,8	40,2	5 331	60,4	39,6
Norwegian Univ. of Science and technology	4 912	54,6	45,4	4 899	52,4	47,6
University of Tromsø	2 679	50,3	49,7	2 850	52,3	47,7
All university colleges	2 201	45,8	54,2	2 189	46,7	53,3
Oslo School of Architecture	61	57,4	42,6	59	54,2	45,8
Norwegian School of Economics and Business Administration	785	36,4	63,6	805	37,8	62,2
Norwegian College of Physical Education and Sport	533	42,0	58,0	517	44,7	55,3
Norwegian College of Agriculture	527	55,0	45,0	513	55,4	44,6
Norwegian Academy of Music	209	51,7	48,3	213	52,1	47,9
Norwegian School of veterinary Science	86	75,6	24,4	82	74,4	25,6
All colleges of art	255	63,9	36,1	288	71,9	28,1
National College of Art, Bergen	79	65,8	34,2	103	74,8	25,2
National College of Art, Oslo	176	63,1	36,9	185	70,3	29,7
All state colleges	38 363	62,7	37,3	39 143	63,4	36,6
Agder College	3 367	57,8	42,2	3 403	57,1	42,9
Akershus College	1 457	74,0	26,0	1 704	75,1	24,9
Bergen College	1 763	60,0	40,0	2 173	68,8	31,2
Bodø College	2 041	58,0	42,0	2 036	61,2	38,8
Buskerud College	1 361	56,6	43,4	1 232	55,5	44,5
Finnmark College	893	69,0	31,0	1 099	68,2	31,8
Gjøvik College	619	49,6	50,4	552	48,6	51,4
Harstad College	495	71,9	28,1	473	70,8	29,2
Hedmark College	1 696	64,2	35,8	1 714	63,5	36,5
Lillehammer College	1 097	65,5	34,5	1 322	68,7	31,3
Molde College	987	52,5	47,5	818	50,1	49,9
Narvik College	451	37,9	62,1	427	28,8	71,2
Nesna College	800	53,8	46,2	1 131	61,2	38,8
Nord-Trøndelag College	1 200	66,9	33,1	1 445	64,4	35,6
Oslo College	3 509	72,9	27,1	3 694	71,0	29,0
Sogn- og Fjordane College	1 240	67,7	32,3	1 057	62,2	37,8
Stavanger College	3 366	59,8	40,2	3 159	63,3	36,7
Stord/Haugesund College	1 010	67,2	32,8	688	68,5	31,5
Sør-Trøndelag College	2 835	62,3	37,7	2 673	60,9	39,1
Telemark College	2 193	63,3	36,7	2 040	62,1	37,9
Tromsø College	1 039	66,5	33,5	882	67,5	32,5
Vestfold College	1 296	60,6	39,4	1 335	63,2	36,8
Volda College	1 304	63,7	36,3	1 629	65,7	34,3
Østfold College	1 734	64,2	35,8	1 821	61,8	38,2
Ålesund College	481	50,9	49,1	523	54,7	45,3
Saami College	129	89,2	10,8	113	74,3	25,7
All private colleges¹	9 735	.	.	12 429	.	.

¹ Private colleges do not present gender distribution to DBH.

Source: DBH.

Annex 3. Universities and colleges. External financing by source. 1999


Financial source	All institutions		University colleges		State colleges		Universities	
	1000 kr	Percentage	1000 kr	Percentage	1000 kr	Percentage	1000 kr	Percentage
Total	1 911 243	100,0	241 907	100,0	269 848	100,0	1 399 488	100,0
Various state organs	494 029	25,8	67 351	27,8	84 771	31,4	341 907	24,4
Local authorities	98 991	5,2	6 336	2,6	62 942	23,3	29 713	2,1
Norwegian Research Council	723 325	37,8	90 024	37,2	26 644	9,9	606 657	43,3
Organisations	66 124	3,5	8 212	3,4	9 767	3,6	48 145	3,4
Private (Norway)	296 108	15,5	52 742	21,8	71 946	26,7	171 420	12,2
EU	107 645	5,6	8 191	3,4	7 112	2,6	92 342	6,6
Other foreign organisations	69 888	3,7	8 496	3,5	4 794	1,8	56 598	4,0
Foundations at the institutions ...	55 133	2,9	555	0,2	1 872	0,7	52 706	3,8

Source: DBH.