

Research and Higher Education in Norway

A presentation of:

- The Norwegian Association of Research Workers (NARW),
- Employee and Employer System,
- The Wage Negotiation System, and
- Higher Education in Norway

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1 The Norwegian Association of Research Workers - objectives and strategies

1.1 Organisation

The Norwegian Association of Research Workers (NARW) has approximately 14 500 members (2004), making it Norway's largest and leading trade and special interest organisation for those who work in research and higher education. NARW strives to obtain better wages and working conditions for its members, and to promote better, more long-term research and education policies. NARW organises employees in academic, administrative and library-related positions at universities, colleges, research institutions and museums, as well as in the public administration. NARW is affiliated with the Federation of Norwegian Professional Associations, and is a member of Education International¹ and ETUCE².

NARW's supreme governing body is its Congress, which meets once every three years. The Congress elects the Executive Board that runs NARW in the interims between Congress meetings. The Executive Board consists of a chair, six ordinary members and three deputy members, all of whom are elected for three-year terms of office.

At individual workplaces, NARW is represented by local branches comprised of all the members who work at that particular institution. NARW has approximately 240 local branches, which are organised at all enterprises where NARW has three or more members. Where there are fewer than three members, the members' interests will be attended to by NARW's central office. The local branches are authorised to act on behalf of NARW pursuant to the statutes and agreements that apply at the institution in question. The local branches deal with members' interests at their institution and provide assistance to members, in accordance with applicable legislation and agreements.

NARW also has an advisory body, the National Council, which meets twice a year and is comprised of 40 ordinary representatives. The National Council is the highest-level advisory body for major political and strategic issues between Congress meetings.

NARW has organised the following trade-specific networks to deal with members' professional interests:

- NARW, Archivists' Network
- NARW, Museums and Cultural Heritage Network (FMK)
- NARW, Library Network (FBF)
- NARW, Administrative Staff Network (FAP)
- NARW, University College Researcher Network (FFFH)
- NARW, Engineering Education Network (FFI)
- NARW, Teachers' Training Network (FFL)
- NARW, Military Academies Network
- NARW, Dietitians' Network (KEFF)
- NARW, Meteorologists' Network
- NARW, Music Conservatories' Network
- NARW, Professors' Network at the University of Oslo

To qualify for membership in NARW, applicants must work in research and higher education, and occupy a scientific, administrative or other professional post that ordinarily requires higher education. NARW's members are often categorised according to whether they

¹ Education International is a world-wide trade union organisation of education personnel, whose 29 million members represent all sectors of education from pre-school to university, 343 national trade unions and associations in 165 countries and territories.

² The European Trade Union Committee for Education.

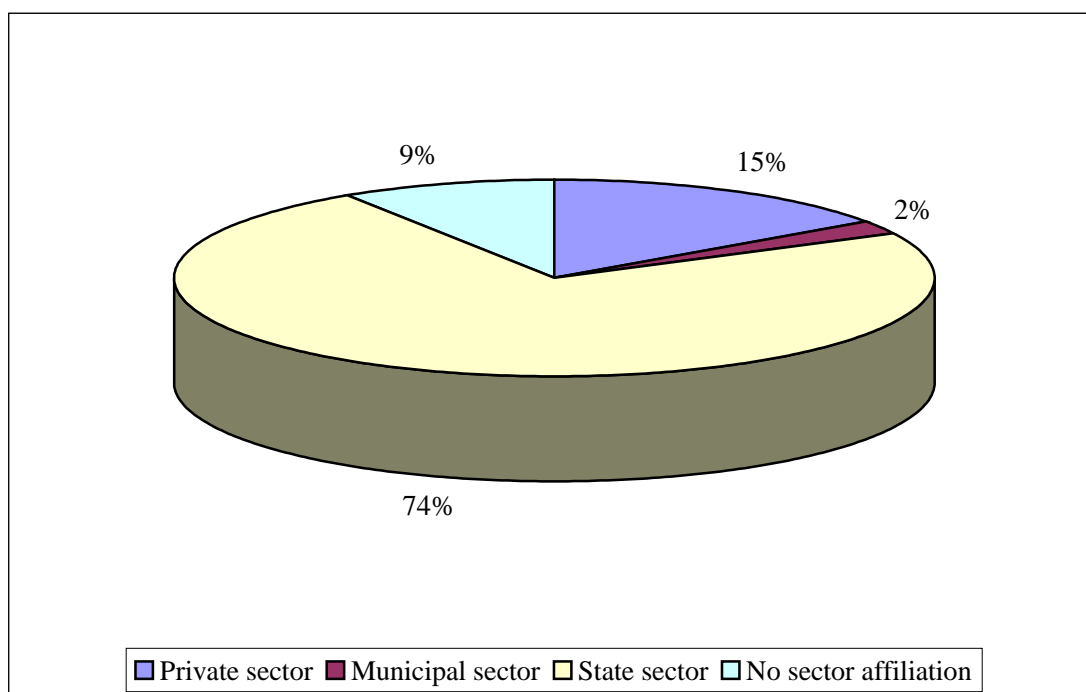
work in the state, municipal or private sector. Members not affiliated with any particular sector include students, pensioners and the unemployed.

Figure 1. Membership by sector, January 2004

Sector	Members
Private	2070
Municipal	335
State	9990
No sector affiliation	1266
TOTAL	13 661

Members in the State sector generally work at universities, university colleges or State research institutions. Most private sector members work at private research institutions, health enterprises or private university colleges. Members in the municipal sector work for municipalities and county municipalities in Norway, including municipal museums.

Figure 2. Members by sector, January 2004 (%)



1.2 Reciprocal Membership Agreements

NARW has made a reciprocal membership agreement with its sister organisation, the Canadian Association of University Teachers (CAUT), with the Association of University Teachers in England and with the American Association of University Professors (AAUP). NARW has also made corresponding agreements with its Nordic sister organisations:

- The Swedish Association of University Teachers
- The Danish Association of Masters and PhDs
- The Finnish Union of University Researchers and Teachers.

The agreements ensure that members of NARW who work in the above-mentioned countries will be accorded free guest memberships that will entitle them to be consulted about work contracts, wages question and other services provided to ordinary members in the respective countries. Members of NARW's sister organisations will in turn be entitled to the same rights from NARW when working in Norway.

1.3 NARW's research policy

The authorities have acknowledged that Norway needs to step up its research and development efforts. There is consensus that Norway should increase its R&D spending to the level of other comparable countries. Achieving the country's targets calls for considerable budgetary expansion and more human capital. The universities, university colleges and research institutions are supposed to cover the need for research and higher education of large parts of the community, not least through extensive collaboration and an efficient division of responsibilities. To facilitate this and to ensure that research and teaching maintain high quality standards, NARW strives to ensure that the institutions are given framework conditions that provide motivation and pave the way for research. Good framework conditions call for more resources and determined efforts to recruit the best-qualified people to the sector. Research of a high international calibre is also required to establish broad-based collaboration with the best foreign institutions. Without extensive international research co-operation, Norway will lag behind, professionally speaking, and will not be able to fulfil its national and international duties and obligations.

NARW's objectives for 2004 to 2006 are to strive to ensure that:

- Norway's R&D spending reaches the OECD average (relative to GDP) by 2005 and the Nordic average by 2007;
- basic research is given adequate resources and is free and independent. Allocations to basic research should be long-term and predictable;
- Norwegian research is granted resources and framework conditions that facilitate high quality research by international standards.

1.4 NARW's education policy

An equal right to education is a fundamental principle that must remain the cornerstone of Norway's education policy. This means that there should be no tuition for ordinary courses of study and that students should be offered satisfactory financial packages.

Higher education in Norway is currently undergoing the most comprehensive restructuring in many years. The quality reform is a curricular and organisational reform that impacts students and staff alike. However, attaching more emphasis to churning out graduates based on certain prescribed lengths of study must not lead to any reduction in quality requirements. Consequently, NARW aspires to ensure that resources are allocated to initiatives that promote academic excellence and new teaching and evaluation methods. The institutions need modern equipment, and library and computer services must be of good quality.

NARW's objectives for 2004 to 2006 are to strive to ensure that:

- public educational institutions do not charge tuition for ordinary courses of study;
- higher education are given financial resources and framework conditions that promote international-quality educational programmes and graduates, ensuring the implementation of the quality reform;
- teaching is research-based.

1.5 NARW's wage policy

NARW's main task is to strive to ensure that all employees in research and higher education earn salaries that reflect their level of education, capabilities and responsibilities, and which, at every level, are competitive with what is offered in other sectors of society.

Good, safe working conditions, attractive career opportunities and safe, predictable pensions encourage hard work and productivity, making them important instruments for recruiting and retaining well-qualified labour. NARW will defend established rights and strive to ensure

that research and higher education are granted sufficient resources to provide good working conditions for employees in the sectors in question.

Major, anticipated reorganisation and restructuring programmes present formidable challenges for NARW at the local and national levels, as they require active participation, including continuous follow up and initiatives on the part of the association.

NARW's objectives for 2004 to 2006 are to strive to ensure that:

- the wage level in the sector in question reflects employees' level of education, capabilities and responsibilities;
- the wage level and job structure promote the recruitment and retention of comprehensive expertise in research and higher education;
- employment protection and pension rights ensure predictable, safe terms and conditions of employment.

1.6 Organisation and governance

Research and higher education have undergone and are still facing major changes and reforms. The institute sector is experiencing changes in its framework conditions, as public institutions are pressured to privatise and private institutions face increasingly keener competition in a limited market. In the university and university college sector, the quality reform (see **Degree structure**), featuring new study and working methods, was implemented in autumn 2003. Efforts are currently being made to develop common legislation for public and private institutions of higher learning. The institutions themselves are responsible for their own organisation and for which subjects they choose to offer or not to offer. The funding scheme that applies to the institutions results in keen competition for students and funding. Those institutions that do not manage to recruit enough students or to produce enough credits may have no choice but to make changes in their subject portfolio and staffing. NARW will strive to ensure that State schools continue to be owned by the State, but with extended authority under current legislation.

NARW's objectives are to ensure that:

- institutions of higher learning are organised in a manner that ensures public responsibility and the institutions' autonomy;
- State and private research institutions are organised according to the institutions' role and responsibilities.

2 Employee and employer organisations in Norway

Incomes policy collaboration has long traditions in Norway. Norway's incomes policy has made it possible for the organisations and the authorities to offer a more comprehensive selection of instruments in conjunction with economic policy and social trends than what each individual player would be able to offer on its own. During economic downturns in particular, Norway's incomes policy has played a decisive role by combining growth in real income with low long-term unemployment rates.

2.1 Other employee organisations

In Norway, employees are represented through four confederations, as well as a number of smaller, independent federations. The Norwegian Confederation of Trade Unions (LO) is Norway's largest employee organisation, consisting of 25 trade unions with a total of about 800 000 members. The trade unions vary in membership from fewer than one thousand to well over 200 000. They are nation-wide organisations that cover particular vocations, branches of industry or government agencies.

The Confederation of Higher Education Unions, Norway (UHO) was established in 2001 and is currently the country's second largest confederation, with nearly 230 000 members. Membership is open to organisations for employees with college- or university-level educations. As of January 2004, the federation consisted of the Union of Education, Norway, the Norwegian Nurses' Association, the Norwegian Police Federation, the Norwegian Physiotherapists' Association, the Norwegian Association of Occupational Therapists, the Norwegian Association of Deacons and the Norwegian Association of University and College Graduates.

The Confederation of Vocational Unions (YS) was established in the 1970s and currently consists of 19 organisations with some 200 000 members. Most of the members work in the public sector (60 per cent), although many members work in the financial services sector.

The Federation of Norwegian Professional Associations was established in 1997. It currently consists of 15 associations and about 135 000 members (January 2004). The member associations organise employees who are university or college graduates. The 15 member associations include, for example, the Norwegian Dental Association, the Norwegian Medical Association, the Association of Norwegian Lawyers, the Association of Social Scientists and the Norwegian Association of Research Workers.

2.2 Employer organisations

2.2.1 Private sector

In the private sector, employers are represented by more than 50 employer associations, roughly half of which belong to the Confederation of Norwegian Business and Industry (NHO). That makes NHO the largest trade organisation for enterprises in Norway, with about 16 000 trade, industrial and service enterprises as members, and encompassing approximately 450 000 employees. Private university colleges and research institutions also belong to NHO through Abelia, a trade organisation for knowledge enterprises.

The other major employer organisation in the private sector is the Federation of Norwegian Commercial and Service Enterprises (HSH), with about 10 000 member enterprises with a total of roughly 150 000 employees. The members are mainly involved in retail and wholesale trade, and in certain segments of the service industry. Several museums and private university colleges are also members.

The Norwegian Association of Publicly Owned Enterprises (NAVO) was established in 1993 as a non-sector-specific employer organisation. It currently has about 215 member enterprises and encompasses approximately 165 000 employees. Of that number, about 100 000 work in regional health care enterprises, 35 000 in transport and communications, 10 000 in ICT/media and knowledge enterprises. The rest work in culture, finance, services and other sectors.

The Norwegian Financial Services Association (FNH) was established in 2000 through a merger between employer associations for banking and insurance activities. It represents commercial banks, credit institutions and insurance companies in Norway. FNH is a joint trade organisation for the entire financial services industry. Its membership comprises 45 larger and smaller financial services enterprises.

There are also major employer organisations for agriculture, the co-operative movement and international shipping, as well as for offshore entrepreneurs and service vessels. In the private sector, roughly 55 per cent of employers belong to an employer organisation, measured as the proportion of employees in the organised enterprises relative to the total number of wage-earners in the private sector (Stokke 2000).

2.2.2 Public sector

Formally speaking, the Government is the employer in the State sector. The Ministry of Modernisation acts as employer on behalf of the Government in wage settlements, which cover roughly 130 000 employees.

The Norwegian Association of Local and Regional Authorities (KS) is a trade, special interest and employer organisation for all Norwegian municipalities and county municipalities, with the exception of the municipality of Oslo. It also has a number of corporate members. KS is the employer for all those who work in public primary, lower secondary and upper secondary schools. KS' corporate members also include electricity boards, common carriers, daycare centres, fire and rescue corps, health and welfare institutions, and water, sewer and waste management companies. The municipality of Oslo constitutes a separate salary scale area in which the coalitions negotiate directly with the municipality of Oslo in terms of both co-determination and collective wage agreements.

3 The wage negotiation system in Norway

NARW negotiates better wages and working conditions for its members. These negotiations are conducted at the central level through the Federation of Norwegian Professional Associations, between NARW and the sectoral ministries, and at the local level at individual workplaces through NARW's local branches.

NARW is entitled to negotiate on behalf of all its members in state, municipal/county municipal and private sector with which the Federation has collective wage agreements.

3.1 Areas of negotiation

Based on available statistics, the Technical Calculating Committee on Incomes Settlements (TBU) determines which wage and pay-related assumptions apply to an individual income settlement, including estimates of anticipated annual wage growth for Norway's trading partners. All the confederations are represented on the committee. TBU usually publishes two reports, "The basis for the income settlements" in February and "After the income settlements" in June.

3.1.1 State sector³

The main collective wage settlement and interim settlements

The state's collective bargaining system is governed by a special act⁴. The Act relating to Public Service Disputes includes provisions about the minimum size an organisation must attain to be entitled to conduct wage negotiations. The main confederations, i.e. LO-State, YS-State, the Federation of Norwegian Professional Associations and UHO, negotiate with the state, as represented by the Ministry of Modernisation, on annual wage adjustments in the State sector as well as about the content of the Basic Collective Agreement for the Civil Service. The Federation of Norwegian Professional Associations negotiates on behalf of NARW. Independent organisations entitled to conduct wage negotiations come to the negotiating table later, and must accept the result achieved between the State and the main confederations.

Negotiations for the Basic Collective Agreements for the Civil Service are conducted every other year (years that end in even numbers). In addition to wages, the parties negotiate revisions of the entire Basic Collective Agreement for the Civil Service. This agreement contains, *inter alia*, regulations regarding the calculation of service seniority for wage setting,

³ One example of an area for negotiation would be the State university colleges and the universities, for example.

⁴ Act No. 2 of 18 July 1958 relating to Public Service Disputes.

working hours, salary during sick leave/maternity leave, overtime, leaves of absence and death benefits. The Basic Collective Agreement also regulates pension rights, holidays established by contract, competence development and restructuring in the State. The appendices to the Basic Collective Agreement contain wage tables and wage schedules for all the occupational categories recognised by the State.

Interim settlements are conducted in the years ending in odd numbers. Ordinarily, negotiations are limited to salaries during the interim settlements, unless there is complete agreement to include other topics, e.g. further and continuing education and pensions.

Wage negotiations involve several elements. A wage schedule can be increased by a specific amount in NOK or by a certain percentage. Further, the parties can set aside funding to conduct central adjustment negotiations for groups in certain occupational categories and they can also agree to set aside a certain amount for conducting local negotiations.

The main confederations are free to accept or reject the results of the negotiations. Thus NARW cannot unilaterally break off negotiations with the State. The Act relating to Public Service Disputes contains provisions that govern the procedure to follow in the event of disagreement on the main collective wage settlements and interim settlements. Legal strikes can not be called until the parties have tried mediation. In the event the parties do not reach agreement, industrial disputes (strikes/lockouts) can be initiated legally.

A legal strike can be brought to an end in three ways. First of all, the parties can agree to recommend a result. Secondly, the parties can agree on voluntary arbitration. Thirdly, if a strike puts lives and health at risk, the Norwegian government can intervene by notifying the parties of compulsory arbitration. Compulsory arbitration has been used frequently in Norway in recent years, and the International Labour Organisation (ILO) has, in several rulings, pronounced that the Norwegian authorities' use of compulsory arbitration is at variance with the ILO convention.

Once the parties agree on a new Basic Collective Agreement for the Civil Service, a labour peace guarantee enters into effect for a certain period of time. During that time, the parties are not allowed to engage in legal industrial disputes relating to wages and working conditions.

Central adjustment negotiations

During the central adjustment negotiations, the main confederations put forward demands for changes in the wage schedule for the individual occupational categories in the Basic Collective Agreement for the Civil Service, e.g. professor and associate professor. The State can also make similar demands. If the state, as represented by the Ministry of Modernisation, and the main confederations do not agree during the adjustment negotiations, the Government Wages Committee will decide the dispute. The Wages Committee consists of an equal number of members from the employee and employer organisations, supplemented by three impartial members.

Local negotiations

If funding has been set aside for local negotiations, these will be conducted in the autumn. They are conducted at the individual workplace, e.g. at the individual university college or university between local representatives of trade unions and the employer. It is possible to demand higher wages and/or changes in occupational categories. The Basic Collective Agreement for the Civil Service contains provisions regarding this.

3.1.2 Municipal sector⁵

The main collective wage settlements and interim settlements

These negotiations are governed by a separate Act of legislation⁶. The Norwegian Association of Local and Regional Authorities (KS) and the organisations have collaborated to develop a system of negotiating coalitions among the employees' organisations. These consist of the same confederations as mentioned above. It is, however, the individual organisation that decides whether or not to accept the proposed collective wage agreement, meaning an organisation can institute a work stoppage independent of the other organisations in the negotiating coalition.

Basic collective agreements for the civil service are negotiated every second year, in years ending in even numbers. Then the parties negotiate revisions of the entire Basic Collective Agreement for the Civil Service. For members of the Federation of Norwegian Professional Associations, including NARW, all wage formation takes place locally, so it is not a topic of negotiation during the central negotiations. This agreement contains, *inter alia*, regulations regarding service seniority for wage setting, salary during sick leave/maternity leave, overtime, leaves of absence and death benefits. The Basic Collective Agreement for the Civil Service also contains regulations on pension rights, holidays established by contract, and restructuring.

Interim settlements are conducted in the years ending in odd numbers. Ordinarily, the parties only negotiate salaries during interim settlements, unless there is full agreement to include other topics, e.g. further and continuing education and pensions, in the negotiations.

The Labour Disputes Act contains provisions regarding procedures in the event of disagreement. First, the Office of the State Mediator must be informed that there is a break in the negotiations. Within two days of receiving such notification, the Office of the State Mediator Office will put a ban on work stoppages. Ten days after the ban is instituted, either party can call for an end to mediation. Four days at the latest after such a demand is put forward, the mediation will come to an end. In the event the parties do not reach agreement, industrial disputes (strikes/lockouts) can be initiated legally.

Strikes can lead to the parties ultimately agreeing on a proposed collective wage agreement. If the strike puts lives and health at risk, the Norwegian Government can intervene by notifying the parties of compulsory arbitration. Once the parties agree on a new the Basic Collective Agreement for the Civil Service or the strike is called off, a labour peace guarantee will enter into effect for a period of time. During that time, the parties are not allowed to carry out legal industrial disputes relating to wages and working conditions.

Local negotiations

Several different elements are included in the wage negotiations for the members of the Federation of Norwegian Professional Associations. Local elected officers are to negotiate a framework for the year's settlement. Based on the scope of the funds available, the parties can agree on a pay hike as a flat NOK supplement or as a percentage increase. The parties can also set aside funding for adjustment negotiations to make changes in the wage schedules for certain posts. At the local level, the parties can also set aside a kitty for individual negotiations for the members of the Federation in the municipality. Individual employees will then negotiate individually.

⁵ Examples of areas for negotiation would be all the Norwegian municipalities and county municipalities.

⁶ Act No. 1 of 5 May 1927 relating to Labour Disputes.

3.1.3 Private sector ⁷

NARW has collective wage agreements/contracts with four employers' organisations as well as with a number of private institutions involved in research and higher education that are not affiliated with an employers' organisation. In the private sector, wages vary from one business to the next. The same applies to wage formation and how negotiations are conducted.

Most enterprises conduct most of their negotiations locally with the individual organisations. Negotiating rights also can be a consequence of central agreements between NARW and the employers' organisations or of collective wage agreements/contracts between NARW and the enterprise.

4 Norway's education and research system

4.1 The education system in Norway

4.1.1 Compulsory education

Figure 3. Primary school

Year	Compulsory school
10	Lower Secondary
9	
8	
7	Upper Primary
6	
5	
4	Lower Primary
3	
2	
1	

Norway has 10 years of primary education, and children start school at the age of six. Primary and lower secondary schools are based on the principle of equal and adapted instruction for all in a school system based on common core curricula. All children and young people are taught on the basis of a common knowledge, culture and value platform.

Children's schools were introduced in Norway in 1739. Beginning in 1889, primary education lasted for seven years. In 1969, it was expanded to nine years, and then extended to 10 years in 1997.

4.1.2 Upper secondary education

Upper secondary education constitutes competence-building training between primary education and higher education. Since the autumn of 1994, all young people between the ages of 16 and 19 have been entitled by law to three year's upper secondary education that should qualify them for university admission, admission to vocational schools or give them lower-level competence. Everyone is entitled to admission to one of three alternative basic courses (branches of study) for which they must apply, as well as to two years of further training that build on the basic course.

⁷ Examples of areas of negotiation are private university colleges, research institutions, hospitals and museums.

Figure 4. Upper secondary education

Year	General admission requirements for higher education	Vocational qualifications	
14			Apprenticeship
13	Advanced Course II	Advanced Course II	Apprenticeship
12	Advanced Course I	Advanced Course I	Advanced Course I
11	Foundation Course	Foundation Course	Foundation Course

Pupils who take vocational training can qualify for admission to universities and university colleges (qualification for university admission) by taking a supplementary course in common core subjects (roughly ½ year).

4.1.3 Higher education

Higher education embraces education at the university and university college level. It is normally based on the completion of three-year upper secondary education. Except for certain private university colleges, all Norwegian institutions of higher learning are run by the State. The institutions have a large extent of subject-related and administrative autonomy.

Norway has:

- A total of 38 State institutions with approximately 180 000 students:
 - 6 universities
 - 5 specialised university institutions
 - 2 art colleges
 - 25 State university colleges
- 20 private institutions of higher learning with State subsidies that have approximately 20 000 students

Subsequent to the introduction of the quality reform (the Bologna Process), the following degrees are available in higher education:

Figure 5. Higher education

Year	Higher Education			
9				PhD (3)
8			PhD (3)	PhD
7				
6				Medicine, Psychology, Theology, Veterinary Sciences (6)
5			Master's degree (2)	Integrated master's programme (5)
4		General teacher's training and arts and crafts training (4)	Bachelor's degree (3)	
3				
2	College student			
1				

Degree structure

As a consequence of the quality reform, as of autumn 2003, three-year bachelor's degree programmes supplemented by two-year master's degree programmes were introduced for most courses of study. Among the important incentives underlying the introduction of the quality reform are the follow up of the Bologna Process and the establishment of a European Space for Higher Education by 2010.

The 25 university colleges offer shorter, less academically-oriented courses than the universities. Studies usually last from two to four years at university colleges. They offer training for teachers, pre-school teachers, engineers, health care and social services, other two- to three-year vocational educations and some programmes that parallel university courses at the basic and intermediate level, as well as programmes for graduate engineers, economists and business graduates. Several university colleges offer master's degrees, and three are even entitled to award doctorates. They have plans to apply to NOKUT for accreditation as universities. University colleges also engage in research and development work.

NOKUT

NOKUT⁸ was established in 2003 to evaluate, accredit and endorse quality systems, institutions and courses in Norway. Its main responsibility is to perform quality assurance on institutions' own systems for quality assurance. NOKUT is responsible for state, county and private universities, university colleges and technical colleges. NOKUT is authorised to:

- Accredite new degrees the institutions themselves are not authorised to award;
- Accredite State and private institutions of higher learning;
- Endorse individual courses of study at non-accredited private institutions of higher learning;
- Give general approval of foreign educations and Norwegian educations not provided by an institution governed by the Act relating to Universities and University Colleges, or the Act relating to Private Institutions of Higher Education.

Norway has three main categories of institutions accredited for higher education: a) accredited university colleges, b) specialised university institutions, and c) universities. An institution's category determines what kind of authority it has to award new degrees without having to apply to NOKUT.

Figure 6. Degrees an individual institution can award based on its accreditation:

The authority to award new degrees	Universities	Specialised university institutions	Accredited university colleges	Non-accredited places of study
Courses lasting for one-half year to two years				
Bachelor's degree courses				
Master's degree courses				
PhD studies				

The white squares show which degrees an institution can offer. The grey squares show the degrees for which an institution must apply to NOKUT for accreditation. A place of study not accredited in one of the three categories must apply to NOKUT every time it would like to offer a new degree or make major changes in the degrees it offers.

⁸The Norwegian Agency for Quality Assurance in Education.

4.2 The research system in Norway

Research is mainly performed in three sectors in Norway:

1. Business and industry, encompassing private enterprises or other units that produce goods or services for sale on the open market;
2. The university and university college sector, encompassing universities, specialised university institutions and State university colleges;
3. The institute sector, encompassing all research institutions and other institutions with elements of R&D in their activities and which are classified neither as business and industry nor as part of the university and university college sector. The institute sector is heterogeneous in terms of size, objectives and subjects addressed, as well as in terms of which sectors of society the institutions serve.

Besides instruction, the universities and the specialised university institutions bear special responsibility for basic research and researcher training through their PhD programmes. The State university colleges bear special responsibility for professional training and research as well as for constituting a knowledge base in their regions.

Norway's classification system deviates somewhat from the OECD's classification. Below please find a key for comparing the two classification systems.

Figure 7. The correlation between sectoral classification in Norway and the OECD

The OECD's sectoral classifications	Norway's sectoral classifications
Business enterprise sector	Business and industry
	The institutional sector: <ul style="list-style-type: none"> • Private research institutions that generally serve business and industry, e.g. industrial research institutions and industrially-oriented commissioned research institutions.
Government sector (Public sector)	<ul style="list-style-type: none"> • Research institutions and other public bodies engaged in R&D, i.e. units mainly controlled and funded by the public sector.
Private non-profit sector - PNP	<ul style="list-style-type: none"> • Private individuals, households and private institutions with not-for-profit objectives.
Higher education sector	Higher education sector

Source: Norwegian Institute for Studies in Research and Higher Education (NIFU)

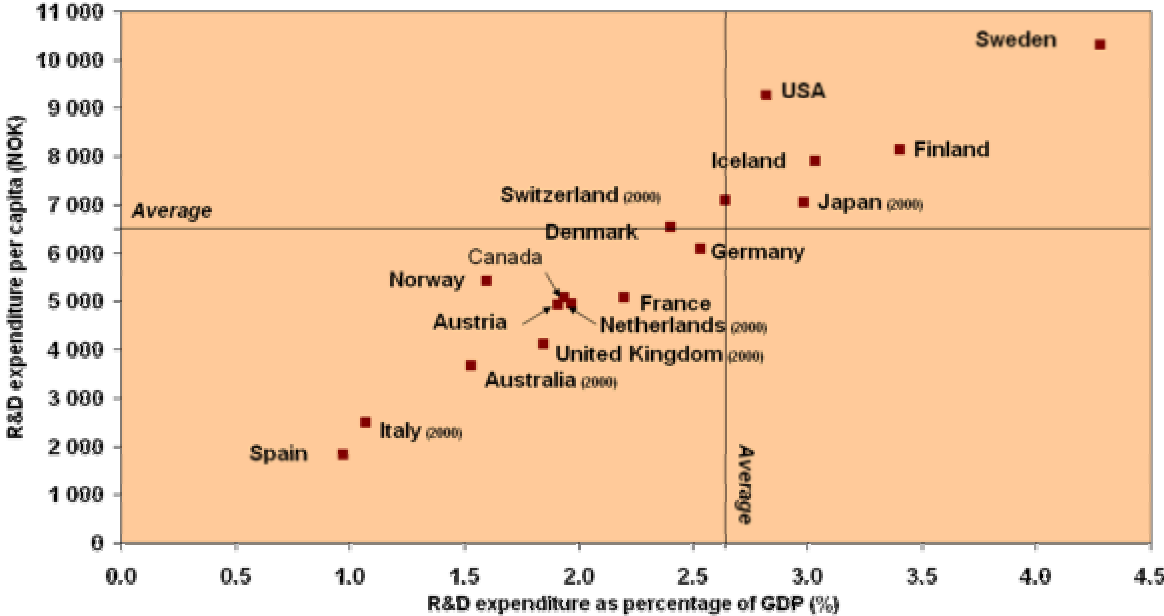
Norway aspires to increase its investments in R&D to the OECD average by 2005, measured as R&D funding as a percentage of GDP. Norway currently lags considerably behind the OECD average when it comes to R&D spending. Norway spent 1.6 per cent of its GDP on research in 2001. Measured as R&D *per capita*, Norway is well below the OECD average there as well.

In 2001, business and industry funded more than half the R&D in Norway for the first time, covering 51 per cent, while public sources funded 40 per cent. Foreign and other sources funded 7 per cent and 2 per cent, respectively.

The main explanation for Norway spending little on research, compared with other countries, is that Norway has a different industrial structure and enterprise size than most other countries. Norway is typically a raw materials producer, with large export revenues derived from oil, gas and fish. Norway is also distinguished by a large number of small enterprises, with little capacity for doing their own research, especially research of a more long-term nature. Another explanation is that Norway is home to relatively few large international company headquarters and/or R&D units. There is general consensus that it is necessary to

take initiatives to increase the business community's share of research efforts. One measure in this context is the introduction of tax incentives for enterprises that do research.

Figure 8. The correlation between R&D expenditure *per capita* (NOK) and as a percentage of GDP (%) in selected OECD countries in 2001



4.3 Job structure for academic appointments at universities and university colleges

The job structure is the same for appointments at universities, specialised university institutions and State university colleges.

Figure 9. Job structure for academic appointments in the State sector*

Level of qualification	Universities and university colleges	Universities only	University colleges only
Top international standard	Professor		
More general scholarly qualifications than a full professor	Professor (new 2003) (Undervisningsdosent)		Professor (Høgskoledosent)
PhD or comparable qualifications	Post-doc/Associate professor (Førsteamanuensis)/Associate professor (Førstelektor)		
Master's level	Research fellow/Assistant professor (Amanuensis)	Assistant professor (Universitetslektor)	Assistant professor (Høgskolelektor)
4 years of higher education			Lecturer

* Translator's note: The Norwegian system has a more nuanced system of academic titles than the English system. Accordingly, the designations in the table are not repetitious in Norwegian, but several types of appointments have the same English translations. This only becomes apparent when the job titles are compared. I have chosen to use the Government's recommended translations for the various Norwegian titles to avoid having to create a parallel, but artificial and potentially confusing system. LS

Academic appointments are combined posts in Norway. This means employees have the right and the obligation to teach and do research⁹. The lowest-ranking tenured appointment at universities and specialised university institutions is associate professor. At the State university colleges, the lowest-ranking tenured appointment is assistant professor. Research fellow is a training post that usually lasts for four years while the fellow is doing his/her doctorate. This is the most common path to an academic career in Norway.

There are personal advancement schemes attached to some of the posts. All promotions are personal and should not entail any change of duties.

- Upon completing a doctorate, individuals are promoted from assistant professor /lecturer to associate professor.
- On application, it is possible to have one's credentials assessed by a panel of experts with a view to promotion from assistant professor to associate professor.
- On application, it is possible to have one's credentials assessed by a panel of experts with a view to promotion from associate professor to professor.

Thus there are two avenues to professorships in Norway, either by applying for a post in response to a call for applications or by receiving an individual promotion once one has earned the necessary formal qualifications.

Figure 10. Number of full-time academic posts in the State in 2003

Type of appointment	Number of full-time positions
Professor (university)	2435
Associate professor (Førsteamanuensis)	2443
Associate professor (Førstelektor)	468
Professor (Høgskoledosent)	37
Assistant professor (Universitetslektor)	434
Assistant professor (Høgskolelektor)	2798
Assistant professor (Amanuensis)	311
Lecturer/Practice teacher	814
Ph.D. students	2651

4.4 Job structure for academic appointments in the private sector

4.4.1 Private sector

In the private sector, it is up to the parties in the individual coalitions or at the individual workplace to agree on a job structure. In most cases, the parties agree on a three-part job structure based on qualifications and comparable to the job structure in the State sector:

Research scientist I	qualifications corresponding to professor
Research scientist II	qualifications corresponding to associate professor
Research scientist III	qualifications corresponding to assistant professor

⁹ The academic employees at universities have an individual right to conduct research while the employees at university colleges have the same right, but on the institutional level.

4.4.2 State sector

In addition to the various academic occupational categories used at public universities and university colleges, other State enterprises can also make academic appointments. These enterprises can use the following occupational categories:

Researcher (1108)	Qualifications corresponding to assistant professor.
Researcher (1109)	Qualifications corresponding to associate professor.
Researcher (1110)	Qualifications corresponding to professor (university college).
Researcher (1183)	Qualifications corresponding to professor (university).
Researcher (1111)	Subject-related managerial positions, qualifications corresponding to professor.

4.5 Wage schedule for academic appointments in the State sector

Figure 11. The average wage (in NOK) as of October 2003 for academic appointments in the State sector

Post	Wages ranging from	Average wage, October 2003, in Euro	Wage increases through
Professor	426500 - 765400	59 427	Negotiations
Associate professor (Førsteamanuensis)	368800 - 546000	49 663	Negotiations
Associate professor (Førstelektor)	368800 - 546000	49 407	Negotiations
Professor (Høgskoledosent)	368800 - 546000	54 733	Negotiations
Assistant professor (Universitetslektor)	280400 - 410500	43 887	Negotiations and seniority
Assistant professor (Høgskolelektor)	280400 - 410500	47 224	Negotiations and seniority
Assistant professor (Amanuensis)	280400 - 410500	47 804	Negotiations and seniority
Lecturer/Practice teacher	256600 - 355900	41 165	Negotiations and seniority
Ph.D. Students	245600 - 349600	36 462	Negotiations and seniority

Source: SST

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2005:

- **Research and Higher Education in Norway (1/2005)**
- **Forskerforbundets prioriterte arbeidsoppgaver - 2005 (2/2005)**

2004:

- **Handlingsplan for stipendiater 2002-06 (5/2004)**
- **Lønnsstatistikk kommunal sektor – 2003 (4/2004)**
- **Lønnsstatistikk privat sektor – 2003 (3/2004)**
- **Forskerforbundets prioriterte arbeidsoppgaver - 2004 (2/2004)**
- **Kartlegging av ressurser til tillitsvalgтарbeid i statlig UH-sektor (1/2004)**

2003:

- **Forskerforbundet: Beretning 01.09.00-31.12.02 (5/2003)**
- **Lønnsstatistikk privat sektor – 2002 (4/2003)**
- **Lønnsstatistikk kommunal sektor – 2002 (3/2003)**
- **Evaluering av lokale forhandlinger – 2002 (2/2003)**
- **Forskerforbundets prioriterte arbeidsoppgaver - 2003 (1/2003)**

2002:

- **Evaluering av lokale forhandlinger – 2001 (5/2002)**
- **Lønnsstatistikk for privat sektor – 2001 (4/2002)**
- **Seniorpolitikk (3/2002)**
- **Forskerforbundets prioriterte arbeidsoppgaver - 2002 (2/2002)**

2001:

- **Rekrutteringssituasjonen ved universitetene og høyskolene 1999-2000 (6/2001)**
- **Administrativ endring i høyere utdanning i 1990-årene (5/2001)**
- **Evaluering av lokale forhandlinger i staten – 2000 (4/2001)**
- **Kartlegging av ressurser til tillitsvalgte i instituttsektoren (3/2001)**
- **Forskerforbundets prioriterte arbeidsoppgaver – 2001 (2/2001)**
- **Forskerforbundets beretning 1.9.98 – 31.8.00 (1/2001)**

2000:

- **Lokale forhandlinger i staten - 1999. En oppsummering (4/2000)**
- **Opphavsrett. Et notat fra Forskerforbundets opphavsrettsutvalg (3/2000)**
- **Forskerforbundets prioriterte arbeidsoppgaver – 2000 (2/2000)**
- **Forskerforbundet: Innstilling fra Organisasjonsutvalg III (1/2000)**

1999:

- **Forskningspolitisk seminar 1999, Foredragssamling (2/1999)**
- **Forskerforbundets prioriterte arbeidsoppgaver – 1999 (1/1999)**

1998:

- **Forskningspolitisk seminar 1998 – Foredragssamling (5/1998)**
- **Forskerforbundets beretning 1.9.96 – 31.8.98 (4/1998)**
- **Forskerforbundet i ny drakt. Innstilling fra Organisasjonsutvalg II (3/1998)**
- **Tid til FoU ved universiteter og høyskoler (2/1998)**

1997:

- **Opprykk til professor etter kompetanse – En vurdering av ordningen (5/1997)**
- **Særavtale om lønns- og arbeidsvilkår for universitetene og høyskolene (4/1997)**
- **Forskerforbundets beretning, perioden 1.9.94 – 31.8.96 (1/1997)**