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COMMITTEE ON ECONOMIC, SOCIAL  
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IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC,  
SOCIAL AND CULTURAL RIGHTS

CONSIDERATION OF REPORTS SUBMITTED BY STATES PARTIES IN  
ACCORDANCE WITH ARTICLE 16 OF THE INTERNATIONAL COVENANT ON  
ECONOMIC, SOCIAL AND CULTURAL RIGHTS

REPLIES BY THE GOVERNMENT OF **NORWAY** TO THE LIST OF ISSUES  
(E/C.12/Q/NOR/2) TO BE TAKEN UP IN CONNECTION WITH THE CONSIDERATION  
OF THE FOURTH PERIODIC REPORT OF NORWAY CONCERNING THE RIGHTS  
REFERRED TO IN ARTICLES 1-15 OF THE INTERNATIONAL COVENANT ON  
ECONOMIC, SOCIAL AND CULTURAL RIGHTS (E/C.12/4/Add.14)

HR/CESCR/NONE/2004/11

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## **I. GENERAL INFORMATION**

**1. While taking note of the information in paragraph 6 of the report, please provide information on the extent to which the International Covenant on Economic, Social and Cultural Rights has the same status in the domestic legal order of the State party as the International Covenant on Civil and Political Rights.**

1. The Act of 21 May 1999 No. 30 relating to the strengthening of the status of human rights in Norwegian law (The Human Rights Act) does not differentiate between the conventions that under section 2 of the said act have the force of Norwegian law insofar as they are binding for Norway. The conventions that are incorporated into Norwegian law under the Human Rights Act are:

*1. The Convention of 4 November 1950 for the Protection of Human Rights and Fundamental Freedoms, as amended by Protocol No. 11 of 11 May 1994 to the Convention, together with the following protocols:*

- a) Protocol of 20 March 1952,*
- b) Protocol No. 4 of 16 September 1963 on the protection of certain rights and freedoms other than those already included in the Convention and in the First Protocol to the Convention,*
- c) Protocol No. 6 of 28 April 1983 on the abolition of the death penalty,*
- d) Protocol No. 7 of 22 November 1984,*

*2. The International Covenant of 16 December 1966 on Economic, Social and Cultural Rights,*

*3. The International Covenant of 16 December 1966 on Civil and Political Rights, together with the following protocols:*

- a) Optional Protocol of 16 December 1966,*

b) *Second Optional Protocol of 15 December 1989 on the abolition of the death penalty,*

4. *The Convention of 20 November 1989 on the Rights of the Child, together with the following protocols:*

a) *Optional Protocol of 25 May 2000 to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography,*

b) *Optional Protocol of 25 May 2000 to the Convention on the Rights of the Child on the involvement of children in armed conflict.*

2. The number of cases before Norwegian courts in which one or both of the parties have relied on the provisions of the ICESCR in their legal argument is very limited. In its judgement in the “KRL case” (*Supreme Court Reports 2001 p. 1006*), the Supreme Court (*Høyesterett*) made some fundamental observations in respect of the justiciability of economic, social and cultural rights enshrined in the ICESCR under Norwegian law. Regarding the application of conventions that have been incorporated into domestic law, the Supreme Court stated the following:

*“In the domestic legal application of conventions that have been incorporated without having being transformed into national legislation, it must be determined whether the article in question aims to give rights to the individual, or if it states an aim or makes it incumbent upon the member states to reach a specific goal or minimum standard. The direct application of an article by the national authorities presupposes that the article is drafted in a manner that is suited to such application. It must be possible to derive concrete rights and duties from the provisions of the convention.” (Unofficial translation)*

Thus, when applying the articles of the ICESCR, Norwegian courts must consider each article individually, taking into account the principles of treaty interpretation under international customary law, and decide whether they are intended to give rise to individual rights with corresponding obligations on the part of the Norwegian state.

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**2. Please provide information on the measures taken to ensure that the Norwegian Centre for Human Rights remains in compliance with the Paris Principles (General Assembly resolution 48/134).**

3. By Royal Decree of 21 September 2001, the Norwegian government granted the Norwegian Centre for Human Rights status as a national institution for human rights (NIHR), as set out in the Paris Principles. The International Co-ordination Committee for National Institutions for the Promotion and Protection of Human Rights (ICC), which oversees whether national institutions are in compliance with the Paris Principles, endorsed the recommendations made by its Sub-Committee on Accreditation during the 14<sup>th</sup> session of the ICC in Geneva on 15 April 2004. The recommendations, reflected in the report of the sub-committee, acknowledged that the Centre maintains a status A accreditation with reserve. This means that the Centre does not yet fully comply with

the Paris Principles. The letter of the ICC Chairperson, dated 10 May 2004, amplifying the reasons for this decision is attached hereto as Appendix 1.

4. On the basis of the concerns raised by the ICC, and in light of consultations with members of the ICC, the Sub-Committee on Accreditation and representatives of the UN High Commissioner for Human Rights, the Norwegian Centre for Human Rights has initiated a process to address these concerns. The Norwegian government is collaborating with the Norwegian Centre for Human Rights with a view to finding a satisfactory solution to the ICC's concerns and ensuring that the Centre complies fully with the Paris Principles.

\* \* \*

**3. Please provide information of the State party's position with regard to the Optional Protocol to the Covenant.**

5. Norway co-sponsored Commission on Human Rights resolutions 2002/24, 2003/18 and 2004/29.
6. Norway welcomes the report of the open-ended working group to consider options regarding the elaboration of an optional protocol to the International Covenant on Economic, Social and Cultural Rights on its first session (E/CN.4/2004/44), and welcomes the future deliberations in the working group.
7. Most of the rights set out in the ICESCR are to be realised progressively, and the main responsibility for their realisation lies, as with all human rights, with each State party. Norway believes that the deliberations of the working group will provide an opportunity to better understand the nature of the said rights and their justiciability as well as different approaches to a possible mechanism. The Norwegian government hopes that this work will result in an instrument that will enhance the promotion and protection of these rights.
8. Norway will provide further comments on its position with regard to the draft optional protocol to the ICESCR during the deliberations of the working group in January 2005.

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**II. ISSUES RELATING TO THE GENERAL PROVISIONS OF THE COVENANT (Arts. 1-5)**

**4. Please provide information about the protection against discrimination, in law and in practice, afforded to minorities, foreigners and persons of immigrant background, particularly with regard to ensuring equality of opportunities in and access to employment, housing and work.**

9. Reference is made to Norway's periodic reports to the Committee on the Elimination of Racial Discrimination (CERD), in particular Norway's sixteenth periodic report, submitted in 2002 (CERD/C/430/Add.2).

### *Legislation*

10. Reference is made to paragraph 9 of Norway's fourth periodic report. Norway currently has no general rule of law prohibiting ethnic discrimination, only individual provisions prohibiting discrimination in specific areas. These areas are the labour market, the housing market and the provisions of the General Civil Penal Code prohibiting racist utterances and discrimination regarding access to goods and services. The government will put forward a bill prohibiting ethnic discrimination in December 2004, which will apply to all areas of society. The government has stated that the proposal will comply with the requirements of EU Council Directive 2000/43/EC implementing the principle of equal treatment between persons irrespective of racial or ethnic origin. The Act will be enforced by a new body, the Gender Equality and Discrimination Ombud (cf. paragraph 11).

On 1 May 2004, two new chapters in the Act relating to Worker Protection and Working Environment concerning discrimination in working life (chapters XA and XB) came into force. These two chapters establish a general prohibition of differential treatment on grounds of gender, religion or belief, skin colour, national or ethnic origin, political opinion, membership in a workers' organisation, sexual orientation, disability and age. The prohibition applies to direct and indirect differential treatment, as well as harassment and instructions regarding differential treatment. It also applies to all aspects of the employment relationship, from the time the position is advertised to termination of the employment.

### *The Gender Equality and Discrimination Ombud*

11. Reference is made to paragraph 11 of Norway's fourth periodic report. In February 2004 the government proposed the establishment of a single equality body for combating gender and ethnic discrimination, the Gender Equality and Discrimination Ombud. The Centre for Combating Ethnic Discrimination will be integrated into the new Ombud, which is due to be established in 2006. According to the government's proposal, the Ombud shall enforce the Gender Equality Act and the new Act prohibiting ethnic discrimination (cf. paragraph 10). The Ombud's role will be to investigate incidents involving alleged violations of the laws. Following the investigation of a complaint, the Ombud may make a recommendation. It is not mandatory for an organisation to comply with such recommendations. However, if an organisation fails to comply with the Ombud's recommendation, the dispute may be referred to a Board of Appeal for cases of discrimination. The Board of Appeal will be given the authority to make formal and legally binding decisions in such cases (for example to prescribe specific sanctions). In addition to legal cases, the Ombud's tasks will include advocacy in the field, development of competence, information campaigns and general support to public and private bodies, and documentation and monitoring. The government's bill establishing the new equality body will be brought before the Storting for enactment in December 2004.

### *Plan of action to combat racism and discrimination (2002-2006)*

12. Reference is made to paragraph 12 of the Norway's fourth periodic report. The Norwegian government's policy is based on the principle that Norway is a multicultural society, and that cultural plurality enriches our lives and benefits the community. Everyone living in Norway shall, regardless of their background, have genuinely equal

opportunities, equal rights and equal obligations to participate in society and make use of their resources. The fight against racism and discrimination requires a continuous, focused and long-term effort. The following is a brief description of some of the measures set out in the plan:

- All central government agencies will be required when advertising job vacancies to encourage persons with an immigrant background to apply. Agencies are also required, for the duration of a two-year pilot project, to call in at least one applicant with an immigrant background for a job interview, provided the applicant is qualified for the position.
- Improvements are being made to the accreditation system for training and skills acquired other than through formal education, in order to make it easier for immigrants to obtain accreditation for qualifications acquired in their home country.
- The government will take steps to encourage more educational institutions to focus on multicultural understanding.
- Measures will be implemented to increase the recruitment of people with an immigrant background to secondary and higher education, such as improving skills among teachers and advisers and providing financial support for universities and colleges that give special emphasis to measures for people with an immigrant background.
- New teaching aids will be prepared for use in schools as part of a general effort to raise awareness of the importance of multicultural understanding, with a special focus on racism and discrimination.
- The police will increase their awareness and knowledge of minorities. A central forum for dialogue will be established, consisting of representatives of the Directorate of Police and of relevant non-governmental organisations. Local forums for dialogue will also be established in each police district.
- The effort to combat racism on the Internet will be intensified, among other things through greater involvement of the police. Kripos (National Bureau of Crime Investigation) has been assigned the task of continuously monitoring the Internet to identify racist content.
- The government will put forward a bill concerning discrimination in night-clubs, restaurants, etc., which may result in licences to serve alcohol being withdrawn.

A follow-up mechanism to the plan of action has been established which consists of representatives from the relevant ministries, the Directorate of Immigration, the Centre for Combating Ethnic Discrimination, the Contact Committee for Immigrants and the authorities and NGOs working in the field of racism and discrimination.

*New white paper on Norway as a multicultural society*

13. The Norwegian government recently (1 October 2004) submitted a new white paper to the Storting on Norway as a multicultural society (Report No. 49 (2003-2004)). The previous white paper on this subject (Report No. 17 (1996-1997) on Immigration and Multi-Cultural Norway) was submitted to the Storting in 1997.

The Norwegian population includes people with various backgrounds, ethnicities, religions, cultures, languages and ways of life. The new white paper focuses on how we

should relate to people being different, and the principles we should govern by when new dilemmas and new needs arise in a diverse Norwegian society.

This greater diversity and new ways of life pose a challenge both for the majority population and for the minorities. It also poses a challenge in terms of policy. In a multicultural society we must balance two considerations: a sense of fellowship and peaceful coexistence, and recognition of people's differences and their right to different ways of life.

*A strategy for equal education in practice*

14. In December 2003 the Norwegian Minister of Education presented a strategy for improved learning and participation of children and young people belonging to linguistic minorities in kindergartens, schools and other educational institutions. This strategy, which is entitled "Equal education in practice", covers the five-year period from 2004 to 2009 and includes a general description of the current educational provisions for linguistic minorities. It also sets out a number of concise objectives for the five-year period, including sharing good practices and efficient teaching methods.

*An introductory programme for more rapid integration into working life and society*

15. In June 2003 the Storting decided to enact an introductory scheme for newly arrived refugees and persons granted a residence permit on humanitarian grounds, and for family members reunited with them (The Introductory Scheme Act). In a proposed amendment to the said Act, the Norwegian government proposes that family members reunited with a person granted a residence permit on humanitarian grounds should be ineligible for the introduction scheme if these family members arrive in Norway at a later date than him or her. The reason for this lies in the person's obligation to support family members who are to be reunited with him or her. This subsistence requirement means that the person is economically responsible for assisting his or her family members during the initial phase of their time in Norway.

The scheme combines an introductory programme with an introduction benefit. The Norwegian government's aim is that newly arrived refugees should be included in working life and society as soon as possible. The introductory programme, which will be adapted to the individual, is to provide basic skills in the Norwegian language and insight into Norwegian society, and prepare the person for participation in working life and/or education. The programme, which will be offered by the municipalities, will normally last up to two years and will be initiated as soon as possible after the person has settled in a municipality. The scheme will be obligatory for persons between 18 and 55 years of age.

This autumn, the Storting is expected to decide on a proposal from the government to make the completion of classes in the Norwegian language and Norwegian society a condition for receiving a settlement permit and Norwegian citizenship. Knowledge of the Norwegian language is an important pre-condition for active participation in Norwegian society. The proposal will give newly arrived adult immigrants the right and obligation to participate in 300 hours of training. Beyond the compulsory training, those who have further needs for training will have the opportunity to take more classes (up to 3000 hours, depending on the individual). The current curriculum and tests will be modified to accommodate the new system. The municipalities will be given responsibility for providing the training, which will be free of charge for the individual.

\* \* \*

**5. With reference to the obligations undertaken by the State party under article 3 of the Covenant, please provide information about how the State party ensures the equal right of men and women in the enjoyment of economic, social and cultural rights, including the implementation of the principle of equal pay for work of equal value.**

*The Gender Equality Act of 1978*

16. The purpose of the Gender Equality Act of 1978 is to promote gender equality and, in particular to improve the position of women. The Act applies to all areas of society, with the exception of the internal affairs of religious communities and family and personal matters. The Act is enforced by the Gender Equality Ombud and the Gender Equality Board of Appeal.

The general clause of the Gender Equality Act (section 3) prohibits both direct and indirect differential treatment of women and men. Differential treatment that promotes gender equality in accordance with the purpose of the Act is not in contravention of section 3.

In 2002, the Storting passed a revised version of the Gender Equality Act. Most of the amendments are related to working life and tighten the obligation to work to promote equal status. There are no changes in the scope of the Act.

*Duty to promote gender equality*

17. The Gender Equality Act previously required that public authorities should promote gender equality in all sectors of society. The new regulations of 2002 direct all employers and all workers' and employers' organisations to promote gender equality actively in their areas of responsibility.

The duty to work for gender equality entails not only seeking to prevent discrimination, but also actively implementing concrete measures to promote gender equality. Activities in this regard should be both planned and focused.

The Act obliges public authorities to make active, targeted and systematic efforts to promote gender equality in all sectors of society. Employers shall make active, targeted and systematic efforts to promote gender equality within their enterprise. Employee and employer organisations shall have a corresponding duty to make such efforts in their spheres of activity.

Enterprises that are subject to a statutory duty to prepare an annual report shall in such reports give an account of the actual state of affairs as regards gender equality in the enterprise. An account shall also be given of any measures that have been planned or implemented in order to promote gender equality and prevent differential treatment in contravention of the Act. Public authorities and public enterprises that are not obliged to prepare an annual report shall give a corresponding account in their annual budget.

*Equal pay and job evaluation*



18. According to Section 5 of the Gender Equality Act, women and men have the right to equal pay for work of equal value. The new regulations of 2002 strengthen the right to equal pay by allowing comparisons across occupational boundaries and different collective wage agreements. Factors central to assessing whether the work done by women and men is of equal value (work evaluation) have been incorporated. The equal pay provision has been amended so that access to comparable pay across professional or vocational boundaries, or wage agreements clearly comes to the fore in the Act. This is a codification of existing practice. The amendment also specifies a number of factors that may be used to assess whether work is of equal value. These factors will provide a basis for using work evaluation as a tool for promoting equal pay.

By clarifying the meaning of the concept “equal pay for work of equal value”, the government is seeking to level out the wage differences that still exist between women and men. In conjunction with the regulations on the burden of proof and the provision on objective determination of liability, these changes mean a tightening of the prohibition against gender-based wage differences. Comparisons of pay are confined to those working for the same employer or enterprise.

The government commission appointed in 1977 suggested general guidelines for gender-neutral comparisons of work as a basis for equal remuneration for work of equal value. With these guidelines and the amendments to the Gender Equality Act as its starting point, the Ministry of Children and Family Affairs initiated a pilot project on work evaluation in 2002. The Ministry is funding a three-year project with the aim of implementing gender-sensitive job evaluation and equal pay in 15 private companies and the public sector. The project is, in close co-operation with the companies, developing a gender-neutral system to measure and compare the value of women and men’s work and their pay. The results of the job evaluation will also be correlated with the results of the local wage negotiations.

*Increased protection during pregnancy and maternity leave*

19. Some of the cases brought before the Gender Equality Ombud regarding recruitment or promotion in working life concern pregnant women or women who are about to take maternity leave. In principle it is a breach of the Act to reject a woman’s application on the grounds that she is pregnant, especially if the vacancy is a permanent job. The issue is considered to be a typical field where women may be discriminated against.

The amended Gender Equality Act of 2002 provides increased protection against discriminatory treatment in relation to pregnancy and childbirth and leave-of-absence in this regard. The Act includes an absolute prohibition against differential treatment that places a woman in a worse position than she otherwise would have been because of pregnancy or childbirth, or that places a woman or man in a worse position than that in which the person concerned otherwise would have been because of her or his exercise of rights to take leave of absence that are reserved for one of the sexes.

This provision will also help to strengthen men’s position in relation to employers who have little understanding of a father’s wish to make use of his legal right to leave-of-absence (the quota for fathers is four weeks with an addition of two weeks’ leave at the time of birth). Employers’ lack of understanding is cited as a problem when men wish to use their leave. The protection provided to men in such situations is to be the same as that provided to women. Stronger protection for men will promote a more even

distribution of responsibility for child-care, which may help to strengthen the position of women in the workforce.

*Balanced gender representation on company boards*

20. The Storting has enacted a law on the gender balance in public limited companies. Companies will be required to increase the share of women on their corporate boards to 40 per cent. An estimated 600 companies will be affected by this provision. The gender quota will be imposed in all publicly-owned enterprises (state-owned limited liability and public limited companies, state-owned enterprises, companies incorporated by special legislation and inter-municipal companies) and all public limited companies in the private sector.

The rules applying to state-owned companies entered into force 1 January 2004. Today these companies have more than 40 per cent of each sex on their boards.

The rules applying to public limited companies will not come into effect if the desired gender balance is achieved voluntarily in the course of 2005. The decision will be based on statistics provided by the Register of Business Enterprises. At the beginning of 2004, 8.4 per cent of the members of boards of these companies were women.

At the same time, the Norwegian government has taken the initiative for a co-operation agreement with the private sector with the aim of increasing the proportion of women on the boards of public stock companies on a voluntary basis. A website has also been established where women may register for recruitment to leading positions and boards.

No rules have been proposed for privately owned limited liability companies, as in Norway most of these companies are small family enterprises and the owners are themselves members of the board. Public limited companies generally have a broader spread of shares and less personal involvement in management.

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**III. ISSUES RELATING TO SPECIFIC PROVISIONS OF THE COVENANT  
(Arts. 6-15)**

**Article 7: The right to just and favourable conditions of work**

- 6. Please clarify the contents of paragraph 57 of the report regarding occupational accidents and diseases and the coverage of accidents in the offshore, petroleum and fishing industries. Please also provide more information regarding the approximately 35,000 occupational accidents which are recorded each year and the reasons why only 20-25% of all occupational accidents are reported.**

*Occupational accidents and diseases and the coverage of accidents in the fishing industry*

21. Shipowners are responsible by law for reporting all work-related personal injuries where there is a need for medical treatment. 1690 accidents involving personal injury were reported in the Norwegian fishing fleet in the period 1998-2002. Fifty of these

fishermen lost their lives. We know that there is some underreporting, especially from small-scale fishing, probably because the industry does not see how they can use statistics as a tool to prevent accidents.

*Occupational accidents and diseases and the coverage of accidents in the offshore and petroleum industries*

22. Accidents in the petroleum industry are recorded by the Petroleum Safety Authority Norway (PSA). In the period 1978-2003, there was an average of one fatal accident per year, and the tendency is decreasing (from 1.3 fatal accidents a year in the period 1978-1998, to 0.8 fatal accidents a year in the period 1999-2003). During the period 1999-2003, an average of 693 occupational accidents a year was recorded in the petroleum industry. The number of accidents is decreasing, with 560 accidents reported in 2002 and 469 in 2003.

*Reports of ground-based accidents at work*

23. The Norwegian Labour Inspection receives reports of occupational accidents on-shore. In the last five years (1999-2003), there has been an average of 30,000 occupational accidents a year. The average number of fatal occupational accidents in the same period is 47 a year. Both numbers show a decreasing tendency.

*Difference in the reporting level*

24. The difference in the reporting level is based on the fact that the number of accidents registered by the Norwegian Labour Inspection is based on figures from the national health insurance authorities, while corresponding figures from Statistics Norway, the central bureau of statistics in Norway, is based on reports from individuals. The latter do not provide detailed information on the extent of injury.

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**Article 10: Protection of the family, mothers and children**

**7. Please provide updated information on the extent of domestic violence against women and children, including the latest statistical data. Please also provide information on specific measures undertaken to combat domestic violence and punish offenders.**

25. The extent of domestic violence against women and children is not known exactly. This applies to abuse of women, physical abuse of children, children who witness violence and child sexual abuse. However, a number of studies clearly indicate that such violence is far more widespread than initially assumed. The Ministry of Justice is currently preparing statistics on domestic violence, based on data compiled by Statistics Norway (Standard of Living Survey) and the Police Directorate (National Register of Convictions). Only a few police districts have been registering the offender or the victim's sex, age and where the offence was committed. In 1997, the Oslo police district carried out a one-year project documenting where reported violence took place, the seriousness of the violence and the persons involved. They discovered that many incidents happened in people's homes and were perpetrated by a person closely related to the abused person. Domestic violence constituted 624 (or 29 per cent) of the 2,172 incidents researched. The project also revealed that domestic violence is a very serious matter and that it still takes a considerable amount of time before women seek help, and that many children witness their fathers assaulting their mothers.

A study carried out in 2003 by the Ministry of Justice confirmed the seriousness of the problem. The project “A Week to Count” counted the number of referrals related to domestic violence to several services nation-wide. The project showed that domestic violence is still a big problem in Norway.

*The number of children who seek shelter at a crisis centre with their mother gives an indication of the number of children who grow up in an environment of domestic violence. Out of a total of 4,464 persons who spent the night at a crisis centre in 2003, 1,959 were children.*

*Action plan to combat violence against women (2000-2002)*

26. The Norwegian government’s first action plan (2000-2002) to combat violence against women was concluded in November 2003. The programme consisted of a wide range of activities to reduce domestic violence and improve services for victims. To continue the work against domestic violence, the Norwegian government launched a new action plan for the period 2004-2007 in June 2004. The plan places emphasis on strengthening the forms of treatment offered to women exposed to violence and sexual abuse, focusing on the problems of immigrant women, focusing on the services offered to children growing up in families in which violence occurs, and strengthening measures for men with problems of violence. While the previous action plan lacked a children’s perspective, the new one has given children a central focus.

The plan has four main goals:

- reinforcing the interactive competence and knowledge of assistance services;
- increasing the visibility of violence in intimate relationships and improving the prevention of violence through behavioural change;
- securing victims of violence in intimate relationships the necessary help, protection and assistance;
- stopping the spiral of violence by reinforcing forms of treatment available to perpetrators of violence

*Commission on Violence against Women*

27. In August 2001, the Norwegian government appointed a Commission on Violence against Women, which submitted its final report in December 2003. In accordance with its terms of reference, the final report of the commission contains an overview of issues relating to violence against women, and proposals concerning the legal system, social services, women’s shelters and health care. In addition, the commission has considered matters concerning children who witness violence.

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**8. With regard to paragraph 120 of the report, please clarify the restrictions imposed on foreign nationals, including asylum seekers and refugees, with regard to the possibility of contracting marriage in the State party.**

28. Amendments to the Marriage Act (1991) were made in 1994 and included the provision that a foreign national must be lawfully resident in Norway at the time of marriage in

order to be able to contract a marriage in Norway. We wish to clarify this amendment by providing some examples:

- A person who has been granted asylum or a residence or work permit is lawfully residing in Norway and may contract a marriage in Norway.
- An asylum seeker is lawfully residing in Norway until his or her application has been rejected, and during this period he or she may contract a marriage in Norway. Everyone is required to fulfil several general conditions in order to be allowed to contract a marriage in Norway. One of them is to provide satisfactory evidence of name and age. A majority of the people seeking asylum in Norway claim that they have no identity documents.
- A person whose asylum application has been rejected is not residing lawfully in Norway and thus may not contract a marriage in Norway.

Even if a marriage has been contracted between a person residing lawfully in Norway and a person residing unlawfully in the country, the marriage is lawful. This means that it is not possible to institute legal proceedings to have the marriage annulled. The marriage may only be dissolved through the ordinary means of separation and divorce. If a person is residing unlawfully in Norway at the time of marriage, this may affect whether or not he/she is granted a residence permit.

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### **Article 11: The right to an adequate standard of living**

#### **9. With reference to paragraph 218 of the report, please provide information on the provisions adopted by the Storting that prohibit discrimination in the housing market.**

29. As mentioned in paragraph 6 in Norway's fourth periodic report, until 2004 there was no specific legislation on discrimination in the housing sector.
30. With reference to paragraphs 219 and 237-239 of Norway's fourth periodic report, the following information is relevant:

There have been several amendments to Norwegian housing legislation, including some concerning discrimination on the housing market, which were passed by the Storting in May 2003 (Proposition No. 30 (2002-2003) to the Odelsting) and put into effect on 1 January 2004 as amendments to the existing Landlord and Tenant Act, the Act on Co-operative Building Association and the Act on Housing Co-operatives.

The amendments to the above-mentioned Acts state that discrimination in housing is prohibited. Any restriction on tenure or ownership due to religion, skin colour, language skills, national or ethnic origin, sexual orientation or way of life is prohibited.

The amendments apply to both private and public owners as well as to the executive committee in a jointly owned building or housing co-operative.

Facts that give reason to believe that a tenant has been discriminated against may be used as evidence in a claim for damages, unless the person causing the damage can prove that discrimination has not taken place. If discrimination has taken place, the

plaintiff may sue the person causing the damage for negligence. However, none of the housing Acts have a penal provision.

The New Act to Combat Ethnic Discrimination, which will be submitted to the Storting in December 2004 (cf. paragraph 10), will provide for an enforcement body, which will also enforce legislation against discrimination in the housing sector.

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## **Article 12: The right to physical and mental health**

### **10. Please provide specific information on the situation of tobacco consumption, particularly among children and youth, and on the measures taken by the State party to address the situation.**

31. In the past five years (1999-2003), there has been a gradual decline in the number of adults (16-74 years of age) in Norway who report that they are daily smokers. In 2003, 26.3 per cent of adults reported that they smoked on a daily basis. In 1999, the figure was 32 per cent.
32. A similar reduction was observed among young people (16-24 years of age) in the same period. In 2003, 22.8 per cent of young people reported that they smoked on a daily basis, whereas in 1999 the figure was 27.7 per cent.
33. Data is not routinely collected on the smoking habits of children under the age of 16.
34. Since 2001, tobacco has received top political priority as a public health issue in Norway. In 2003, a large-scale five-year mass media campaign was launched by the Directorate of Health and Social Affairs to reduce smoking in young people. The campaign is still going on and makes use of television and the cinema, among other things, to communicate bold and highly visible anti-smoking messages to young people. The mass media campaign is being implemented on top of anti-smoking education as an obligatory part of the school curriculum for all young people aged 13-16 years.
35. The Storting passed a bill on the total banning of smoking in the service sector on 8 April 2003. The bill, which bans smoking in all establishments that serve food or beverages, came into force as of 1 June 2004. The main purpose of the new Act is to protect employees and the general public from passive smoking.
36. Norway was the first country to ratify the World Health Organisation's Framework Convention on Tobacco Control, on 16 June 2003, and is committed to the implementation of the provisions of the Convention, both nationally and internationally.

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### **11. Please provide more information about the National Program for Mental Health 1999-2006 (para. 308 of the report) and about the conditions under which compulsory health care is performed (para. 320 of the report). Please also provide information on the extent to which coercion and force is used in psychiatric treatment and in the treatment of senile demented patients.**

*National Programme for Mental Health*

37. In 1997, a white paper on mental illness and mental health services was submitted to the Storting (Report No. 25 (1996 – 97): Transparency and Totality – on Psychiatric Disorders and the Health Services). The white paper analysed the current status of mental health services and pointed out some flaws in the existing service system on all levels:

- Inadequate preventive measures.
- Lack of/inadequate municipal services.
- Poor accessibility of the specialised health services.
- Hospital admissions and inpatient stays were often short term, even though the patients were medically in need of longer stays in an institution.
- Hospital discharges were not sufficiently planned.
- Poor follow-up systems and routines after discharge.

According to the white paper, the patients were not receiving the help and services they needed at the time, health professionals and staff did not feel they were doing a good enough job, and the authorities were not able to supply the public with adequate and well-functioning services.

The white paper gave rise to a national mental health programme/reform (Green Paper No. 63 (1997-98): Regarding the Plan for Strengthening the Psychiatric Health Care Services 1999-2006), which was adopted by the Storting in 1998. The programme has now been extended to apply until 2008 and includes a wide range of strategies and measures at national, regional and local levels throughout the country. The overall goal is to create adequate, coherent and well-functioning services on all levels for people suffering from mental illness.

The national mental health programme requires considerable financial resources and support from the government. Essential features in the programme include:

- A phasing-out of traditional psychiatric services and mental institutions (de-institutionalisation).
- A reorganisation of mental health services in accordance with a decentralised model where the main component is the community mental health centre.
- Building up and strengthening municipal and local community services for people suffering from mental illness.
- Participation of service users' organisations and other mental health advocacy groups on all levels of government work on mental health issues.
- Special focus on children and adolescents suffering from mental problems and disorders.
- Information strategies and educational campaigns targeting children and adolescents, service users and providers, work places and various occupational settings, in addition to information strategies targeting the general public.
- Stimulate education and research in the field of mental health.
- Increase efforts to recruit and train qualified professionals and staff to work with people suffering from mental illness.

One of the key aspects of the mental health policy is to make sure that the services are delivered in a way that is user-oriented and user-friendly. The mental health programme

aims at improving the availability, accessibility, quality and organisation of mental health services and treatment on all levels. It is also seeking to improve co-operation between primary health care and social services (municipal level) and specialised health services. Another key element is to reduce the use of coercion. A plan of action for reducing the use of coercion and quality assurance of any coercive means employed will soon be issued.

#### *Compulsory Health Care*

38. According to the Mental Health Care Act, compulsory mental health care may be applied in respect of a person with a serious mental disorder if this is necessary to prevent the person concerned from either:

- having the prospects of his or her health being restored or significantly improved, considerably reduced, or;
- when it is highly probable that the condition of the person concerned will significantly deteriorate in the very near future, or;
- constituting an obvious and serious risk to his or her own life and health or that of others, on account of his or her mental disorder.

In cases where the conditions of the Act are otherwise satisfied, compulsory mental health care may only be applied when, after an overall assessment, this clearly appears to be the best solution for the person concerned, unless he or she constitutes an obvious and serious risk to the life or health of others. When making this assessment, special emphasis shall be placed on how great a strain the compulsory intervention would entail for the person concerned.

To secure the patient's legal rights, compulsory mental health care may only be established in a certain way, which among other things gives the patient the right to make a complaint.

Compulsory mental health care may not be applied unless two physicians have independently and personally examined the person concerned in order to ascertain whether the conditions of the Act relating to such care are satisfied. The first physician will normally be a general practitioner. If such an examination is offered and the person concerned refuses to submit to it, the chief municipal medical officer may decide that the examination shall be carried out without the patient's consent. The decision may be appealed to the chief county medical officer. The physician makes a statement of whether or not the conditions for compulsory mental health care are fulfilled.

A public authority or the closest relative may then, on the basis of this medical opinion, request that the person concerned shall be placed under compulsory mental health care.

On the basis of the request and the medical information and opinions presented, the responsible mental health professional will decide whether the person concerned shall be placed under compulsory mental health care. Before a decision is made, the person for whom commitment to compulsory mental health care has been requested shall undergo a second medical examination at the responsible institution. The decision of the responsible mental health professional and the basis for the decision shall immediately be recorded.



It should also be noted that compulsory mental health care may only be imposed when voluntary mental health care has been tried to no avail, or it is obviously pointless to try such care.

Moreover, an administrative decision to impose compulsory mental health care may only be made and implemented if the institution responsible is professionally capable of offering the person in question satisfactory treatment and care and has the facilities to do so.

Before an administrative decision is made, the person directly concerned in the case shall be given an opportunity to state his or her opinion, inter alia on the question of the application of compulsory mental health care and which institution is to be responsible for such care. The closest relative of the person concerned, and any public authority directly involved in the case are also entitled to state their opinions.

When a person is placed under compulsory mental health care, notification shall be sent to the supervisory commission, together with a copy of the supporting documents. As soon as possible, the supervisory commission shall ensure that the correct procedure has been followed, and that the administrative decision is based on an assessment of the fundamental criteria in the Mental Health Care Act.

#### *The Extent to which Coercion is used in Psychiatric Treatment*

39. The use of coercion in the mental health care services for adults can mainly be divided into three categories: establishment of compulsory mental health care, compulsory treatment and the use of means of coercion.

All mental health care institutions are obliged to use a particular format for recording data concerning each patient, which includes the use of compulsory mental health care, compulsory treatment and the use of coercive means.

Some data on the use of coercion has been published in a report based on the findings of the Foundation for Scientific and Industrial Research at the Norwegian Institute of Technology (Sintef Helse, rapport 3/03: Opptappingsplanen for psykisk helse – status etter fire år/ Sintef Health, report 3/03: the Plan for Strengthening the Psychiatric Health Care Services – Status after four years).

The report is based on data gathered on 73 per cent of the patients hospitalised in mental health care institutions in Norway. With reservation regarding the fact that the data material is incomplete, the report shows that around 31 per cent of the hospitalisations fell in the category of compulsory mental health care or compulsory observation, whereas the rest of the hospitalisations were voluntary.

The rate of compulsory hospitalisations per 100,000 inhabitants is 195. The data concerning hospitalisations are not identifiable, so it is not possible to determine how many individuals this constitutes. Each hospitalisation counts as one even though the same individual may be hospitalised more than once.

The Mental Health Care Act regulates the use of coercive means in overnight stays in institutions, and divides the means used into three categories: mechanical means (including belts and straps), isolation (short-term confinement behind locked doors

without personnel present) and medicines with a short-term effect (use of medicines that only have an effect for a short period of time for the purpose of calming or anaesthetising the patient).

So far, we do not have adequate information on the extent to which coercion and force are used in psychiatric treatment. A report prepared by the Foundation for Scientific and Industrial Research at the Norwegian Institute of Technology regarding these issues will be issued before the end of 2004.

*The Extent to which Coercion is used in the Treatment of Patients Suffering from Senile Dementia*

40. The Norwegian Centre for Dementia Research conducted a survey on the prevalence of patients subjected to physical restraint in Norwegian nursing homes. All actions taken in general or in relation to an individual were recorded in this survey, regardless of whether or not the recipient opposed them. It is thus important to bear in mind when reading the statistics that the numbers may be misleading as some of the recorded actions are coercion and some are other actions taken without the explicit consent of the recipient. A structured interview was carried out with the primary carers of a random sample of 1501 patients from 222 nursing-home wards in 54 municipalities representing all five health regions in Norway. Data was collected from regular units (RUs) and special care units (SCUs) for persons suffering from dementia. Five main categories of restraint were aggregated: mechanical restraint, non-mechanical restraint, electronic surveillance, force or pressure in medical examination or treatment, and force or pressure in activities of daily living.

36.7 per cent of the patients in RUs and 45.0 per cent of the patients in SCUs were subjected to some form of restraint. The most frequent was the use of mechanical restraint (23.3 per cent in RUs, and 12.8 per cent in SCUs, three quarters of the incidents involved the use of low barriers to prevent patients from falling out of bed while sleeping) and the use of force or pressure in activities of daily living (20.9 per cent in RUs, 16.6 per cent in SCUs). The use of force or pressure in medical examination or treatment was more frequent in SCUs (19.1 per cent) compared with RUs (13.5 per cent). Non-mechanical restraint was less frequently used and electronic surveillance was seldom used (7.2 per cent in RUs, 0.9 per cent in SCUs).

The degree of dementia, aggressive behaviour and loss of function in activities of daily living had a significant impact on all types of restraint except for electronic surveillance. The staff level and educational level of the staff had no significant impact on the use of restraint. The most commonly stated grounds for using the above-mentioned measures was to enable at least a minimum of nursing to be carried out, to prevent the patient from falling out of bed or a chair and to enable necessary medical treatment, including medication, to take place.

The government presented a white paper (Report No. 45 (2002 –2003) Better Quality in the Municipal Nursing and Care Services) to the Storting: in 2003 concerning several measures that were taken to improve the quality of the health and care services, with a particular focus on the care of the elderly. Legal provisions regulating the quality of the nursing and care services of patients suffering from senile dementia have also been passed. Furthermore, the Ministry of Health and Care Services is in the process of reviewing the need for new regulations relating to the restriction and control of the use

of coercion on patients suffering from senile dementia and other patients lacking the capacity to consent.

\* \* \*

### **Articles 13 and 14: The right to education**

#### **12. Please provide disaggregated statistical data for all levels of education in relation to student enrolment, graduation, and drop-out rates.**

41. In answer to the Committee's question, the relevant parts of the report "*The Development of Education, 2000-2004 National Report of Norway*", presented at the *International Conference on Education*, (UNESCO, 47th session, Geneva, 8-11 September 2004 ) is attached hereto as Appendix 2.

\* \* \*

### **Article 15: The right to take part in cultural life and to enjoy the benefits of scientific progress and protection of authors' rights**

#### **13. Please provide more specific information concerning the guarantees for the Sami people with regard to their traditional livelihoods and the control over their natural resources. Please also clarify the extent to which the Sami people are involved in decision-making procedures relating to the management of land and natural resources in Finnmark.**

42. Norway will soon submit its fourth periodic report under Article 40 of the International Covenant on Civil and Political Rights (ICCPR) to the Human Rights Committee. The questions regarding guarantees for the Sami people with regard to their traditional livelihoods and the control over their natural resources, and their involvement in decision-making procedures relating to the management of land and natural resources in Finnmark, will be duly answered in connection with Norway's reporting on the implementation of Article 27 of the ICCPR.
43. Norway will provide further information in respect of the above-mentioned questions during the Committee's consideration of Norway's fourth periodic report on Articles 1 to 15 of the ICESCR at its 34th session, to be held from 25 April to 13 May 2005.

#### IV. LIST OF APPENDICES

1. Letter of the Chairperson of the International Co-ordination Committee for National Institutions for the Promotion and Protection of Human Rights (ICC), dated 10 May 2004.
2. Excerpts from “*The Development of Education, 2000-2004 National Report of Norway*”.

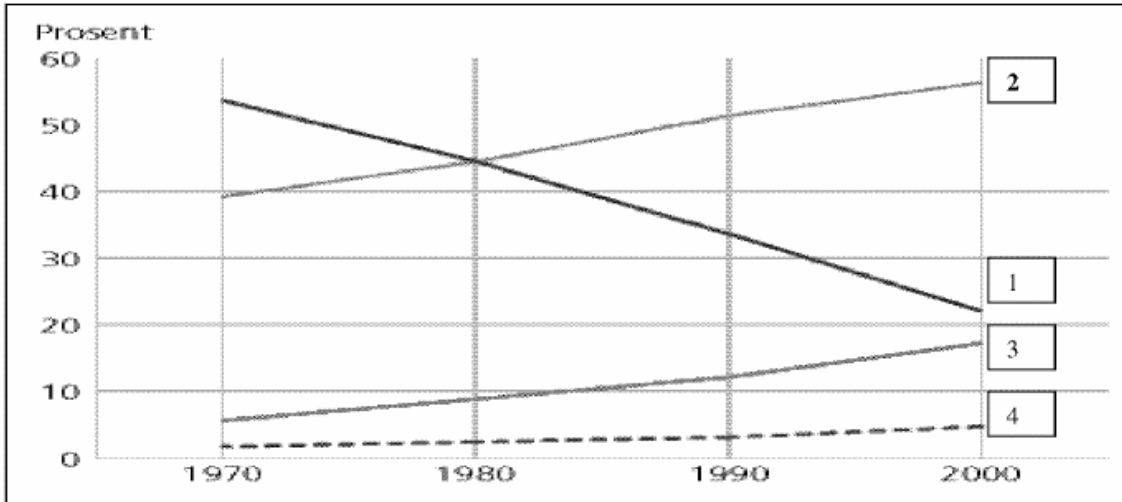
**Question no. 12** raised by the Committee on Economic, Social and Cultural Rights of the United Nations with regard to Norway’s implementation of Articles 12 og 13 of the Covenant:

*Please provide disaggregated statistical data for all levels of education in relation to student enrolment, graduation and drop-out rates.*

There is broad political agreement in Norway on the main goal – to ensure equal educational opportunities irrespective of gender and social, economic or ethnic background. Norway’s education ranking level was statistically low in the first post-war years. As late as 1960 approximately 80% of the population had no more than compulsory schooling, roughly 16% had upper secondary education, while only just over 4% had higher education. In 2002 the

figures were 20%, 57% and 23%, placing Norway at the top of the OECD statistics on the population's education level.

**Percentage of persons 16 years of age and over according to highest completed education level 1970 – 2000.**



1. Compulsory School level	2. Upper Secondary level *	3. University and univ. college level, short **	4. University and univ. college level, long ***
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Excluding persons with unreported or incomplete education.

\* Including the level "Extended upper secondary education", which includes courses based on the upper secondary level but are not recognized as higher education.

\*\* "University and university college level, short" covers higher education of up to four years.

\*\*\* "University and university college level, long" covers higher education of more than four years, and researcher training.

### Pupil numbers in compulsory school 2000/01 and 2003/04

	Number of pupils	Number of schools	Number of teacher work years	Pupils per teacher work year	Gross costs per pupil in NOK	Percentage special educ. pupils*
2000/2001	592 394	3350	52 811	11,2	56 240	5,6
2003/2004	619 732	3284	51 085	12,1	62 804	5,7

Source GSI og SSB, Kostra

\* Pupils with special needs who as a result of expert evaluation (Ed. Act §5) are entitled to special education and receive it in an ordinary school.

The number of pupils per teacher work year has risen primarily because a new work agreement has increased the number of periods taught per teacher per year. The figures are nevertheless extremely low in an international perspective, a fact linked to the decentralized school structure (see below). The increase in costs is largely due to higher teacher salaries. Salary payments account for almost 80% of local authorities' education budgets.

The 121 private schools in 2003/2004 have a total of 12,350 pupils, roughly 2% of all pupils. 75 pupils receive teaching at home. Only just over 2000 pupils attend special schools for pupils with special needs.

### School structure (figures from 2002)

Number of pupils	Number of schools	Number of pupils	Percentage of pupils
- 40	478	9 500	1,7
41- 160	1 076	103 000	17
161 – 320	914	217 000	36
321 -	659	271 000	45

Source: GSI

The table shows that Norway's school structure is highly decentralized. The 50 per cent of schools with the fewest pupils have in total less than 20 per cent of all pupils, while the sixth of schools with more than 320 pupils take in 45 per cent of all pupils.

Approximately 2000 of the schools are purely primary schools (years 1-7), approximately 550 are purely lower secondary schools (years 8-10), and approximately 750 are combined primary and lower secondary schools.

Primary and lower secondary education: Net enrolment rate=100 % Primary drop-out rate=0% (means less than 0,4 %), repetition rate (not applicable due to automatic progression to next grade). OECDs Education at a Glance shows net enrolment rate 5-14 years = 97.9, but this is due to 5-years olds being under school age. Starting age in primary school is 6 years (compulsory school ends at 16 years)

### Pupils in upper secondary education: autumn 2000 and autumn 2003

	Number of pupils	%-age of 16-18 yr-olds in upper sec. educ.	%-age of Column II	%-age of girls	Gross running costs per pupil (NOK) *	Number of apprentices	%-age of women	%-age of special educ. pupils
<b>2000</b>								
General subjects:	94 383		57,5	54,4	**			
Vocational subjects:	69 650		42,5	46,7	**	29 945	31,4	
<b>Total:</b>	164 033	89,1						
<b>2003</b>								
General subjects:	90 064		50,6	51,1	43 405			
Vocational subjects:	87 710		49,3	48	63 824	28 490	30,0	
<b>Total:</b>	177 774	89,3						

Source: SSB, Kostra

\* Average for the country excluding Oslo, which has not returned data

\*\* Data unavailable

The distribution across the different areas of study can be found in Appendix 1. Appendix 2 shows the number of apprentices by gender and field of study.

95/96% of pupils who complete compulsory schooling proceed to upper secondary education. Approximately 85% attend schools run by the regional authorities. Just under 15% attend independent, private schools.

Upper secondary education: Net enrolment rate 15-19 years old =84.8 (but upper secondary starts at 16 years). 94 % of 16 year olds enter upper secondary education (EaG table C1.3). 85 % of 18-year olds are still in upper secondary. We do not calculate drop-out rates, but various estimates indicate that around 20 percent of those who start upper secondary education do not complete the entire programme successfully.

- Statistics, reports and *St.meld. nr. 30* indicate factors that need to be more closely looked into:
  - The average figures disguise that fact that girls on the whole choose traditional women's work in areas like health subjects and social studies (91,1% girls), arts and crafts (85,9%), hotel and food science (56,4%) and sales and service (60,4%) (See Appendix 3).
  - The number of apprentices has slowly decreased since the top year, 1998, when there were 32,350 apprentices
  - Well over 90% of apprentices gain trade certificates. The proportion of pupils who gain certificates after receiving their vocational training entirely in school is somewhat lower, approximately 75%, but this is the alternative that pupils must choose if they do not find an apprenticeship place. The OECD commented in the 1998 report that pupils without apprenticeship places are exposed to a big risk.
  - It is difficult to find suitable apprenticeship places for everyone, especially for pupils with a minority ethnic background. There is a structural imbalance between the pupils' wishes and the places industry and commerce offer.
  - Although around 80% complete their courses within the stipulated time frame (Norwegian Institute for Education Research and Statistics Norway), the drop-out rate during the course period is too high. It is 12-13% in general studies and the net drop-out rate in vocational subjects is approximately 10% . For young immigrants the drop-out rate is higher.
  - The link between theory and practice must be made more flexible in relation to pupils' abilities and interests.
  - The evaluation of Reform 94 showed that important aspects of what is called the "content reform" – more varied teaching procedures, more pupil activity, and that the pupils should take more responsibility for planning and carrying out their own work – have not been realized to the desired extent.
  - Too few pupils choose courses of study involving advanced science units..
  - The OECD's *Review of career guidance policies* of March 2002, in the country note on Norway, points out that the counselling programme has many weaknesses.

#### Number of pupils in folk high schools, 2000-02

Year	2000/ 01	2001/ 02	2002/ 03	2003/ 04
Pupils*, longer courses (spring and autumn) 16.5 – 33 weeks	5 657	6 049	6 049	6 170
Pupils, shorter courses, 3 days – 16 weeks	16,844	19,083	20,727	21 767
Pupils, total	29,146	30,335	32,605	37 937

*St.prp.nr 1 (2003-04) Statistics Norway*

\* Full academic year equivalents

There are a total of 77 folk high schools.



## Adult education

### 5.4.1 *Some key figures*

- 4 208 participants were registered on examination preparatory courses for adults at compulsory school level in autumn 2003. Of these, 2 360 were women, and a total of 2 354 spoke a minority language (source GSI - Information system for the compulsory education sector).
- In addition, 6 700 receive other forms of adult education at the compulsory education level organized by local authorities. The majority are physically or psychologically handicapped and need special education (source GSI).
- 26,000 pupils in upper secondary education in Autumn 2003 were 20 years of age or more. 14,700 of those were over 25 years of age (source Statistics Norway).
- Approximately 30,000 immigrants and refugees attended courses in Norwegian language and the Norwegian social context (source Statistics Norway).
- Approved organizations had altogether 735 000 participants, 52% of whom were women. They delivered 1 352 000 lessons with a teacher and organized 378 000 lessons without teacher (Appendix 4).
- The most recent figures available from the Directorate of Labour are from 2002. They show that approximately 6,000 participated in employment-related courses and approximately 9,400 in upper secondary courses not covered by the Education Act (Statistics Norway). Slightly over 50% were women. Enrolment on these courses varies widely in keeping with the employment situation, as central authorities give increased support in periods of high unemployment.
- A total of 12 distance learning institutions receive state support. The object is to provide examination preparatory courses at upper secondary or higher level. In 2003 the institutions had a total of 20,000 participants, half of them women, of whom 10,500 followed courses at upper secondary level (Statistics Norway).
- Employers in both the private and public spheres spend considerable amounts on further education and in-service courses for their staff. No official figures are available for these programmes, but costs are estimated at well over ten thousand million NOK.

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## **5.5 Higher education**

### *5.5.1 Figures and statistics*

Norway has currently around 210,000 students in higher education. The figure was under 100,000 early in the 80s. Growth was particularly strong from 1988 to 1990 when the number of places rose from approximately 110,000 to 133,000. The universities now have c. 80,000 students, of whom c. 44,000 are women. The university colleges have c. 130,000 students, of whom c. 82,000 are women. Of the total number in university colleges, c. 30,000 students are enrolled in private institutions. The proportion of female students has grown strongly in the long term, but women choose by and large to study subjects related to health and civics, the arts and social sciences. The table below shows the distribution.

Students by subject area and gender, autumn 2003

Subject area	Total	% of Total	Men	Women	% Women
Total	209,770		84,097	125,673	59,9
General subjects	181	0.1	147	34	18.8
Arts and aesthetic subjects	28,247	13.5	10,352	17,895	63,4
Teacher education and pedagogics	30,879	14.7	7,498	23,381	75,7
Social sciences and law	30,578	14.6	12,006	18,572	60,7
Economic and administrative subjects	37,790	18.0	17,982	19,808	52,4
Physical sciences, technical and practical subjects	35,470	16.9	24,755	10,715	30,2
Health, civics and sports	42,109	20.1	8,578	33,531	79,6
Primary production	1,272	0.6	682	590	46,4
Transport, security and service-related subjects	2,348	1.1	1,767	581	24,7
Undeclared area of study	896	0.4	330	566	63,2

Source: Statistics Norway and Education Statistics

Almost 9,500 courses of study were completed at the country's universities and specialized university institutions in the academic year 2002-03, 12 per cent more than the previous year.

In the whole university and university college sector, 29,400 courses of study were completed in the academic year 2002-03. More than 15,900 courses of study were completed at the university colleges. Completed doctorates are not included in these figures.

Women were responsible for 50 per cent of the 6,659 completed courses of study at the higher level and for 63 per cent of the 22,717 completed courses at the lower level (Appendix 5). Courses at the higher level last more than four years, while courses at the lower level last up to four years. Women completed twice as many courses as men at the university colleges.

### Students in higher education in 2002-2003

	<b>2002</b>	<b>2003</b>
Universities	73 039	71 385
University colleges	7 594	7 773
Colleges of art	810	855
Colleges of higher education	83 715	87 301
Total	165 158	167 314
Private colleges of higher education	27 010	24 591
Total	192 168	191 905

### Appendices

1. Pupils in upper secondary education, gender and field of study. 1. October 2003. Preliminary figures.
2. Apprentices, by gender and field of study. Preliminary figures. 1. October 2003.
3. Pupils in upper secondary education, by gender and field of study. 1. October 2003. Preliminary figures.
4. Number of courses, participants and lessons, by organization. 1998-2003. (Adult education.)
5. Graduates by gender and educational level. Preliminary figures. 1997/1998, 2001/2002 and 2002/2003. (Universities and university colleges.)

## Appendix I

### Education statistics. Pupils in upper secondary schools

3 Pupils in upper secondary education, by type of education, gender and field of study. 1 October 2003. Preliminary figures

Gender and county of residence	Total	Basic courses	Advanced course I	Advanced course II	
				Total	Pupils in vocational study in school
<b>Males and females</b>	177 774	66 783	56 191	48 438	3 394
General fields of study	90 064	28 207	25 028	36 692	109
General, economics and management studies	77 668	23 376	21 079	33 076	109
Music, dance and drama	5 219	1 967	1 718	1 534	
Sports and physical studies	7 177	2 864	2 231	2 082	
Vocational studies	87 710	38 576	31 163	11 746	3 285
Health- and social studies	20 039	7 126	5 764	6 070	1 079
Agriculture, fishing and forestry	4 003	1 644	1 368	945	46
Arts, crafts and designs	12 714	5 636	4 594	2 231	253
Hotel and foodprocessing trades	7 008	3 828	2 960	3	217
Building and construction trades	7 000	3 597	3 128		275
Technical building	2 344	1 086	1 033	133	92
Electrical trades	9 779	4 593	3 810	997	378
Engineering and mechanical trades	11 604	6 136	4 697	405	366

Chemical and processing trades	905	480	413	12
Woodworking trades	575	331	206	35
Media and communication	3 911	1 594	1 357	959
Sales and service	4 544	2 525	1 833	186
<b>Technical vocational school</b>	3 284			3 284
<b>Males</b>	86 956	34 671	28 831	18 805
General subjects	41 356	13 271	12 041	15 920
General, economics and management studies	35 717	11 048	10 296	14 249
Music, dance and drama	1 382	529	460	393
Sports and physical studies	4 257	1 694	1 285	1 278
Vocational educational studies	45 600	21 400	16 790	2 885
Health- and social studies	1 788	922	425	288
Agriculture, fishing and forestry	1 811	761	645	371
Arts, crafts and designs	1 799	801	588	379
Hotel and foodprocessing trades	3 058	1 706	1 256	2
Building and construction trades	6 889	3 523	3 100	266
Technical building	2 136	1 022	936	85
Electrical trades	9 427	4 426	3 668	969
Engineering and mechanical trades	10 981	5 785	4 470	389
Chemical and processing trades	643	341	293	9
Woodworking trades	488	287	169	3
Media and communication	1 678	725	561	391
Sales and service	1 798	1 101	679	18
<b>Technical vocational school</b>	3 104			3 104

<b>Females</b>	90 818	32 112	27 360	29 633	1 521	192
General subjects	48 708	14 936	12 987	20 772	1	12
General, economics and management studies	41 951	12 328	10 783	18 827	1	12
Music, dance and drama	3 837	1 438	1 258	1 141		
Sports and physical studies	2 920	1 170	946	804		
Vocational educational studies	42 110	17 176	14 373	8 861	1 520	180
Health- and social studies	18 251	6 204	5 339	5 782	926	
Agriculture, fishing and forestry	2 192	883	723	574	12	
Arts, crafts and designs	10 915	4 835	4 006	1 852	222	
Hotel and foodprocessing trades	3 950	2 122	1 704	1	123	
Building and construction trades	111	74	28		9	
Technical building	208	64	97	40	7	
Electrical trades	352	167	142	28	15	
Engineering and mechanical trades	623	351	227	16	29	
Chemical and processing trades	262	139	120		3	
Woodworking trades	87	44	37		6	
Media and communication	2 233	869	796	568		
Sales and service	2 746	1 424	1 154		168	
<b>Technical vocational school</b>	180					180

Explanation of symbols

2004 © Statistics Norway

Education statistics. Apprentices

## 1 Apprentices, by gender and field of study. Preliminary figures. 1 October 2003

Field of study	Total	Men	Women	Per cent women
1995	19 375	15 192	4 183	21.6
1996	27 216	20 085	7 131	26.2
1997	31 983	22 311	9 582	30.0
1998	32 350	22 710	9 640	29.8
1999	31 446	21 728	9 718	30.9
2000	29 945	20 533	9 412	31.4
2001	29 325	20 311	9 014	30.7
2002	29 085	20 394	8 691	29.9
2003	28 490	19 931	8 559	30.0
Fields of study 2003				
General, economics and management studies	716	664	52	7.3
Health and social studies	3 081	283	2 798	90.8
Agriculture, fishing and forestry	680	486	194	28.5
Arts, crafts and designs	2 538	122	2 416	95.2
Hotel and food processing trades	2 757	1 304	1 453	52.7
Building and construction trades	4 806	4 749	57	1.2
Technical building trades	1 724	1 627	97	5.6
Electrical trades	5 129	4 960	169	3.3
Engineering and mechanical trades	5 104	4 815	289	5.7
Chemical and processing trades	266	167	99	37.2



Woodworking trades	382	298	84	22.0
Media and communication	243	119	124	51.0
Retail and service	1 064	337	727	68.3

Explanation of symbols

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Education statistics. Pupils in upper secondary schools

## 4 Pupils in upper secondary education, by gender and field of study. 1 October 2003. Preliminary figures

<b>Areas of study</b>	<b>Total</b>	<b>Males</b>	<b>Females</b>	<b>Per cent females</b>
All fields of studies	177 774	86 956	90 818	51.1
General fields of study	90 064	41 356	48 708	54.1
General, economics and management studies	77 668	35 717	41 951	54.0
Music, dance and drama	5 219	1 382	3 837	73.5
Sports and physical studies	7 177	4 257	2 920	40.7
Vocational studies	87 710	45 600	42 110	48.0
Health- and social studies	20 039	1 788	18 251	91.1
Agriculture, fishing and forestry	4 003	1 811	2 192	54.8
Arts, crafts and designs	12 714	1 799	10 915	85.9
Hotel and foodprocessing trades	7 008	3 058	3 950	56.4
Building and construction trades	7 000	6 889	111	1.6
Technical building	2 344	2 136	208	8.9
Electrical trades	9 779	9 427	352	3.6
Engineering and mechanical trades	11 604	10 981	623	5.4
Chemical and processing trades	905	643	262	29.0
Woodworking trades	575	488	87	15.1
Media and communication	3 911	1 678	2 233	57.1

Sales and service	4 544	1 798	2 746	60.4
<b>Technical vocational school</b>	<b>3 284</b>	<b>3 104</b>	<b>180</b>	<b>5.5</b>

Explanation of symbols

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## Education statistics. Adult education organized by popular education organizations

1 Number of courses, participants and lessons, by organization. 1998-2003

Popular education organization	Courses			Participants			Lessons		
	Total	Males	Females	Total	Males	Females	Total	With teacher	Without teacher
1998	61 428	681 359	298 167	383 192	1 841 942	1 476 948	365 110		
1999	61 319	681 845	303 471	378 374	1 853 855	1 466 116	387 739		
2000	60 326	666 729	296 472	370 257	1 831 222	1 469 244	361 978		
2001	54 530	614 356	273 145	341 211	1 681 367	1 315 084	366 283		
2002	52 181	667 727	292 123	375 604	1 729 920	1 351 963	377 957		
2003, total	50 083	735 162	354 793	380 369	1 657 221	1 324 129	333 092		
The Workers Education Association of Norway	6 750	70 101	28 997	41 104	246 668	178 806	67 862		
The Rural Association of Adult Education	3 453	28 323	19 673	8 650	60 582	42 573	18 009		
The Association of Adult Education of the Free Church Movement	1 837	18 714	9 128	9 586	39 551	35 755	3 796		
The Education Association of the Conservative Party	950	7 994	2 905	5 089	46 034	46 034	-		
The Adult Education Association of The Christian Democratic Party of Norway	38	490	241	249	767	111	656		
Populus - The Adult Education Association of Family, Health and Culture	1 274	9 185	1 149	8 036	25 492	21 296	4 196		
The Sports Education Foundation	2 564	31 231	20 355	10 876	50 227	48 498	1 729		
The Council for Music Organisations in Norway	3 588	45 360	19 857	25 503	176 962	103 144	73 818		
The Norwegian Council of Christian Study Activity	2 595	29 784	11 432	18 352	63 330	36 917	26 413		

The Sami Adult Education Association	130	616	216	400	12 191	9 842	2 349
The Adult Education Association of the Centre Party	138	842	511	331	2 090	-	2 090
The Socialist Adult Education Association	481	4 323	1 228	3 095	17 567	16 120	1 447
Folkeuniversitetet - An Adult Education Association	14 361	321 784	172 244	149 540	625 097	550 993	74 104
The Adult Education Association of Nature and Environment	1 834	18 053	10 359	7 694	40 615	36 856	3 759
The Adult Education Association of Peoples Learning	1 094	8 425	3 336	5 089	31 430	26 504	4 926
The Adult Education Association of the Liberal Party	133	1 159	676	483	2 357	634	1 723
YS Education and Development Centre	591	8 098	2 352	5 746	10 652	6 438	4 214
The Academic Association for Adult Education	1 526	70 662	30 896	39 766	30 616	29 703	913
The Association for Adapted Adult Education in Norway	2 727	25 772	8 295	17 477	56 646	40 971	15 675
The Association of Folk Culture	3 679	30 252	8 084	22 168	113 875	88 741	25 134
The Adult Education Association of the Progress Party	333	3 937	2 829	1 108	4 217	3 938	279
Norwegian Coast Sami Study Association	7	57	30	27	255	255	-

Explanation of symbols

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## Degrees from universities and colleges

## 1 Graduates by gender and educational level. Preliminary figures, 1997/1998, 2001/2002 and 2002/2003

	1997/1998	2001/2002	2002/2003
Total	29 871	29 344	29 376
Males	12 558	11 688	11 653
Females	17 313	17 656	17 723
Tertiary education, short and medium	22 385	22 624	22 717
Males	8 535	8 200	8 318
Females	13 850	14 424	14 399
Tertiary education, long	7 486	6 720	6 659
Males	4 023	3 488	3 335
Females	3 463	3 232	3 324

Explanation of symbols

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