



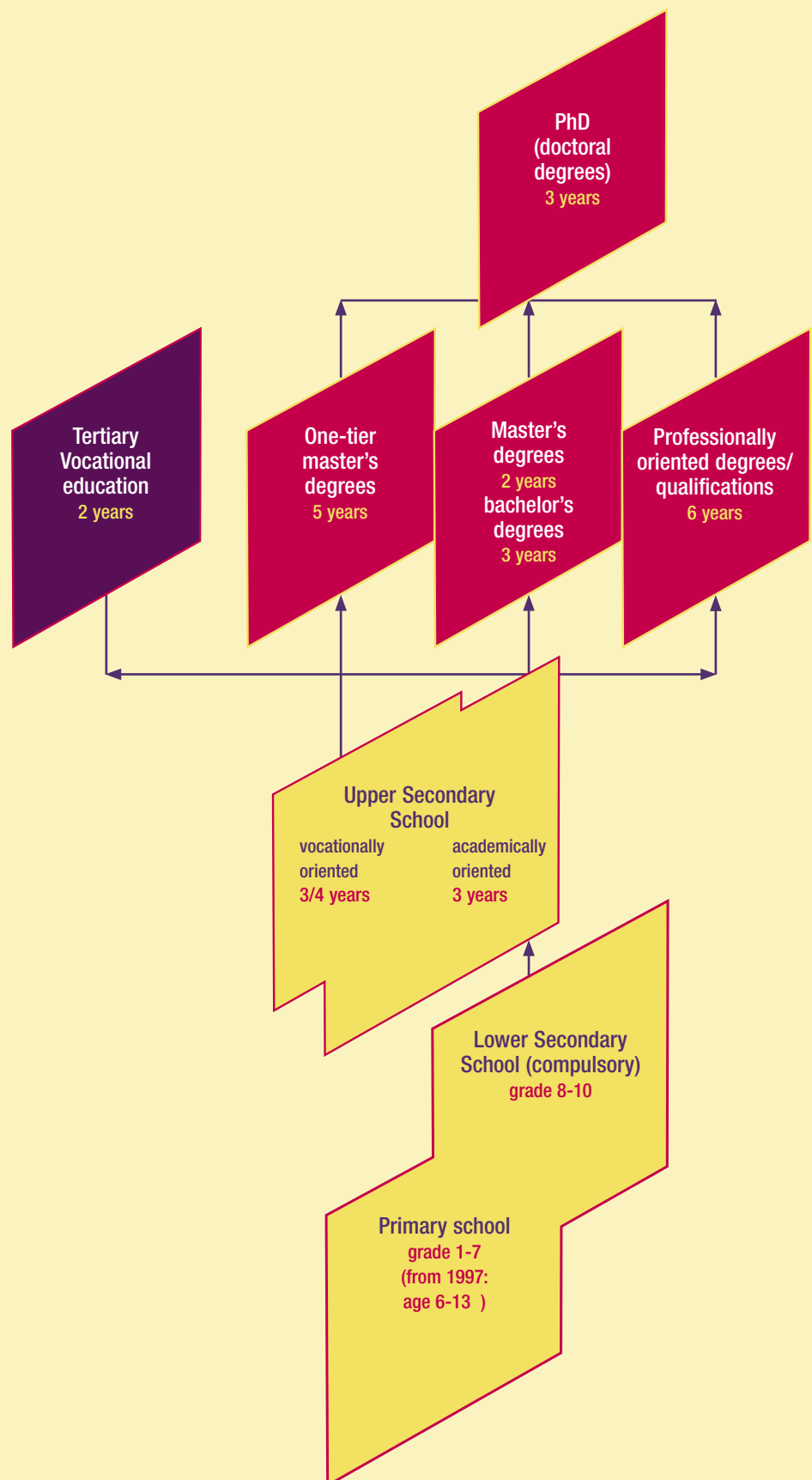
NORWAY

The System of Education

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The Structure of the Norwegian Educational



Version: November 2005.

More information: <http://www.nokut.no> or <http://www.eurydice.org/Eurybase/Application/eurybase.htm>

System and Degrees

Exceptions not included in the diagram:

Master's degree in architecture from Oslo School of Architecture and Design, Oslo: 5 ½ years

Master's degrees of 1-1 ½ years duration

Bachelor's degrees of 4 years duration (music)

General Teacher Training: 4 years

Høgskolekandidat degree: 2 years

Primary, Lower Secondary

Primary and lower secondary education

Most of the primary and lower secondary schools in Norway are owned by the municipalities while the upper secondary schools are owned by county authorities. These bodies are responsible for the planning, management, quality and development of the education. However legislation allows the establishment of independent schools, which can be based on alternative ethical, religious and pedagogical principles as long as they guarantee to offer education of same standard and quality as the public schools. Independent schools are partially funded by the government.

Primary and lower secondary education is compulsory, comprehensive and co-educational. The child's age rather than the child's level of ability determines which grade he or she attends. Children belong to the same learning group from the first to at least the sixth grade. There is no repetition of grades in compulsory education.

Compulsory education was extended from 9 to 10 years following a reform for compulsory school in 1997. It is divided into the primary stage (grades 1 to 7) the child starting at age 6 and finishing at age 13 and the lower secondary stage (grades 8 to 10), for those aged 14 to 16.

Most pupils move on to upper secondary education and training (levels 11-13)

A new reform entitled "Knowledge promotion" will be implemented from 1.8.2006. It involves both a new structure and new curricula in compulsory school and upper secondary education and training.

and Upper Secondary Education

Upper secondary education and training

Upper secondary education consists of 3 years for academic programmes or 4-5 years for vocational programmes which includes training in working life. According to the Education Act the aim of upper secondary education is “to develop the skills, understanding and responsibility that prepare pupils for life at work and in society, and assist the pupils and apprentices in their personal development.”

Since 1994 all young people, age 16 to 19, have a statutory right to 3 years of upper secondary education. From 1.8.2006 pupils can choose from one general study programme area qualifying for higher education, and from 9 vocational study programmes.

The general study programme area consists of 4 study specialising programmes, and 2 other study programmes:

The 4 study specialising programmes are:

- Languages
- Natural sciences and mathematics
- Social sciences and economics
- Arts, crafts and design

Other study programmes:

- Sports
- Music, dance and drama

The 9 vocational study programmes are the following:

- Technical and industrial production
- Electrical engineering trades
- Building and construction trades
- Catering and food processing trades
- Health and social care trades
- Media and communication
- Service and transport
- Agriculture
- Design and handicraft

All study programmes provide education qualifying for college or university studies (for those completing a general study programme), or provides a craft or journeyman's certificate, for those completing a vocational study programme.

Pupils following vocational study programmes will be given the opportunity to fulfil the additional qualifications required for access to higher education.

Upper secondary education and training consists of the following levels within the general study programmes leading to the Certificate of Upper Secondary Education:

Advanced level I (first year)

Advanced level II (second year)

Advanced level III (third year),

And to the following levels within the vocational programmes, leading to a craft or journeyman's certificate:

Advanced level I (first year)

Advanced level II (second year)

2-3 years training depending on the length of education for the specific vocational subject

Quality assurance in primary and secondary education and training:

The Norwegian Directorate for Education and Training was established on 15 June 2004. It is responsible for the development of primary and secondary education. The Directorate is the executive agency for the Ministry of Education and Research. In this capacity the Directorate has the overall responsibility for supervising education and the governance of the education sector, as well as the implementation of Acts of Storting (the parliament), and regulations concerning education. The Directorate is also responsible for managing the Norwegian Support System for Special Education (Statped), State-owned schools and the pedagogical guidance of the National Education Centres.

The Directorate is responsible for all national statistics concerning primary and secondary education, and on the basis of these statistics initiates, develops and monitors research and development. Statistics and research of relevance to Norwegian education can be found in the Directorates annual report on the status of primary and secondary education. The Directorate is also responsible for developing about 300 curricula for all subjects in primary and secondary education as part of the “Knowledge promotion”. The Directorate prepares all final examinations, diagnostic tests and examinations held in primary and secondary schools.

The Directorate carries out a continuous assessment of the status of education and vocational training in Norway.

The main objective of the Directorate is to ensure that all pupils and apprentices receive the high quality education they are entitled to.

Tertiary vocational education

Tertiary vocational (Fagskoleutdanning) education is a non-university, shorter education of maximum 2 years duration, which is based on upper secondary school education. It is primarily, but not exclusively, an education for students with a VET-certificate (Vocational Education and Training).

The education is not research-based, but focuses on adapting to the needs of vocational/occupational labour market and employment and is not considered higher education.

The programmes are by rule not provided by the higher education institutions, but by other educational bodies (public or private). There may however be exemptions. These programmes do not give ECTS credits.

Since January 2004, these vocational programmes are required to undergo a quality assurance process. NOKUT is responsible for the quality assurance of Tertiary Vocational Education in Norway.

Higher Education in Norway Today

General description

The Ministry of Education and Research has the overall responsibility for higher education in Norway. Higher education institutions in Norway are divided in four categories: universities, specialized university institutions, university colleges, and institutions with accredited academic or professional programmes. The system is based on a model which puts both the traditional academic education and the professional education in a single degree system. Both State and private higher education institutions in Norway carry out research and offer programmes leading to these degrees. The majority of Norwegian Higher Education institutions are owned by the State and more than ninety per cent of the student population in Norway attend State institutions. With a few exceptions the private sector comprises fairly small institutions.

The public institutions are mainly funded by the State. Private institutions may receive State funding for recognized programmes of study, but they are not automatically entitled to such support. Tuition is free at public institutions; although fees may be imposed for further and special education programmes, studies at private institutions and some programmes for international students. A small fee must be paid to the student welfare organization every semester.

In April 2005 the Act Relating to Universities and University Colleges and the Private Higher Education Institutions Act were merged in a common Act, thus creating greater equality between the State-owned and private institutions. At present one of the important issues is the ongoing work towards a national qualification framework in accordance with the Bologna Process.

In 2003, the Quality Reform introduced budgetary incentives related to candidate production. One of the main elements to assure quality in higher education was the implementation of evaluation of Quality Assurance Systems and the accreditation of higher education. The reform has given all State and

private institutions the same rights and possibilities to apply for either institutional or programme accreditation. The Quality Reform also introduced a new degree system with 3 + 2 + 3 year bachelor's, master's and PhD degree structure with a few exemptions.

The legislation guarantees the student's physical learning environment. It ensures that the student receives adequate guidance, and provides the institution with an overview to ensure the proper use of resources, and individual education plans for each student with a signed mutual commitment between the student and the institution.

In order to ensure that there is a qualitatively competitive higher education sector, internationalization in terms of cross-border institutional cooperation, teacher and student mobility, has been one of the overall aims in Norwegian higher education. To help facilitate cross-border credit transfer between institutions, as well as facilitate labour mobility, the Diploma Supplement (a document attached to a higher education diploma developed on the basis of guidelines put forward by the European Commission, Council of Europe and UNESCO/CEPES) was implemented on a compulsory basis for all higher education institutions from 2002.

Admission requirements

The minimum requirement for admission to higher education is the successful completion of Norwegian upper secondary education with some specified courses. Admission may also be gained by means of other qualifications recognized as being on a par with the general matriculation standard such as work experience. Some fields of study have additional entrance requirements. The Certificate of Upper Secondary Education is based on 13 years of schooling.

All international applicants must meet the same basic admission requirements as Norwegian students. These requirements vary depending on the country in which the applicant has completed his or her primary and

secondary education. Applicants must normally have completed at least upper secondary education and fulfil some additional language requirements. Students who apply for graduate degree studies must satisfy requirements regarding previous study at university level.

Lifelong learning

Lifelong learning and educational opportunities for adults are important principles of Norwegian educational policy. The aim is to provide suitable conditions in order to strengthen the competencies of the adult population. Training takes place in the public educational system, adult education associations, folk high schools, distance education institutions and other private institutions and at the workplace.

Financial support for students

The State Educational Loan Fund (Statens lånekasse for utdanning) was established in 1947 to provide financial support for students in the form of loans and grants as part of the policy for equal opportunities to higher education, regardless of social, economic and geographical background. The objective of the policy was also to ensure that the work environment for students is satisfactory, so that they can study effectively. Support is also provided for study abroad.

National education acts and regulations

- Act Relating to Universities and University Colleges of 1 April 2005
- Regulations Concerning Accreditation, Evaluation and Approval Pursuant to the Act Relating to Universities and University Colleges of 8 September 2005



Degrees

Norway has now introduced bachelor's, master's and PhD degrees, generally on a 3 year + 2 year + 3 year model, which superseded the old degrees at the end of 2003. The academic titles are bachelorgrad, mastergrad or PhD, plus the title that indicates the name of the programme (i.e. "Bachelor i Medievitenskap"). It is important to note that parallel to the new degrees, the old undergraduate degrees were awarded until 2005, and the old graduate degrees will be awarded until 2007.

The høgskolekandidat degree

The høgskolekandidat degree is obtained after two years of study. This degree may be built upon to obtain a bachelor's degree. The degree is offered at state university colleges and a few private higher education institutions.

The bachelor's degree

The bachelor's degree is awarded by all universities, specialized university institutions, state university colleges and a good number of the other higher education institutions, both private and public. It is obtained after three years of study.

The master's degree

The master's degree is awarded by the universities and specialized university institutions, several university colleges and some private higher education institutions. The degree is normally obtained after two years of study. An important part of this degree is independent work. In a few subject areas, students enrol for a five-year integrated master's degree. For purposes of internationalization, some master's degree courses with instruction in English have been introduced at higher education institutions.

The Philosophiae Doctor degree

The doctoral degree, Philosophiae Doctor (PhD) is awarded after three years of study following completion of a master's degree or a six-year professionally oriented degree/qualification. Doctoral programmes are offered by all university-level institutions, including specialized university institutions and some university colleges. The programme consists of completion of independent research in active collaboration with the aca-



ademic supervisor(s) and other researchers, an approved set of courses or instruction (at least 30 ECTS credits) including compulsory courses in the philosophy of science and ethics, participation in an active national and international research environment, all this closely linked to the thesis work by the doctoral candidate. An agreement is required for all doctoral candidates which stipulates that the objectives are to ensure completion of the doctoral degree and regulates the rights of the involved parties throughout the degree programme.

National and international joint degrees at all levels of higher education can be awarded in accordance with the Universities and University Colleges Act of 1 April 2005. The regulation requires that there should be a contract which regulates the responsibilities between the partner institutions. Partner institutions must be accredited or have accredited higher education programmes (or have similar national recognition).

There are some exemptions in the degree structure, such as:

General teacher training (4 years),
Master's degree (1 to 1.5 year's duration),
Professionally oriented programmes such as

- medicine (cand. med. 6 years),
- psychology (cand. psychol. 6 years),
- veterinary science (cand. med. vet. 5.5 to 6 years)
- theology (cand. theol. 6 years)
- architecture at Oslo School of Architecture (5.5 years)

Teacher education

The minimum qualification required for teaching at pre-primary level is a førskolelærer (pre-school teaching qualification) obtained after a three year programme, bachelor – førskolelærerutdanning. At the primary school level, the qualification required is an allmennlærer (general subject teacher) acquired after 4 years of education or a faglærer (single subject teacher) which requires 3 years of training (bachelor-faglærerutdanning).

Qualifications such as allmennlærer, faglærer or a bachelor's degree (or similar first-level degree) qualify for teaching at lower secondary school level. Upper secondary school teachers must hold a master's degree (or similar second-level degree requiring at least 5 to 6 years of higher education. Holders of bachelor's or master's degrees in different subjects from teaching, can gain a teacher qualification by passing a special teacher training programme (PPU).

Credit and grading system

The academic year normally runs from mid-August to mid-June and lasts for ten months. Courses are measured in credits (studiepoeng) according to the European Credit Transfer System standard (ECTS credits). The full-time workload for one academic year is 60 studiepoeng / ECTS credits.

The students' academic performance is assessed both through final examinations and various assignments during the academic year.

Grades are awarded according to a graded scale from A (highest) to F (lowest), with E as the minimum passing grade. A pass/fail mark is given for some examinations.

The grading system in higher education

Symbol	Description	General, qualitative description of valuation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A good performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

Ref. Norwegian Association of Higher Education Institutions, 6 August 2004

Quality Assurance in Higher Education

Norway has a rigorous system for quality assurance in higher education. The Norwegian Agency for Quality Assurance in Education, NOKUT, was established by the Storting (Norwegian Parliament) and started its activities on 1 January 2003. NOKUT is an independent State body whose purpose is to safeguard and develop the quality of Norwegian higher education. This is done through evaluation, accreditation and recognition of quality systems, institutions and programmes of study.

Evaluation of quality assurance systems (audit)

One of the elements in the Quality Reform is the requirement that higher education institutions are to have internal systems for quality assurance of course provisions. NOKUT has the responsibility for evaluating the institutions' own systems in accordance with requirements laid down in the regulations issued by the Ministry of Education and Research and with detailed criteria stipulated by NOKUT following consultations with the

sector. Each institution's quality assurance systems are to be evaluated at least once every six years.

Pursuant to the regulations issued by the Ministry, the evaluations are to include the structure of the system, the documentation it produces and the assessments of educational quality made by the institution itself. In addition, the evaluation is also to offer advice and recommendations that the institution can use in its ongoing efforts to document and develop its educational quality. The evaluations are to be made by committees consisting of external experts appointed by NOKUT.

If an evaluation shows that an institution's quality assurance of the programmes that it offers is not satisfactory, the institution will lose the right to establish further programmes until the requirements regarding internal quality assurance are satisfied. In cases where the evaluation indicates a significant lack of quality in the entire course portfolio or a specific programme, an audit may be implemented in order to

reassess the institution's accreditation, either for the institution as a whole or for one or more of its specific programmes. Depending on the result of the assessment, a previously granted accreditation may then be withdrawn.

NOKUT can provide information on the current status of the evaluations of higher education institutions in Norway.

Accreditation of higher education

Accreditation is one of the means to assure quality in Norwegian higher education. The Norwegian Agency for Quality Assurance in Education (NOKUT) has been given the power of accreditation for all higher education in Norway.

This concerns *institutional accreditation* and *programme accreditation* which covers programmes of study and courses. The Act Relating to Universities and University Colleges of 2005 permits Norwegian institutions to apply for accreditation of modules which are part of national and international joint degrees.

Quality assurance - The Norwegian system: Relation between higher education institutions and NOKUT



Accreditation in Norway is based on standards and criteria laid down by NOKUT pursuant to the Regulations concerning accreditation, evaluation and recognition issued by the Ministry of Education and Research. The main requirements for accreditation of higher education must be that the programmes and courses are research-based, the numbers and quality of the teaching staff must be adequate, the courses must have sufficient infrastructure and there have to be routines that secure and develop the quality of the course provision. The evaluations are carried out by external committees consisting of national and international experts. Accreditation decisions by NOKUT cannot be overruled by any other authority.

Institutional accreditation

There are three categories of institutional accreditation in Norway: University, Specialized University Institution, and University

College. Both State and private higher education institutions may apply for institutional accreditation. The institutional category of an institution determines its rights and powers:

Universities have self-accrediting powers, and they can establish all new programmes in all *subject* areas without having to apply for accreditation.

A Specialized University Institution can establish all new courses and programmes (Bachelor's, Master's, PhD) within its *special subject area* without having to apply for accreditation.

The institutions under the category *University College* have limited powers. University colleges can establish any courses at bachelor's degree level including bachelor's degree programmes. When establishing or substantially changing master's degree and doctoral programmes, university colleges have to apply for programme accreditation. However, when a university college has a PhD programme, it has the right to establish new programmes of study and courses at master's level within any field in which it has a doctoral degree.

Programme accreditation

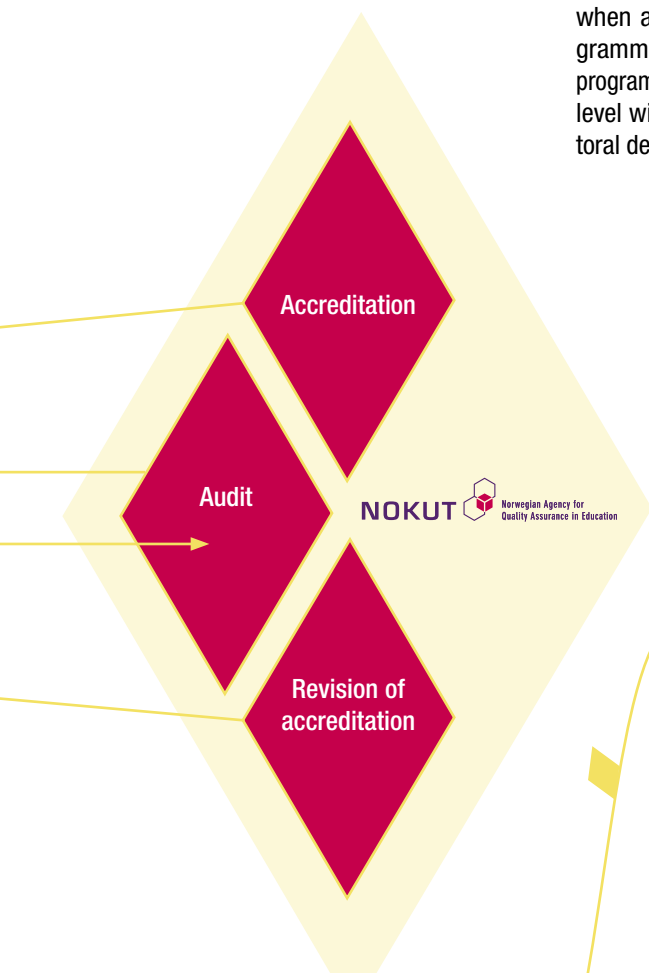
Institutions which do not have any institutional accreditation must apply to NOKUT for accreditation before the establishment of all new programmes of study and courses. If the institution has an accredited PhD programme, it has the right to establish new bachelor's and master's degree programmes within the field of each doctoral degree.

Revision of accreditation

NOKUT has the mandate to evaluate an institution with the aim of revising an already granted accreditation. NOKUT is responsible for both the revision of accredited institutions and revision of programmes of study.

There are established procedures concerning both how accreditation can be withdrawn and how the students who are affected can complete their courses. NOKUT has the final decision concerning withdrawal of programmes of studies and courses which fail to meet the required academic standards. NOKUT's negative decision concerning institutional accreditation will be forwarded to the Ministry of Education and Research who makes the concluding resolution on the withdrawal of the rights entailed by the accreditation.

For updated lists of accredited institutions and programmes of study, see www.nokut.no



Recognition of Foreign Higher Education Qualifications

Foreign qualifications are recognized in accordance with Norwegian law and international agreements which Norway has ratified. The most important Norwegian legislation in this connection is:

1. Act No. 15 of 1 April 2005 Relating to Universities and University Colleges
2. Regulations relating to entrance requirements to basic courses at universities and university colleges.
3. Regulations concerning accreditation, evaluation and recognition pursuant to the Act Relating to Universities and University Colleges.
4. Act of 10 February 1967 Relating to Procedure in Cases concerning the Public Administration.

The most important international agreements are:

1. The Lisbon Recognition Convention: Convention on the recognition of qualifications concerning higher education in the European region 1997.
2. The Reykjavik Declaration (9 June 2004) a Nordic agreement concerning mutual recognition of higher education carried out in another Nordic country.
3. Relevant EU directives

Academic recognition involves assessing foreign qualifications in relation to Norwegian higher education qualifications. In Norway we make a distinction between *general recognition* and *subject specific recognition*.

General recognition of foreign higher education qualifications in Norway means that they are considered wholly or partially equivalent to Norwegian higher education qualifications. An assessment is also made of the extent of their equivalence in terms of years of study and ECTS credits compared with Norwegian qualifications.

General recognition may also result in recognition of foreign higher education qualifications as being equivalent to a Norwegian høgskolekandidat, bachelor's or master's degree and PhD degree.

Specific recognition is granted by individual accredited higher education institutions. They recognize foreign qualifications in relation to subject specific degrees awarded at the institution. They decide whether a foreign qualification matches the specific scope and depth requirements of the degree which they award themselves.

Recognition for further study in Norway / transfer of credits

Students who have university studies from outside Norway, beyond what is required for admission to higher education in Norway, may apply to have these studies evaluated for possible credit transfer within the Norwegian degree system. This is done after the student has been admitted to a programme of study and is enrolled at a Norwegian institution.

All applications for the transfer of foreign credits are evaluated individually and in relation to the corresponding subjects in a Norwegian programme of study/degree. The application must therefore include as much documentation as possible about the relevant courses taken outside Norway.

Since in certain professions, a subject-specific degree with the associated title is required, specific recognition may be necessary.

All specific recognition requires that the foreign qualifications are well documented in the form of course descriptions, reading lists and any written theses.

Labour market recognition

Most positions/professions in Norway are non-regulated and thus do not require formal authorization but Norwegian employers usually require general recognition of qualifications in order to be able to judge whether the applicant satisfies the qualification requirements for a specific position. These include positions in the public sector administration or, for example engineer, social worker, mathematician, geologist, architect, sociologist, journalist, librarian or assistant children's nurse. To gain such general recognition of a foreign education one must apply to NOKUT.

Some positions require academic recognition, while others require recognition of professional equivalence. Recognition of professional equivalence does not necessarily entail that academic credit is granted. Requirements also differ according to whether professions are non-regulated or regulated.

Regulated professions in Norway include among others: **medical doctor, dental practitioner, dental hygienist, psychologist, nurse, midwife, physiotherapist, chiropractor, veterinary surgeon, lawyer, registered accountant, teacher, master mariner.**

Authorization is required from a competent authority concerned.

For citizens of EU countries, Iceland, Liechtenstein, Norway and Switzerland there are EU directives providing binding formal rules for recognition of the right to practice a regulated profession. Enquiries are to be made at the Department of Policy Analysis and International Affairs at the Ministry of Education and Research.

NOKUT can provide further information on recognition.

Scientific Research

All Norwegian ministries are responsible for funding research and developing the knowledge base within their respective sectors.

The Ministry of Education and Research has the overall responsibility for coordinating and implementing Norwegian research policy. The Ministry is responsible for funding the Norwegian higher education institutions where about a quarter of all Norwegian research and development activities are performed. The Ministry also has primary responsibility for funding basic research through the Research Council of Norway, which is administered by the Ministry.

The Norwegian research system can be divided into three levels: First, *a political level*, at which the framework conditions for research are defined and the main goals and priorities for research policies are outlined. Second, *a strategic level*, at which the Research Council of Norway has a key function. Third, *the operative level*, where we find industrial companies, research institutions, universities and university colleges.

Approximately one third of all public funding for research in Norway is channelled through the Research Council of Norway, www.forskningsradet.no

The Council plays a key role in Norwegian research as an advisor on research policy for the authorities, and has the main responsibility for monitoring overarching priorities. The Research Council is responsible for the entire spectrum – from basic research to innovation.

Report No. 20 (2004-2005) to the Storting *Commitment to Research* outlines three structural priorities in Norwegian research until 2010:

- Internationalization. National research efforts are to be evaluated in the light of international developments. Research cooperation with the EU will continue to be of key importance, and bilateral cooperation with North America and Asia is to be strengthened. National advantages such as the excellent petroleum research environments, databases and health registers as well as the infrastructure on Svalbard will be utilized as a platform for international cooperation. The objective is that this will attract more international researchers to Norway. In addition, increased emphasis will be attached to research in development policy.
- The strengthening of basic research through increased resources, and improving the professional management and funding mechanisms that foster quality. Schemes to promote excellence in research, such as Centres of Excellence and Outstanding Young Investigators, will be extended. Research in mathematics, the natural sciences and technology will be given special priority.

- Measures designed to boost innovation, both in the public and private sectors. If industry is to achieve its part of an ambitious expansion of research investments, public funding of research must be such that it triggers increased efforts on the part of industry. Research and renewal of the public sector will be strengthened by more research focusing on issues such as a changing Europe, welfare, law and democracy and migration and integration.

In addition to these general priority areas, the Government will focus on four thematic areas: Energy and the environment, health, oceans, and food. Three areas of technology have also been singled out: materials and nanotechnology, biotechnology, and information and communication technology. These focus areas are a continuation of the current priorities in Norwegian research.

There are
three levels in
the Norwegian
research system
– a political level
– a strategic level
– an operative level

Studying in Norway

Norway offers a unique experience for students and Norwegian institutions of higher education welcome applications from qualified students from all over the world.

Internationalization is a priority for all sectors of the Norwegian education system, and universities and university colleges are working to make their routines and facilities suit international students. Nearly 11 000 such students are currently enrolled at Norwegian institutions of higher education.

Higher education institutions are located all over Norway. The major cities have both a university and various university colleges. Therefore there is a wide range of programmes of study available in the humanities, the social sciences and natural sciences; in addition, most of these institutions have their own specialty areas. This means that an international student can combine academic interests with an exciting geographical location.

International students can apply for admission to a variety of undergraduate and graduate degree programmes. European students can come to Norway through established exchange programmes, institutional agreements, or as “free movers”, and arrange their stay themselves (type of study, length and financing).

Many Norwegian institutions have bilateral exchange agreements with universities and university colleges in other countries. Most of these agreements mean that a student studies for one or two semesters at the institution in Norway as part of a degree from the home university or college. In addition, there are some exchange programmes on a national level. Depending on where a student is enrolled there is also the possibility of coming to Norway via existing mobility programmes or institutional agreements.

Norway's official agency for international programmes and measures related to higher education is the Norwegian Centre for International Cooperation in Higher Education (SIU), www.siu.no

SIU deals with three different aspects of organizing international educational and research cooperation: programmes, fellowships and auditing arrangements. SIU is the largest international programme office in Norway and manages programmes based on agreements between the Norwegian Association of Higher Education Institutions and several national and international public organizations.

As SIU manages programmes at all levels of education it is a source of updated and relevant information on the internationalization of higher education in Norway. Its portfolio consists of:

- The NUFU programme (Norwegian Council for Higher Education's Programme for Development Research and Education)
- Fellowship programmes administered by SIU:
 - The Norad Fellowship Programme
 - The Programme in Arts and Cultural Education
 - The Quota Scheme
 - The Fellowship Programme with The Republic of South Africa
 - The Teacher Education Programme, South-North
- Socrates (the European Commission programme for education):
 - Comenius
 - Erasmus
 - Grundtvig
 - Lingua
 - Minerva
 - Arion
- Erasmus Mundus
- E-learning
- The Erasmus Link to Norway
- Cooperation Programme with the new EU member countries (former EU Candidate Countries)
- Cooperation Programme with Russia
- Cooperation Programme with South-Eastern Europe (the Balkans)
- SUHF (The Norwegian Centre for University Cooperation with France)
- Supplementary grants
- Nordplus (information responsibility in Norway)



Accredited Higher Education

January 2006

Please note
that this list
is subject to
continuous
updating.

Please
check with
the last
updated lists on
www.nokut.no

Universiteter *Universities*

State institutions

Universitetet i Oslo *University of Oslo*
www.uio.no

Universitetet i Bergen *University of Bergen*
www.uib.no

Norges teknisk-naturvitenskapelige
universitet *Norwegian University of
Science and Technology*
www.ntnu.no

Universitetet i Tromsø *University of Tromsø*
www.uit.no

Universitetet i Stavanger
University of Stavanger
www.uis.no

Universitetet for miljø- og biovitenskap
Norwegian University of Life Sciences
www.umb.no

Vitenskapelig høyskoler *Specialized University Institutions*

State institutions

Arkitektur- og designhøgskolen i Oslo
Oslo School of Architecture and Design
www.aho.no

Norges handelshøyskole *Norwegian School
of Economics and Business
Administration*
www.nhh.no

Norges idrettshøgskole *Norwegian
University of Sport and Physical Education*
www.nih.no

Norges musikkhøgskole
Norwegian Academy of Music
www.nmh.no

Norges veterinærhøgskole
Norwegian School of Veterinary Science
www.veths.no

Private Institutions

Det teologiske menighetsfakultet
Norwegian School of Theology
www.mf.no

Høyskoler *University Colleges:*

State institutions

Høgskolen i Agder
Agder University College
www.hia.no

Høgskolen i Akershus
Akershus University College
www.hiak.no

Høgskolen i Bergen
Bergen University College
www.hib.no

Høgskolen i Bodø
Bodø University College
www.hibo.no

Høgskolen i Buskerud
Buskerud University College
www.hibu.no

Høgskolen i Finnmark
Finnmark University College
www.hifm.no

Høgskolen i Gjøvik
Gjøvik University College
www.hig.no

Høgskolen i Harstad
Harstad University College
www.hih.no

Høgskolen i Hedmark
Hedmark University College
www.hihm.no

Høgskolen i Lillehammer
Lillehammer University College
www.hil.no

Høgskolen i Molde
Molde University College
www.himolde.no

Høgskolen i Narvik
Narvik University College
www.hin.no

Høgskolen i Nesna
Nesna University College
www.hinesna.no

Høgskolen i Nord-Trøndelag
Nord-Trøndelag University College
www.hint.no/

Høgskolen i Oslo **Oslo University College**
www.hio.no/

Høgskolen i Sogn og Fjordane
Sogn og Fjordane University College
www.hisf.no/

Høgskolen Stord/Haugesund
Stord Haugesund University College
www.hsh.no

Høgskolen i Sør-Trøndelag
Sør-Trøndelag University College
www.hist.no

Høgskolen i Telemark
Telemark University College
www.hit.no

Høgskolen i Tromsø
Tromsø University College
www.hitos.no

Høgskolen i Vestfold
Vestfold University College
www.hive.no/

Høgskolen i Volda
Volda University College
www.hivolda.no/

Høgskolen i Østfold
Østfold University College
www.hiof.no/

Høgskolen i Ålesund
Aalesund University College
www.hials.no/

Kunsthøgskolen i Oslo
Oslo National Academy of the Arts
www.khio.no/

Kunsthøgskolen i Bergen
Bergen National Academy of the Arts
http://www.khib.no/

Sámi allaskuvla/Samisk høgskole
Saami University College
www.samiskhs.no

Forsvarets skolesenter
The Norwegian Defence College
www.mil.no/felles/fss

Krigsskolen
www.mil.no/haren

Luftkrigsskolen
www.mil.no/luft

Sjøkrigsskolen
www.mil.no/sjo

Politihøgskolen
Norwegian Police University College
www.phs.no

Private institutions

Diakonhjemmet høgskole **Diakonhjemmet Hospital and University College**
www.diakonhjemmet.no

Private institusjoner med akkrediterte studier *Private institutions with accredited programmes of study*

Ansgar teologiske høgskole
Ansgar School of Theology and Mission
www.ansgarhs.no

Arkivakademiet
www.arkivverket.no

Atlantis medisinske høgskole
Atlantis Medical College
www.amh.no

Baptistenes teologiske seminar
www.baptist.no

Barratt Dues musikkinstitut
Barratt Dues Conservatory of Music
www.barrattdue.no

Bergen Arkitekt Skole
Bergen School of Architecture
www.bergenarkitektskole.no

Betanien diakonale høgskole
Betanien Deaconal University College
www.betaniensykepleierhogskole.no

Den Norske Balletthøgskole
Norwegian College of Ballet
www.dnbh.no

Den Norske Eurytmihøgskole
College of Eurythmics
www.eurytmi.no

Diakonissehjemmets høgskole
www.bergendsh.no

Dronning Mauds Minne
Queen Maud's College of Early Childhood Education
www.dmmh.no

Encefalon
www.encefalon.no

Fjellhaug Misjonshøgskole
Fjellhaug Mission Seminary
www.fjellhaug.no

Handelshøyskolen BI
BI Norwegian School of Management
www.bi.no

Høgskolen i Staffeldtsgate
www.staffeldtsgate.no

Høgskulen landbruk og bygdenæringar
www.hlb.no

Høyskolen Diakonova
Diakonova University College
www.diaconova.no

Høyskolen NKS (Norsk reiselivshøgskole og Oslo markedshøgskole)
www.nks.no

Lovisenberg Diakonale Høgskole
Lovisenberg Deaconal University College
<http://www.ldh.no>

Mediehøgskolen Gimlekollen
Gimlekollen School of Journalism and Communication
www.mediehogskolen.no

Metodistkirkens studiesenter
www.metodistkirkens-studiesenter.no

Misjonshøgskolen
School of Mission and Theology
www.mhs.no

Norges informasjonsteknologiske høgskole
Norwegian School of Information Technology
www.nith.no

Norsk Gestaltinstitutt AS
www.gestalt.no

Norsk høgskole for helhetsterapi
www.helhet.no

Norsk lærerakademi
Norwegian Teacher Academy
www.nla.no

Rogaland markedshøgskole RMH
Scandinavian School of Management
www.markedshoyskolen.no

Rogaland høgskole
Rogaland College
www.rlvphs.no

Rudolf Steinerhøgskolen
The Rudolf Steiner College of Education
www.rshoyskolen.no



Historical Overview and Dates:

The development of a complete, comprehensive school system in Norway has been influenced by the two school systems that formerly existed for rural and urban areas. Another factor throughout the past century has been a strong trend towards developing a school system for all pupils regardless of background, ability to learn and physical fitness. Taking a longer perspective, here are some milestones in Norwegian education:



Short History of Higher Education in Norway

The first academic institution in Norway was established in Trondheim in 1760. This was the Royal Norwegian Society of Sciences and Letters (Det Kongelige Norske Videnskabers Selskap). The first Norwegian university was established in Oslo in 1811 and was named "Det kongelige norske Fredriks universitet" after the Danish-Norwegian King Frederik. It became University of Oslo in 1931. Before the establishment of these institutions, Norwegians had to go abroad to study. Many went to Copenhagen as Norway was under Danish rule from 1380 to 1814.

The other universities were all established after World War II. First, the University of Bergen in 1946 which evolved from the scientific work and teaching done at Bergen Museum (established 1825). Next came the University of Trondheim in 1969. This evolved from the Royal Society mentioned above. In 1996 after merging with The Norwegian Institute of Technology (NTH), it became the Norwegian University of Science and Technology (NTNU). Then, in 1972, the University of Tromsø was established.

Following recent legislation on the accreditation of higher education institutions and programmes in Norway, the Agricultural University of Norway at Ås and Stavanger University College became fully accredited universities in 2005. These two institutions are now respectively the Norwegian University of Life Sciences and the University of Stavanger.

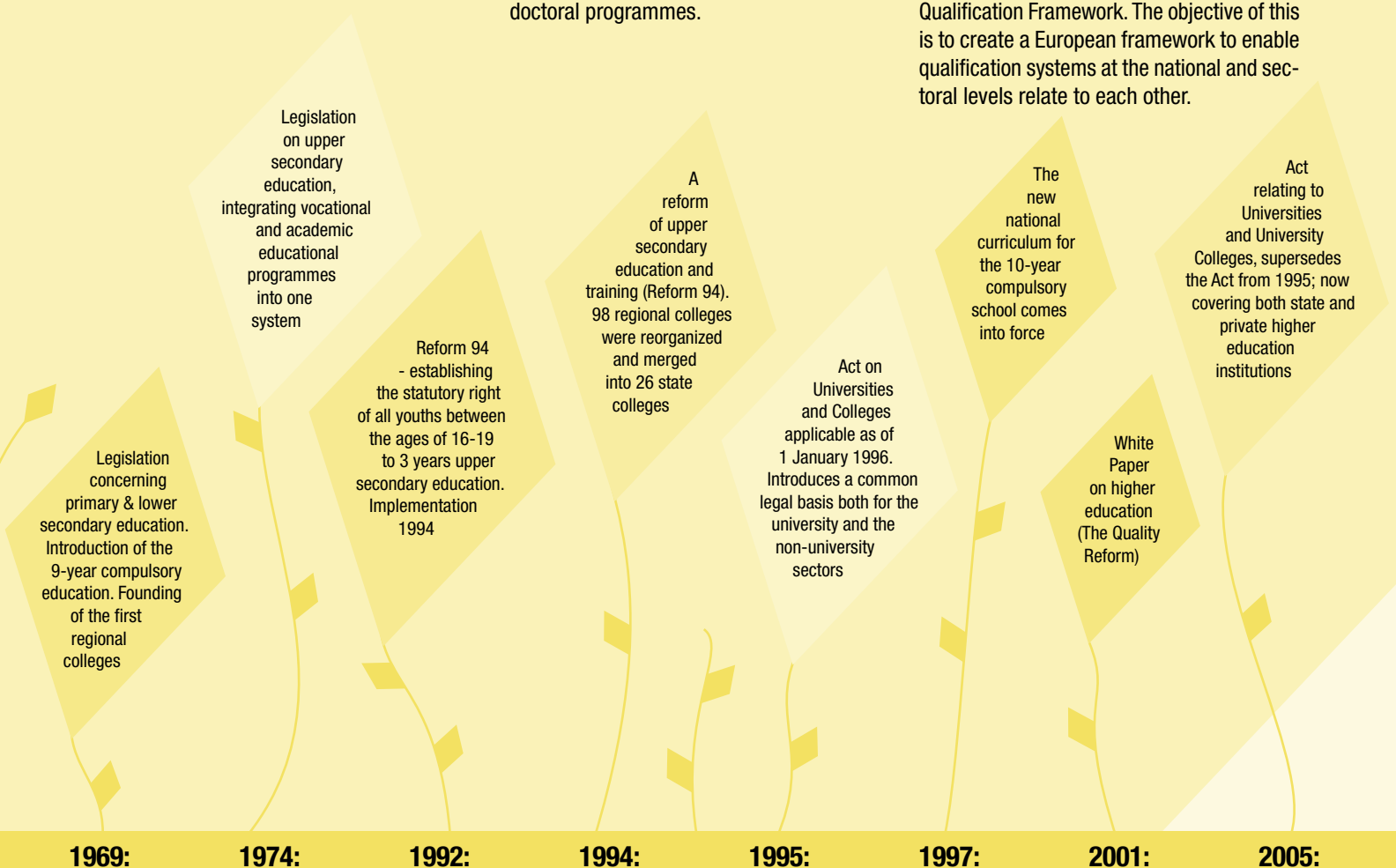
Today there are six specialized university institutions which can grant degrees and have academic and professional programmes at the highest level in their respective fields. They were established between 1897 and 1972 with a recent addition in 2005.

In 1992, 98 regional colleges were merged into 26 State university colleges (statlige høyskoler). The programmes offered at these colleges used to be shorter and more occupationally oriented than those at the universities. Nowadays the State university colleges offer a wide range of programmes at undergraduate and graduate levels. Some offer doctoral programmes.

In order to give equal opportunities to receive higher education the State Educational Loan Fund (Statens lånekasse for utdanning) was established in 1947.

In response to the Bologna Process which started in 1998, a Quality Reform was launched in 2001. It introduced bachelor's, master's and PhD degrees generally following a 3 year + 2 year + 3 year model. The new degrees superseded the old ones (mainly 4 year + 2 year + 3 year, as e.g. cand.-mag., cand.-philol., cand.-scient., dr.-polit., dr.philos. etc.) from the end of 2003. The old degrees will be completely phased out by the end of 2007. The Quality Reform also introduced a concept to establish stricter quality assurance mechanisms in higher education which resulted in the founding of an independent agency for quality assurance in education – NOKUT (Norwegian Agency for Quality Assurance in Education).

In accordance with the Bologna Process recommendations Norway is currently taking part in the work on the planned European Qualification Framework. The objective of this is to create a European framework to enable qualification systems at the national and sectoral levels relate to each other.



Useful addresses:

Ministry of Education and Research /
Kunnskapssdepartementet
Akersg. 44 (Y-blokken),
Postboks 8119 Dep, 0032 Oslo
<http://odin.dep.no/kd>
Postmottak@kd.dep.no
Tel: + 47 - 22 24 90 90
Fax: + 47 22 24 78 52, 22 24 95 44

Nasjonalt Organ for Kvalitet i Utdanningen /
The Norwegian Agency for Quality
Assurance in Education
Postboks 1708 Vika, 0121 Oslo
<http://www.nokut.no>
Postmottak@nokut.no
Tel: + 47 21 02 18 00
Fax: + 47 21 02 18 01

Utdanningsdirektoratet /
The Norwegian Directorate for Education
and Training
Postboks 2924 Tøyen
0608 OSLO
<http://www.utdanningsdirektoratet.no>
post@utdanningsdirektoratet.no
Tel: + 47 23 30 12 00
Faks: +47 23 30 12 99

Senter for internasjonalisering
av høyere utdanning (SIU) /
The Norwegian Centre for International
Cooperation in Higher Education (SIU)
Pb 7800, 5020 Bergen
<http://siu.no/>
siu@siu.no
Tel: +47 55 30 88 00
Fax: +47 55 30 88 01

Norges forskningsråd /
The Research Council of Norway
Postboks 2700 St. Hanshaugen,
0131 Oslo
<http://www.forskningssradet.no>
post@forskningssradet.no
Stensberggata 26, 0050 Oslo
Tel: + 47 22 03 70 00
Fax: + 47 03 70 01

Samordna opptak / Universities and
Colleges Admission Service
Postboks 1175, Blindern 0317 Oslo
www.samordnaopptak.no
postmottak@so.uio.no
Tel: + 47 815 48 240 (9-15)
Fax: + 47 22 84 18 01

Opptakssentralen Medisin / National
Admissions Office for Medical Studies
Studieavdelingen, NTNU, 7491 Trondheim
www.ntnu.no/studieavd/medisin
med-opptak@adm.ntnu.no
Tel: + 47 73 59 77 55
Fax: + 47 73 55 04 66

Statens lånekassen /The Norwegian State
Educational Loan Fund
Postboks 195, Økern, 0510 Oslo
<http://www.lanekassen.no>
Tel: + 47 22 72 67 00
Fax: + 47 22 64 26 36

Utenriksdepartementet /
Ministry of Foreign Affairs
Postboks 8114 Dep., N-0032 Oslo
<http://odin.dep.no/ud>
post@mfa.no
Tel: + 47 22 24 36 00
Fax: + 47 22 24 95 80/81

Utlendingsdirektoratet /
Norwegian Directorate of Immigration
Postboks 8108 Dep., 0032 Oslo
<http://www.udi.no>
udi@udi.no
Tel: + 47 23 35 15 00
Fax: + 47 23 35 15 01

Integrerings- og mangfoldsdirektoratet /
Directorate of integration and diversity
Postboks 8059 Dep., 0031 Oslo
<http://www.imdi.no>
post@imdi.no
Tel: + 47 24 16 88 00
Fax: + 47 24 16 88 01

The Norwegian Nobel Institute
Drammensveien 19, NO-0255 Oslo
<http://www.nobel.no/>
postmaster@nobel.no
Tel: + 47 22 12 93 00
Fax: + 47 22 12 93 10

Informasjon fra den norske regjeringen og
departementene, Norske lover og forskrifter
Information from the Norwegian govern-
ment / Norwegian laws and regulations
<http://odin.dep.no/odin/english>

The Norwegian official website /
VISIT NORWAY
<http://www.visitnorway.com>
<http://www.norway.no>