

ICELAND

VET in Europe – Country Report

2011

This country report is part of a series of reports on vocational education and training produced for each EU Member State plus Norway and Iceland by members of ReferNet, a network established by Cedefop (European Centre for the Development of Vocational Training).

The opinions expressed in this report are not necessarily those of Cedefop.

Please note that ReferNet reports are based on a common template and are intended for use in an online database available at:

http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx

Therefore, the reader may encounter repetitions in content.

The preparation of this report has been co-financed by the European Community.

Title: Iceland. VET in Europe – Country Report 2011

Author: ReferNet Iceland

Abstract:

This is an overview of the VET system in Iceland. Information is presented according to the following themes:

1. General context – framework for the knowledge society
2. Modernizing VET to support LLL, internationalization and mobility
3. VET to support recovery from the crisis
4. Historical background, legislative and institutional framework
5. Initial vocational education and training
6. Continuing vocational education and training
7. Training VET teachers and trainers
8. Matching VET provision (skills) with labour market needs (jobs)
9. Lifelong guidance for lifelong learning and sustainable employment
10. Financing - investment in human resources
11. Authors, sources, bibliography, acronyms and abbreviations

This overview has been prepared in 2011 and its reference year is 2010. Similar overviews of previous years can be viewed at:

http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx

More detailed thematic information on the VET systems of the EU can also be found at:

http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx

Keywords:

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

Geographic term:

Iceland

Theme 1: General context – framework for the knowledge society

1.1 Political and socio-economic context

Please describe the following:

- political system for your country (republic, constitutional monarchy, etc.);
- number of regions (incl. information on NUTS regions) within your country and their status within the political system;

Iceland is a representative democracy with an elected president. The current constitution came into effect on 17 June 1944, when Iceland achieved its independence from Denmark. The system of government is based on the principle of the tripartite division of power. According to the Constitution the parliament Alþingi and the president jointly exercise legislative power. The Prime Minister and other governmental authorities are entrusted with executive power and the judiciary authorities with judicial power.

Iceland is not divided up into regions. However, in the case of education and training, the municipalities play a significant role. In January 2011 the country was divided into 76 municipalities. (Source: Samband íslenskra sveitarfélaga (The Association of Icelandic Municipalities: http://www.samband.is/sveitarfelogin/upplysingar-um-sveitarfelog/). The municipalities provide all kinds of primary service to their inhabitants, e.g. pre-primary and compulsory schools and service to the elderly and people with disabilities.

1.2 Population and demographics

Iceland is 103.000 km2.

The population is small in any comparison and is only a fraction of the total European population as can be seen in the table below:

TABLE 1: TOTAL POPULATION (ON 1ST OF JANUARY), 2003, 2006, 2009, 2010

GEO\TIME	2003	2006	2009	2010
EU-27	486 647 831	493 226 936	499 723 520(p)	50 1105 661(p)
IS	288 471	299 891	319 368	317 630

Source of data: Eurostat (Demographic Statistics); date of extraction: 19 May 2011.

(p) - provisional

Link to data:

http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tps00001

The growth rate in Iceland is however much faster than in the rest of Europe. While the total growth rate for EU 27 was just over 3% during these years, it was around 10% in Iceland. This can be explained by three main things:

- the young average age of the Icelandic population
- the high average number of children born to each woman in Iceland
- the number of immigrants to Iceland from the rest of Europe.

As can be seen in the table below, the youngest cohort is still relatively big, even though the oldest cohort is the fastest growing and has been for many years. The large size of the group of people between 25 and 59 is among others things, due to immigration.

TABLE 2: AGE SPECIFIC DEMOGRAPHIC TRENDS 2010:		
0-24	25-64	65+
113 287	166 274	56 700
SOURCE: HAGSTOFA ÍSLANDS (STATISTICS ICELAND): http://www.statice.is/		

The population is still expected to grow as far into the future as the Statistical bureau is willing to predict.

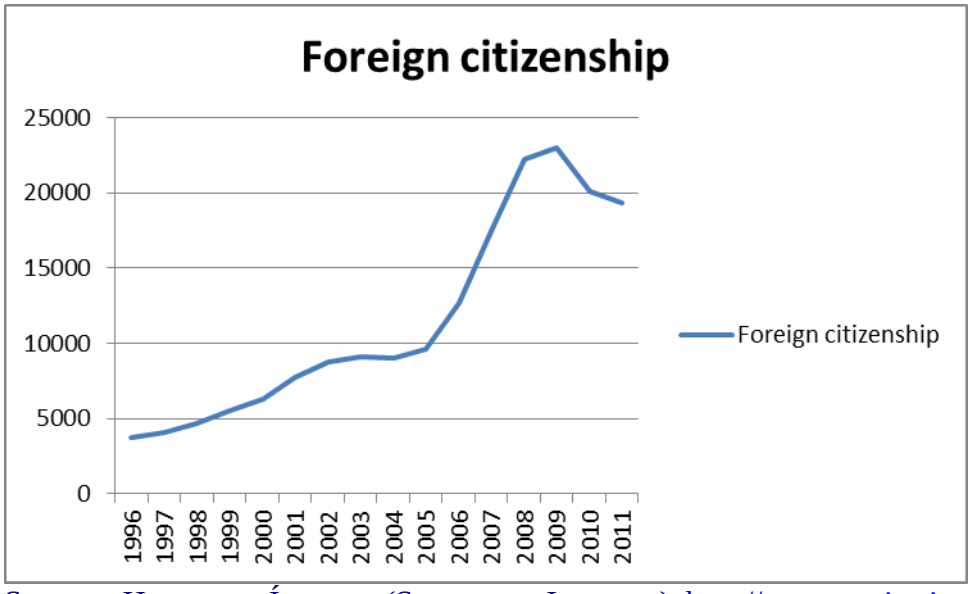
Eurostat does not provide *projected old-age dependency ratio, 2010-2060* for Iceland and neither does Statistics Iceland. However, there is a prediction for the size of the population until 2060

TABLE 3: AGE SPECIFIC DEMOGRAPHIC TRENDS:							
	2010	**2015**	**2020**	**2030**	**2040**	**2050**	**2060**
0-24	112 347	111 816	111 914	115 877	117 194	118 074	129 571
25-64	166 972	168 914	175 269	179 929	188 711	196 188	181 159
65+	38 121	44 551	52 912	72 662	86 078	94 573	125 818
SOURCE: HAGSTOFA ÍSLANDS (STATISTICS ICELAND): http://www.statice.is							

As can be seen from this, the biggest growth is expected in the oldest cohort, just as in the rest of Europe. The number of young people is expected to remain stable while the number of people from 24 to 64 will grow slightly, thanks to the large number of the present youth. Iceland is thus less likely to have to cope with the same old-age dependency ratio as the rest of Europe. It will also help matters that the population works longer; starts earlier and often works until a very high age.

There has been a high level immigration to Iceland since 2006 as can be seen from this graph:

Graph 1: Foreign citizenship in Iceland January 1st 1996-2011



SOURCE: HAGSTOFA ÍSLANDS (STATISTICS ICELAND): http://www.statice.is

What is noteworthy here is that the number of immigrants has remained so high despite the economic recession and the fact that Icelanders are emigrating in big numbers. Thus, the percentage of immigrants in the population was still 6.6% at the first of January 2011 as can be seen in the following table.

TABLE 4: IMMIGRANTS AS % OF THE OVERALL POPULATION					
YEAR	**1990**	**1995**	**2000**	**2005**	**2011**
TOTAL POPULATION	253 785	266 978	279 049	293 577	318 452
% PEOPLE WITH FOREIGN CITIZENSHIP	1.9	1.8	2.6	3.6	6,6
SOURCE: HAGSTOFA ÍSLANDS (STATISTICS ICELAND): http://www.statice.is/					

When looking at the immigrant population in 2010, its young age is apparent when compared to the rest of the population. Over 74% of the group is of working age, whereas children and especially older people are very few. Even this does not give the full picture, immigrant seem to start working early as the rest of the population. This table also shows that there is a need for education and training of a considerable group which may not speak Icelandic fluently.

TABLE 5: AGE SPECIFIC TRENDS IN THE IMMIGRANT POPULATION 2010		
0-24	25-59	60+
4 790 (23,81%)	14 991 (74,36%)	369 (1,83%)
SOURCE: HAGSTOFA ÍSLANDS (STATISTICS ICELAND): http://www.statice.is/		

Another important factor when discussion education and training is that Iceland is very sparsely populated. People living outside the capital area cannot expect a great variety of educational offers, unless they migrate. During recent decades, schools' authorities have tried to increase their offer by e.g. distance education and offering students to take parts of their upper secondary education in their home villages, which postpones the decision of whether to migrate to the capital area or bigger villages. Tertiary education offers through distance education have greatly increased in recent years and parliament has earmarked more resources to that sector than was the case a few years ago.

1.3 Economy and labour market indicators

As in the rest of Europe, the majority of Icelanders work in some sort of services as can be seen in the table below:

TABLE 6: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2010

	PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON MARKETED SERVICES	
GEO	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%
EU-27	15175.8	7.0	33992.7	15.7	16573.2	7.7	57099.0	26.4	38733.1	17.9	53694.1	24.8
IS	10.7	6.5	17.7	10.7	10.5	6.3	44.2	26.7	31.0	18.7	49.5	29.9

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 12-04-2011

The main difference between Iceland and EU27 is the high percentage of people working in non-marketed services, on the expenses of all other sectors. The most likely explaining factor for this is the high percentage of the population which works in public services, either for the state or municipalities. The main reason for this is the small size of the population living in a relatively large country. Some of the municipalities are e.g. very small but must still offer the same services as the larger ones, which means that the may have to employ the same number of people. This uneconomic situation has been discussed repeatedly and at length at various levels of governance and the number of municipalities goes down year by year but geographic situations make it often difficult or even impossible to merge them any further.

Employment rates for people living in Iceland are (or at least have been) much higher than in the rest of Europe, regardless of whether people have an education or not and at what age they are. Even for school students (down to the age of 14) it has been common to work in the summer time and even have a part time job alongside school. Employment rates have not been much higher for people with university education than for those with as little as compulsory education (even for those who have not completed compulsory school).

The high percentage of people aged 15-24 on the labour market, seen in the following table, is especially noteworthy and can be explained by two main factors:

- high drop-out rates from upper secondary school
- high number of available jobs for uneducated people alongside school.

TABLE 7:EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2010

	TIME	2003			2006			2010		
GEO	ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU-27	0-2	25.1(i)	66.1(i)	41.9 (i)	24.8	66.9	43.5	21.5	62.8	43.1
	3-4	47.2 (i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	45.0	79.7	59.6
	5-6	62.0 (i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	57.1	87.4	74.5
	NO A.	14.9 (i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.2	72.8	62.2
	TOTAL	36.0 (i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	34.1	78.1	56.7
IS	0-2	71.4	86.0	81.2	73.8	83.5	83.8	60.0	75.5	77.9
	3-4	70.6	88.5	88.3	71.9	87.0	92.2	65.9	80.4	85.2
	5-6	:	93.9	94.4	:	93.2	88.0	:	89.3	88.3
	NO A.	:	:	:	67.6	88.5	84.4	:	:	:
	TOTAL	70.4	89.0	85.3	72.1	88.0	86.7	61.7	82.1	82.7

Source: Eurostat (Labour Force Survey); extracted on 19-05-2011; last update: 12-05-2011.

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_ergaed&lang=en

With employment rates as high as stated above, it is no surprise that unemployment rates are considerably lower than in the EU, even though they have risen considerably since the economic crash of 2008. Especially noteworthy for Iceland is how the unemployment rates for the youngest cohort have risen since 2003. For most categories however, Eurostat does not have any figures and neither does the Icelandic Statistical Bureau.

TABLE 8. UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2010										
	TIME	2003			2006			2010		
GEO	ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU-27	0-2	20.2 (i)	11.6 (i)	7.2 (i)	21.2	11.2	7.5	27.4	16.3	10.2
	3-4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	18.1	8.2	6.7
	5-6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	16.2	5.3	3.6
	NO A.	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	:	8.2	:
	TOTAL	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	20.8	8.9	6.9
IS	0-2	12.6	:	:	9.9	:	:	18.9	9.4	:
	3-4	:	:	:	:	:	:	:	8.4	:
	5-6	:	:	:	:	:	:	:	3.8	:
	NO A.	:	:	:	:	:	:	:	:	:
	TOTAL	12.4	2.2	:	8.3	1.8	:	16.2	6.9	3.9

Source: Eurostat (LFS); extracted on: 19-05-2011; last update: 12-05-2011.

Link to data:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_urgaed&lang=en

Iceland spends a little bit higher percentage of its GDP on education and training than do the EU27 as can be seen in the table below:

TABLE 9: TOTAL PUBLIC EXPENDITURE ON EDUCATION AS % OF GDP, AT SECONDARY LEVEL OF EDUCATION (ISCED 2-4), 2002-2008							
GEO	2002	2003	2004	2005	2006	2007	2008
EU27	2.32 (s)	2.35 (s)	2.29 (s)	2.25 (s)	2.23 (s)	2.20 (s)	:
IS	2.60 (i)	2.52 (i)	2.60 (i)	2.55	2.54 (i)	2.40 (i)	2.42 (i)

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 12-04-2011

s – Eurostat estimate *i – see explanatory notes*

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_figdp&lang=en

The likeliest explanations for the higher percentage of expenditure on education and training is first of all the relatively young age of the Icelandic population (which means more people are of the regular upper secondary school age) and the fact that upper secondary education takes in average four years in Iceland whereas in most other countries it takes two to three years.

1.4 Educational attainment of population

As can be seen in the table below, a relatively high percentage of the Icelandic working- age population only have compulsory education when compared to the EU. There are several reasons for this:

- for the oldest group, upper secondary and tertiary education were by no means something everyone could expect to get; people had to be relatively talented, have parents who were reasonably well off and maybe to be ready to leave their homes at a young age;
- for the youngest population, the problem is almost the opposite; there have been numerous possibilities to choose from, not least the possibilities of getting a well-paid job without having any education. This has especially been the case for young men;
- the third group are people with all sorts of learning difficulties, who gradually have been given more assistance and participate now, where possible, in general education and training rather than being in special schools (often dead-end) or drop out completely as formerly used to be the case;
- in repeated studies carried out by Professor Jón Torfi Jónsson and others one of the most prominent reasons for dropping out of school is simple boredom (Sources: Jónsson at al 1992 and 1992 a).

TABLE 10: EARLY SCHOOL LEAVERS (%), 2002-2009

GEO/ TIME	2002	2003	2004	2005	2006	2007	2008	2009
EU-27	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9	14.4
IS	28.8	20.3 (b)	24.9	24.9	25.6	23.2	24.4	21.4

Source of data Eurostat (LFS); extracted: 19-05-2011; last update 01-04-2011

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsi_edu_a&lang=en

The two tables below show that vocational studies are not nearly as popular in Iceland as in the rest of Europe, which will be discussed further in chapter 5. No general degrees at level ISCED 4 are available in Iceland

TABLE 11: GRADUATES AT ISCED LEVEL 3 AND LEVEL 4 BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION AND SEX (NUMBERS), 2007, 2009													
YEAR		2007						2009					
GEO	S	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
IS	T	2726	103	2265	0	0	418	3228	156	2395	0	0	463
	M	1050	48	1206	0	0	254	1372	58	1374	0	0	285
	F	1676	55	1059	0	0	164	1856	98	1021	0	0	178
EU-27*	T	2393291	:	2595569	49493	:	424537	2319746	:	2480373	:	:	394682
	M	1022202	:	1400317	23958	:	194372	995733	:	1344532	:	:	188195
	F	1371089	:	1195251	25535	:	230165	1324013	:	1135842	:	:	206487

Source: Eurostat (UOE Data collection); extracted: 19-05-2011; last update: 29-04-2011
Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_grad2&lang=en

Strange as it may seem when looking at the low percentage of people graduating with upper secondary education and training, the number of people graduating from universities (ISCED 5 and 6) is unusually high in Iceland as can be seen in the table below:

TABLE 12: GRADUATES AT ISCED LEVEL 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1ST/2ND STAGE AND SEX (NUMBERS), 2007, 2009													
YEAR		2007						2009					
GEO	S	5 A1	5 A2	5 B1	5 B2	6	5 - 6	5 A1	5 A2	5 B1	5 B2	6	5 - 6
IS	T	2805	613	114	:	10	3542	2442	877	99	:	32	3450
	M	859	236	53	:	4	1152	764	355	45	:	12	1176
	F	1946	377	61	:	6	2390	1678	522	54	:	20	2274
EU-27*	T	2348435	916150	691661	10355	109512	4076113	2465221	915360	706581	10850	100723	4198735
	M	971270	357768	280571	2703	59335	1671647	1020740	365808	278346	2568	54413	1721875
	F	1377165	558382	411090	7652	50177	2404466	1444481	549552	428235	8282	46310	2476860

Source: Eurostat (UOE Data collection); extracted: 19-05-2011; last update: 29-04-2011
Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_grad4&lang=en

The main reason for the high level of university enrolement is the big influx of women into universities, where they now are the majorities of almost all study paths.

From the two tables the main conclusion can be drawn that there is a big educational gap in Iceland, especially among men.

In recent years the interest in adult education and training has been immense in Iceland and seems to be able to grow endlessly. Compared to the EU, two to three times as many people seem to have participated in LLL in recent years. This is not only due to the fact that young people delay graduating from upper secondary schools or do not graduate at all; the people who have the best education are the ones keenest to add on to it.

Eurostat neither gathers statistics for Iceland for youth educational attainment level by sex nor for LLL participation.

1.5 Definitions

The following definitions refer to education and training in Iceland:

- **almenn menntun** (general education): Education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with a labour-market relevant qualification at this level. These programmes are typically school-based. Programmes with a general orientation and not focusing on a particular specialization should be classified in this category. *Source*: United Nations Educational, Scientific and Cultural Organization (UNESCO), "International Standard Classification of Education - ISCED 1997", Paris, November 1997
- **undirbúningur undir starfsmenntun** (pre-vocational education): Education which is mainly designed to introduce participants to the world of work and to prepare them for entry into vocational or technical education programmes. Successful completion of such programmes does not yet lead to a labour-market relevant vocational or technical qualification. For a programme to be considered as pre-vocational or pre-technical education, at least 25 per cent of its content has to be vocational or technical. *Source*: ISCED 1997
- **starfsmenntun** (vocational education): Education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programmes leads to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.). *Source*: United Nations Educational, Scientific and Cultural Organization (UNESCO), "International Standard Classification of Education - ISCED 1997", **Paris, November 1997**
- **tæknimenntun** (technical education): specialised vocational education and training dealing with technical aspects. This education usually takes place at post secondary level. Source: Ministry of Education, Science and Culture :
- **háskólamenntun** (tertiary education): University education of any type; Source: Ministry of Education, Science and Culture.
- **háskólamenntun** (higher education): Synonym with tertiary education

- **framhaldsmenntun** (further education): Education and training specially targeted for adults with any form of previous education and training; Source: Ministry of Education, Science and Culture.
- **viðbótarmenntun** (post-secondary non-tertiary education): Programmes that lie between the upper-secondary and tertiary levels of education from an international point of view, even though they might clearly be considered as upper-secondary or tertiary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 (upper secondary) but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are usually older than those at level 3. ISCED 4 programmes typically last between six months and two years. *Source*: ISCED 1997
- **þjálfun** (training): Usually referring to training taking place at work-places as part of apprenticeship programmes; Source: Ministry of Education, Science and Culture
- **grunnstarfsmenntun** (initial vocational education and training): Initial vocational education and training (IVET) is defined as training undertaken after full-time compulsory education to promote the acquisition of the necessary knowledge, skills and competences for entry to an occupation or group of occupations. It can be undertaken purely within a school-based and/or work-based environment. It includes apprenticeship training. Source: Ministry of Education, Science and Culture.
- **framhaldsstarfsmenntun** (continuing vocational education and training): Education or training after initial education and training – or after entry into working life aimed at helping individuals to improve or update their knowledge or skills, acquire new skills for a career move or retraining or continue their personal or professional development. *Source*: Terminology of vocational training policy, Cedefop
- **námsleiðir eingöngu í skóla** (school-based programmes): In school-based programmes instruction takes place exclusively in educational institutions. Source: Ministry of Education, Science and Culture.
- **skiptinám** (alternance training) does not exist in Iceland;
- **samningsbundið nám** (apprenticeship): Systematic, long-term training alternating periods in a school or training centre and at the workplace; the apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation. *Source*: Terminology of vocational training policy, Cedefop;
- **námsskrá** (curriculum) a detailed list of material which should be covered by any part of education and training. This may be texts, theoretical or practical exercises and/or hands-on training; Source: Ministry of Education, Science and Culture.
- **réttindi** (qualification): A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards. *Source*: EQF, 2006
- **hæfni** (skills): The ability to apply knowledge and use know-how to complete tasks and solve problems. *Source*: EQF, 2006
- **færni** (competences): The proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development. *Source*: EQF, 2006.

Theme 2: Modernizing VET to support LLL, internationalization, and mobility

2.1 VET policy developments and priorities in supporting LLL

Since 2005, the Ministry of Education, Science and Culture (mennta- og menningarmálaráðuneyti), on behalf of the government, has lead intensive work towards the formation and implementation of a comprehensive national lifelong learning strategy. This resulted in 3 Acts on pre-primary, compulsory and upper secondary education, which were passed by the Parliament in 2008. The main emphasis was on "co-operation and continuity between school levels, improved governance, increased decentralisation and autonomy, quality assurance and evaluation and the enhancement and improvement of vocational education and training as well as flexibility and second chance for those who drop out… [T]he main emphasis [is]on flexibility and to make it easier to combine academic and vocational education so that those who choose vocational lines will have easier access to Higher Education Institutions should they choose to do so. (Source: Joint Report Education and Training 2010 National Report Iceland, http://ec.europa.eu/education/policies/2010/natreport07/ice_en.pdf).

The Act on continuous education and training was passed by the Parliament in the spring of 2010 (available in Icelandic at http://www.stjornartidindi.is/DocumentActions.aspx?ActionType=Open&documentID=48a5fa07-5935-4e2f-8cdc-359e4dbee78d). Its main emphasis was on easing the access to education and training for those with limited education, although it was stressed that everyone should have the right to further training.

In the Upper Secondary School Act (nr. 92/12008, available in English at http://www.nymenntastefna.is/media/frettir//Upper_secondary_school_Act.pdf) puts VET completely on par with general education. Students graduating with a VET degree will have the same rights to university education as students from general programmes. Each university faculty defines exactly its access requirements, which may e.g. be a certain level of knowledge in certain subjects (e.g. mathematics, physics and languages). It will also be possible for schools to develop new degrees, combining VET and general education. For each new study programme the schools must have an authorisation from the Ministry of Education, Science and Culture.

The (almost constant) policy debate on VET is centred on trying to find ways to increase young people's interest in VET rather than just see general education as an only alternative. In 2011 a specific parliamentary committee was appointed in the early spring of 2011 to "steer the creation of a plan of operation with the threefold purpose of combating long-term unemployment among young people, strengthening vocational- and technical education and training in the society and meeting the demands of the growing industries on the labour market for educated staff" (Parliamentary Resolution 449/2011 – available in Icelandic at http://www.althingi.is/altext/139/s/0736.html). In the reasoning for this resolution it is stated that it is a reason for worry how big the percentage of young unemployed people are without formal education and training and that the best way to ensure that they become permanently employed is to educate them further. According to the resolution, new educational opportunities will be created with special emphasis on vocational and technical education and young people will be specifically informed about the value of undertaking such education.

The committee was supposed to deliver its final proposals at the beginning of July 2011 but has still not done so.

2.2 Implementation of European tools and principles

Implementation of a National Qualifications Framework (NQF)

In tertiary education, a national qualification framework, based on learning outcomes, has already been implemented (available in English and Icelandic at http://stjornartidindi.is/DocumentActions.aspx?ActionType=Open&documentID=afd35930-4c5a-4de4-bd7e-2134da404446).

The Upper Secondary School Act 92/2008 (available in English at http://www.nymenntastefna.is/media/frettir//Upper_secondary_school_Act.pdf) stipulates that such framework would be adopted at upper secondary level and the officials of the Ministry of Education, Science and Culture were at the time of writing this input preparing it. In March 2011 a draft NQF was presented at a conference held by the ReferNet in Iceland in cooperation with Euroguidance and various training providers which mainly aim for adult learners. The slides (in Icelandic) are available at http://leonardo.is/doc/798. The main difference between the Icelandic NQF according to this draft and the EQF is that the former is only 7 levels instead of the EQF's 8. The lowest Icelandic level basically covers the two lowest EQF levels.

A completed NQF is supposed to be in place before the end of the year.

Unit-based credit system in VET

As in all education and training at compulsory and upper secondary level, IVET credits are unit based, calculated on time spent on each training course. The Upper Secondary School Act from 2008 stipulates that each full school year gives 60 credits in the same way as a full university education gives 60 ECTS a year. At present, most upper secondary school education gives 35 credits but the system will be gradually changed until all schools have adopted the new calculation methods, before 2015.

In line with the emphasis on output based training and in line with the NQF, officials at the Ministry of Education, Science and Culture are currently working on transforming the time based units into skills bases units. Each pathway will be divided up unto smaller units giving a varied number of credits and it will be defined in each of them what skills and competences the student needs to gain before getting these credits.

In CVET credits are rarely used. The training on offer is on e.g. new technology, working methods, new material or the improvement of general skills (e.g. ICT). Two main training centres, owned and operated by social partners in the relevant fields, offer courses which the same social partners have stated that the staff in their respective profession needs. Each course does not give a certain number of credits but rather certifies that the students have gained the skills the course set out to teach. The demand for upgrading skills is great and many skilled professionals have used the recent years of less work to improve their knowledge.

Quality assurance

The Upper Secondary School Act 92/2008 makes new provisions for both internal and external evaluations of school programmes. One of the main aspects to be internally evaluated is quality. Thus, article 41 states that "Each upper secondary school systematically evaluates the achievements and quality of school activities".

According to the Act on Continuous Education and Training, the Minister of Education, Science and Culture has to validate all curricula for this type of training. This validation means that certain quality standards have been met (Source: Act on Continuous Education and Training, 27/2010, available in Icelandic at http://www.stjornartidindi.is/DocumentActions.aspx?ActionType=Open&documentID=48a5fa07-5935-4e2f-8cdc-359e4dbee78d.)

Implementation and use Europass

All the five Europass documents are in use in Iceland. The CV has especially been popular and its use has grown year by year as can be seen in the following table:

EUROPASS CVS COMPLETED ONLINE BY CITIZENS RESIDING IN ICELAND	
Year	ECVs
2007	100
2008	1 471
2009	2 095
2010	2 514
Source: Cedefop, http://europass.cedefop.europa.eu/Statistics/4._Annual_activity_by_country_and_language/2011/Europass_Statistic_Reports_Year_Locale_2011_is_IS.PDF	

The language passport has not been nearly as popular and even though the utilisation of the Mobility pass has grown a lot, its utilisation is more or less confined to the group which receives a grant from Leonardo da Vinci. The utilisation of the Diploma supplement is more or less stable as every university graduate receives it with his/her university certificate. Statistics is not available for the Certificate supplement because they only exist as on-line documents which anybody can print on demand. The VET schools do not hand them out with their graduation certificates.

2.3 Internationalisation and transnational mobility in VET

It is difficult to analyse to which degree internationalisation is and has been a part of VET. There are however several factors which can be contemplated:

- the basic idea that skilled worker needed special training came from abroad. Iceland was a Danish colony until 1918 and all ideas on education and training came from there. Until the country's independence, it was not uncommon for Icelanders to travel to Denmark in order to study. In VET, the old system of master teaching students his or her trade was practiced in both countries;
- around its independence, Icelanders started building up their own system of education and training. Through Denmark, the German idea of a dual system of school and workplace training was adopted and is still the most used form of VET;
- foreign languages are still an integrated part of VET and Danish (or another Nordic language) and English are obligatory. Many books which are used in the schools are in foreign languages and students are expected to be able to use foreign manuals which explain machines etc. of their trades;
- almost all technological novelties come from abroad and Icelanders are always at the forefront in adapting new technology and material and students must be trained to use these. Skilled tradesmen/women need constant retraining.

Mobility as a part of VET is not very common. Several reasons can be detected for this:

- it is expensive to travel to another country and live there for a while;
- it is difficult to find studies which are an exact match to the Icelandic pathway, thus allowing a direct transfer of credits;
- training abroad can delay graduation as students will while they are away miss tuition on some subjects taught in Iceland.

For these reasons, the most common form of VET taken abroad is workplace training which shortens the time taken at an Icelandic workplace. Participation in transnational support programme also assists students with covering some of the costs. For VET students, two such programmes are available; Leonardo da Vinci and Grants from the Nordic Counsel of Ministers (see below). Nordplus grants are available for groups (teachers and students) to go on exchange visits of 1-3 weeks, but in recent years, no applications have been submitted for such stays for VET students and their teachers.

2.3.1. Policy framework for internationalization and transnational mobility in VET

Policy priorities and related strategies to promote internationalization and transnational mobility

No such policy exists.

Strategic countries for international cooperation in VET

Iceland has for many years participated in Nordic (Danish, Swedish, Norwegian and Finnish) cooperation on education and training. The countries try to learn from each other and constantly debate new initiatives and experiences.

Existing and/or planned measures addressing legal and administrative obstacles that prevent transnational mobility in VET

No such measures exist.

2.3.2. Transnational mobility programmes and schemes in VET

The Leonardo da Vinci programme has been very popular in Iceland. There was however a drastic drop in the interest of students and teaching professionals in 2006 and 2007 (contractual year 2006), due to the economic boom Iceland went through at the time. Since then, interest has been growing again.

Nordplus is a programme which covers the Nordic (Norway, Sweden, Finland, Denmark, Iceland, Greenland, the Faroe Islands and Aaland) and Baltic countries (Estonia, Latvia and Lithuania). Schools (including VET schools) can apply for funding for a group of students, accompanied by a teacher, to study in another country for 1-3 weeks (source: Nordplus http://www.nordplusonline.org/).

2.3.3. Arrangements to secure work placements for transnational mobility in VET

No official arrangements exist to secure work placements for transnational mobility. Each school which wishes to send its students abroad for workplace training must find such workplaces and make the necessary arrangement. The staff of the LLP in Iceland (especially the Leonardo da Vinci programme) assists with this work by e.g. offering regular contact seminars where the schools may find future cooperation partners.

Table 2.3.2. - Overview of VET transnational mobility programmes and schemes

Title of program/scheme and geographical coverage	Managing authority	Sources of funding ([1]) and corresponding level of funding for the programming period	Start – end date (programming period)	Target groups ([2])	Average duration of mobility per target group (in months)	Number of participants ([3])	Implementation mechanisms ([4])	Practices to recognize the KSC acquired abroad	Sources of information (including evaluation reports)
EU programs									
1. Leonardo da Vinci	Research Liaison of the University of Iceland	EU programme and self-funding (from students)	June 1 2009-May 31 2011	VET students, professionals and people on the labour market	IVET Students*3 weeks Apprentices** N/A VET Professionals*** 1 week Others (please specify) People on the labour market 14 weeks	IVET Students*84 Apprentices** N/A VET Professionals*** 65 Others (please specify) People on the labour market 65	Standard procedures for Leonardo da Vinci	Europass mobility	Leonardo da Vinci project manager
2.									
Multi-country programs (between several countries, including your country)									
1.Grants from the Nordic Council of Ministers	International Office of the University of Iceland	Nordic council of ministers and self-funding (from students)	Jan 1 2009 -Dec 31 2010	Apprentices	IVET Students*..... Apprentices 11 weeks VET Professionals 1 week Others (please specify).....	IVET Students*..... Apprentices 6 VET Professionals 18 Others (please specify).....	Similar to the Leonardo da Vinci procedures.	Europass mobility	Iðan education centre
2.									

([1]) EU programmes, EU Structural Funds (e.g. ESF), National budget, Employer contribution, Individuals' funds/savings, etc.
([2]) E.g. students, apprentices, VET professionals, etc.
([3]) The number of students who have spent a period abroad in one single year (please specify year). In case statistics are collected differently, please specify.
([4]) Please briefly present the application procedure & the eligibility requirements for the applicants. In case of EU programs, please indicate if standard procedure is applied. In case of exceptions, please briefly describe.

Bi-lateral programs (between your country and another country)									
1.					IVET Students*..... Apprentices**..... VET Professionals***... Others (please specify).....	IVET Students*..... Apprentices**..... VET Professionals***... Others (please specify).....			
2.									
National programs/schemes (not targeted at specific countries of destination)									
1.					IVET Students*..... Apprentices**..... VET Professionals***... Others (please specify).....	IVET Students*..... Apprentices**..... VET Professionals***... Others (please specify).....			
2.									
Regional programs/schemes (between administrative regions in your country and foreign regions and/or countries)									
1.					IVET Students*..... Apprentices**..... VET Professionals***... Others (please specify).....	IVET Students*..... Apprentices**..... VET Professionals***... Others (please specify).....			

* IVET students in school-based programs; ** IVET students in apprenticeship *** Teachers, and trainers

Theme 3: VET to support recovery from the crisis

3.1 Overview

The global financial crisis has had dire consequences in Iceland. In a country where unemployment has been almost non-existent since the 1960, in May 2011 registered unemployment was in average 7.4% or around 12.533 people (Source: Directorate of Labour). Many of these people use the time of unemployment to add to their education and training as is further discussed below.

The sectors most affected are:

- the banking sector where a lot of people have lost their jobs and, especially managers, have seen a huge pay cut;
- the building sector, which has almost come to a standstill with the consequent loss of jobs;
- service in general (e.g. retail and public service).

In 2011, the public sector has been laying of people due to drastic cuts in public spending. However, many of these had untaken leave etc. so all the group has not yet been registered as unemployed.

The highest unemployment rate in Iceland is among four specific groups:

- 12.1% among people living in the Reykjanes peninsula (Source: Directorate of Labour);
- 9.4% of people aged between 25 and 29 years (Source: ibid for unemployment (number) according to age and Statistics Iceland for size of age group);
- 52% of all those registered as unemployed had only compulsory education (Source: Directorate of Labour)
- people with foreign citizenship were 8.2% of registered unemployed people. (Source: ibid for unemployment (number) according to citizenship and Statistics Iceland for size of the group of immigrants).

There has been a slight change in the percentage of the unemployed between groups from 2010. Thus, the percentage of the age group under 24 years of age has fallen while it has risen in the next age group above, those aged 25-29. This is most likely due to the measures taken to assist the youngest group getting some sort of employment or studying. Unemployment among immigrants has also fallen, probably due to the many people who have left Iceland and maybe because of increased competence in speaking Icelandic.

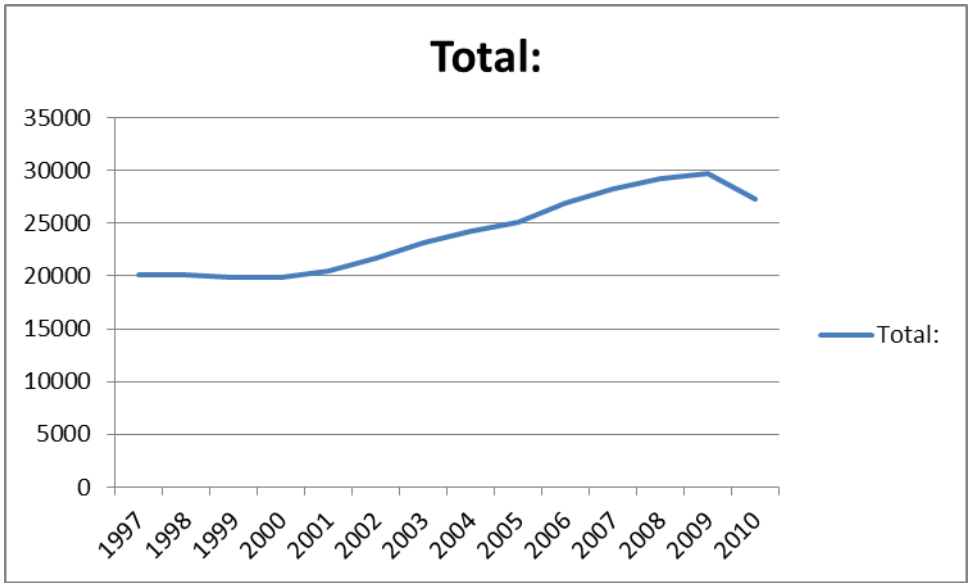
3.2 Effects of the crisis on VET and corresponding measures

Please present the major trends registered after the crisis in terms of demand and the response measures in terms of supply at different governance levels.

3.2.1 Trends in learners' behaviour

The number of enrolled students in upper secondary education and training rose to a peak in 2009 but fell again in 2010 as can be seen in the following graph:

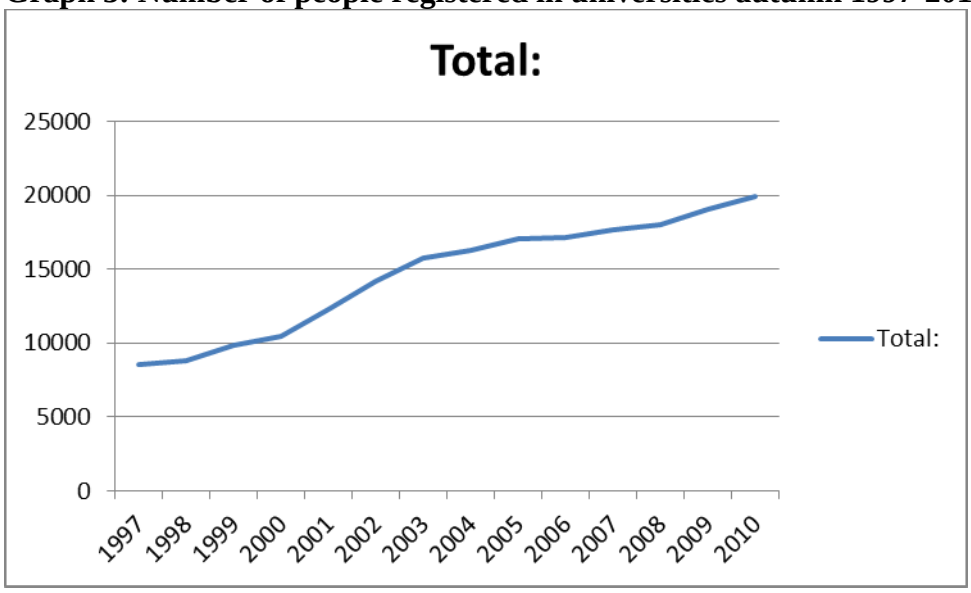
Graph 2: Number of people registered in upper secondary schools autumn 1997-2010:



The main reason for the drop in enrolment in 2010 is that the state reduced the funding towards the schools, especially for distance learning and evening classes which the schools then decreased.

At university level, the enrolment figures continued to rise in 2010 as can be seen on the following graph:

Graph 3: Number of people registered in universities autumn 1997-2010:



There has been an insignificant shift between VET and general education. There is however a shift between pathways in VET, mainly due to difficulties with getting apprenticeship places, especially in the building sector. According to the Annual Report of Iðan fræðslusetur, apprenticeship contracts have fallen drastically since 2998, when they were most numerous or 687. In 2009 they were 507 and in 2010 only 485. Especially in the building sector the fall has been drastic, thus the number of apprenticeship contracts for house-builders fell from 169 in 2008 to 95 in 2009 and only 77 in 2010. The food industry seems at the same time to be increasing its intake of students, this the number of apprentices-waiters rose from 13in 2008 to 24 in 2010 (Source: Iðan: Annual Report 2010).

Also at training centres offering CVET, the Lifelong Learning Centres and at all private training providers the author of this report has been in contact with, the number of students has grown by double digit percentages. To take an example of the growth of the demand for CVET, Iðan fræðslusetur, the biggest such provider, reports that in 2009 the number of its students increased by 12% from 2008 and again by 10.2% from 2009 to 2010 (Source: Iðan: Annual Report 2010). In the report it is also pointed out that the interest by companies of in-service training has grown considerably.

The demand for counselling services has multiplied both in schools, at the Lifelong Learning Centres and in Unemployment Services. Most of these providers have hired more counsellors but even so, they have been swamped with request for assistance.

3.2.2. Trends in enterprises' behaviour

No scientific survey has been carried out on what has happened in all companies in Iceland but the following can be seen:

- applications by individuals for funding from the Social partners' training fund (see further on these funds in chapter 4) Starfsafl (for unemployed people) grew by 48% in number and 77% by amount from 2008 to 2009. In 2010 the demand fell by 8% but the year's demand was still one highest in the history of the fund. Especially the demand for formal education has grown, in 2009 it was around 20% of all grants but in 2010 it had risen to 28%;
- applications from companies to train their employees grew by 15% in 2009 and another 4% in 2010. It thus seems that companies either are more willing to train their employees than previously or that they are not as capable of doing it solely with their own funding. Starfsafl however points out in its annual report that the applications from companies to teach their staff Icelandic has fallen, which may be due to the fall in immigrant employment and/or that more immigrants already master the language to a sufficient degree;
- even though unemployed people are around 10% of the applicants, the main reasons for applying for funds seem to be more time to study (working overtime has almost completely disappeared) and the constant debate on the need for further training;
- the possibility for companies to "borrow" an educational manager from three of the social partners' training funds has led both to increased interest in training from the employees and increasing willingness to arrange such training from the companies. The companies are offered to borrow a human-resource consultant for a couple of weeks to assess the training needs of the staff, in a close cooperation both with the managers and the staff itself. In September 2011 around 30 companies which employ around 3 000 people had utilised this service. Even though there is no official commitment to follow up on the advice of these consultants, the focus on the training needs, the involvement of both staff and managers and the increased understanding of the possibilities of subsidies training have led to increased training in all the companies which have so far participated. (Sources: Starfsafl: Annual reports 2009 and 2010, interview with Sveinn Aðalsteinsson, Director of Starfsafl and http://starfsafl.is/fraedslustjori_ad_lani/).

The shift in apprenticeship places in companies was mentioned above.

3.2.3. Measures taken to address the negative effects or as a result of the crisis (by public authorities at national, regional, local and by social partners)

Measures taken by public authorities

The government has called on all institutions offering education and training to greatly increase their intake of students, so that they may use time of unemployment to increase their competences for the future. Contributions to Lánasjóður íslenskra námsmanna (Icelandic Students' Loan Fund) were increased in 2009 and the amount of 600 million IKR (approximately € 3.5 million) was allocated specifically to those who wish to study throughout the summer. However, it turned out that far fewer students wished to do this than anticipated and in its annual report for 2009-2010, the Fund expects a drop in the number of students wishing to borrow money (source: Lánasjóður íslenskra námsmanna: Ársskýrsla 2009-2010 http://lin.is/dms/Utgefid-efni/-rssk-rsla-2009-2010/%C3%81rssk%C3%BDrsla%202009-2010.pdf). The Fund's board decides annually how much students need to borrow in order to be able to live solely on the loans. In two years, this basic level has increased by 32% (Source: Ministry of Education, Science and Culture: http://www.menntamalaraduneyti.is/frettir/Frettatilkynningar/nr/5990), even though this is still considerably lower than unemployment benefits.

The Ministries of Education, Science and Culture and Social Affairs and Social Services joined their forces in the beginning of 2010 to increase the support of unemployed people, especially the group aged 16-24. The support was offered through the Lifelong Learning Centres and the unemployment offices of the Directorate of Labour and several schools participated by offering various courses. The main objective of the initiative was to increase the groups' participation in both education and training and in some sort of work (source: http://www.felagsmalaraduneyti.is/frettir/frettatilkynningar/nr/4720).

In February 2010, the Social Science Institute of the University of Iceland carried out a survey among young people and counsellors working on the initiative on their opinions of the initiative. All young people (18-24) who were registered as unemployed and were either of Icelandic or Polish decent received a questionnaire (the latter group in Polish) to which 76% of the Icelandic group and 63% of the Polish group responded. Overall, the young people were very happy with what they had been offered and their satisfaction grew the longer into the programme they were. Most satisfaction was expressed with courses which gave points which could be used directly to get into further education or gave formal job rights and there was a great desire for more such offers. Satisfaction with general skills, e.g. making a good CV and writing job applications was also great (source: Social Science Institute of the University of Iceland).

At the end of 2010, 40% of the young people who had been registered as unemployed during the year been removed from the list because of jobs, studies or without explanations (source: Vinnumálastofnun).

Another initiative called Þekking og reynsla – ÞOR (Knowledge and Experience – SPUNK) was started in August 2010 for people aged 30 years or more and were registered as unemployed. Several courses were offered, both general and job specific. As this initiative is so resent, no statistics on its success is yet available.

The Ministry of Education, Science and Culture is cooperating with social partners in efforts to solve the problem of increasing difficulties in finding work placed training. VET schools have been called upon to take in more students and they have received an increasing number of applications from students who were already on work-place training but lost their places. In the summer of 2011, it was decided to grant additional funding to upper secondary schools so that they could open their doors to everyone under the age of 25 (before then the age limit was 18). Bridging courses for people who lacked only a few credits to be able to enter universities were strengthened and schools were encouraged to validate informal learning so that students' study time may be reduced.
At the same time, it was decided that it will be possible to study and receive unemployment benefits at the same time. Finally, adult education was strengthened by allocating resources to adult training institutions.

Finally, the government called on private companies to give people increased changes of trial jobs, workplace training and by innovation in the companies.

Measures taken by social partners (employers and trade unions)

As mentioned above, there has been a great increase in applications for training support both from individuals and companies from the social partners' training funds. These funds have the main objective of supporting employees towards further training which may benefit them in their present job or help them get a better position. The individual or courses that have been supported are therefore more of an informal nature than giving credit that can be used within the formal school system.

Measures promoted or managed by VET providers

All VET schools have increased their intake of students to the limit. There is however the bottleneck of apprenticeship places in some sectors discussed above and students have therefore tried, as far as possible, to finish all the subjects they can complete at school and leave only the work-place training. This, and decreased drop-out, means that VET schools experience a period of unusually full classes and regular attendance by all students.

In many vocational sectors, it has been possible in the last few years to go through raunfærnimat (real competence assessment) which may shorten the route to the journeyman's exam. Iðan fræðslusetur (the Vocational Education and Training Centre), which is a training centre operated by social partners, has offered various assistance in this, in cooperation with the Ministry of Education, Science and Culture. Both Iðan and other training institutions have also offered a variety of re-training courses for vocational professionals.

Measures financed by ESF

Iceland does not receive any funding from the ESF.

Theme 4: Historical background, Legislative and Institutional framework

4.1 Historical Background

Please outline the historical development of VET in your country and how it took its current form and its situation in the context of the educational system (main stages of development since the creation of the first VET schools/programs).

The vocational education system grew from different roots and independently from the general education system. Several attempts have been made to merge the two, but they have only been partly successful.

Before the last quarter of the nineteenth century, the only possibility of vocational training initial training abroad (mainly in Denmark) and later through an Icelandic apprenticeship system, where the apprentice depended on his/her master for food and lodging.

The first vocational school was established in 1869. In the beginning, industrial vocational schools were only evening schools which the trainees attended alongside workplace training they received from a master craftsman. The first legislation was adopted in 1893, stipulating that formal tuition at a vocational school was the prerequisite for taking the journeyman's exam. Schools were gradually established all over Iceland and by World War II some 50-100 apprentices graduated each year.
In 1966 the option of a 1-2 year basic studies at school, including both the theoretical and the practical part, was introduced. However, it proved difficult for students to get the necessary apprenticeship contracts to complete their studies and in some cases the schools therefore started offering supplementary courses.

In the 1970s the comprehensive schools emerged. These were based on a modular system (each unit giving a credit) offering a core of general subjects to all students. Additionally each student would choose a path leading either to a general or vocational certificate. The latter requires hands-on training, usually outside the school. It is also possible to graduate with both types of certificates. This type of school is particularly convenient for the smaller villages, where it has become common that former vocational and grammar schools merge.

Since the 1970s, some 15-20% of young people (here very loosely defined as many graduates may be in their 30s or even older) have annually received vocational qualifications. General education, especially university education, has always held a much higher status, even though salaries within the VET sector have been considerably higher. Several attempts have been made, both by social partners and the state to change this, but so far, not successful. Trends also indicate that vocational education is more popular outside the capital area than within.

However, it must also be mentioned that an unorganized offer of new training possibility has gradually emerged. Many courses on offer (often within the private sector) do not give a formal qualification, even though they do increase students' likelihood of getting better paid jobs. Thus, it may appear that while the regulated sector is shrinking, the unregulated is growing.

4.2 Legislative framework for IVET

The main law which sets the framework for IVET policy is the Upper Secondary School Act (lög um framhaldsskóla – number 92/2008) gives the right of any pupil who has completed compulsory or equivalent education or is 16 years of age to enter upper secondary school (which includes IVET), where they have the rights to study for at least two years (source Upper Secondary School Act 92/2008 article 32.

In article 25 it is stipulated that Occupational Councils for different professions make curricula suggestions to the Ministry of Education, Science and Culture (mennta- og menningarmálaráðuneyti) for each profession. (article 2) (Source: http://eng.menntamalaraduneyti.is/Acts).

Other Act stipulate the training in different sectors, the most important for VET being the e.g. the Industrial Act (Iðnaðarlög – number 42/1978) where it is stipulated that a master of a trade is responsible for each company within certified trades and needs to have a licence as such in order to be allowed to train apprentices (Source: http://www.althingi.is/lagas/139a/1978042.html).

4.3 Institutional framework for IVET and organigram

Please also describe the mechanisms/arrangements (e.g. working groups, multi-ministerial agencies, etc) allowing cooperation between institutions involved at the two levels above, **including an organigram**.

The state is in charge of all upper secondary and tertiary education (giving specific framework to private institutions). Different ministries roles can be seen in the table below:

Table 1 – Roles and responsibilities of different partners in education and training

Ministry	Responsibilities
Ministry of Education, Science and Culture (mennta- og menningarmála-ráðuneyti)	Bears the overall responsibility for both decision making and implementation for all lower secondary, almost all upper secondary education and training, including apprenticeship training, post-secondary education and tertiary education. This means that the Ministry is in charge of drafting and billing different acts on education and training, it coordinates the input of all other relevant actors and that it is responsible for passing the necessary regulations, etc. for the acts to be relevant. The Ministry furthermore bears the responsibility of overseeing quality in education and training and is in charge of distributing funds to the schools and training centres.
Ministry of Welfare (velferðarráðuneyti)	Bears the formal (legal) responsibility for training in the labour market according to *lög um starfsmenntun í atvinnulífinu* – the Act on Training in the Labour Market number 19/1992. In real terms this means mainly education and training of the unemployed, where Vinnumálastofnun (The Directorate of Labour) and the local employment offices are responsible for implementing training offers or guiding their clients to such offers which other training bodies may initiate.
The Ministry of the Interior (innanríkisráðuneyti)	Is responsible for decision making and implementations of training of the police force, pilots and other professionals on the transport sector.
Ministry of Fisheries and Agriculture (sjávarútvegs- og landbúnaðarráðuneyti)	Is responsible for the policy and implementation of training of people in the fishing industry

Regional and local authorities play no role in IVET as they (municipalities) are responsible for compulsory education only and at that level, no IVET is on offer.

The Occupational Councils (starfsgreinaráð) are the strongest link from the Ministry of Education, Culture and Science to the industry. Article 24 of the Upper Secondary School Act stipulates that: The Minister of Education, Science and Culture shall appoint, for four years at a time, Occupational Councils for occupational groups or individual occupations. Each Occupational Council shall be comprised of five to nine representatives out of which two to four shall be nominated by federations of employers, two to four by federations of employees from the relevant occupations and one representative jointly nominated by the Association of Icelandic Upper Secondary Schools and the Icelandic Teachers' Union. Alternates shall be appointed in the same way.

The Occupational Councils shall elect a chair and a vice-chair from among the representatives for a two year term. The nominating parties shall bear the cost of participation by their representatives in the Occupational Council. The Ministry of Education, Science and Culture shall bear the cost of specialist assistance in compiling curriculum guides.

Article 27 states that: "The role of the Occupational Committee shall be to advise the Minister of Education, Science and Culture regarding policy making and implementation of vocational education, to serve as platform for collaboration and coordination for the Occupational Councils, and to provide opinion of categorisation and division of occupations between Occupational Councils".

Employers also bear the responsibility of giving their apprentices a complete hands-on experience (placements) in their respective fields.

Non-governmental organisations play no role in IVET.

Schools and other educational institutions (including workplaces which train apprentices) bear the final responsibility of implementing the official policy of education and training.

4.4 Legislative framework for CVET

As all education and training in Iceland, continuous vocational education is open to all and therefore special provisions for people over a certain age are not necessary.

The Adult Education Act was passed by parliament in the spring of 2010 (available in English at http://eng.menntamalaraduneyti.is/media/MRN-PDF-Althjodlegt/Adult-Education-Act.pdf). According to the second article of the Act, its main objectives are:

- to provide increased opportunities for active participation in society to individuals with short formal education,
- to provide suitable education and training opportunities to individuals on the labour market, who have short formal education, and enable them to recommence their studies,
- to provide individuals with a way to increase their vocational skills and enhance their responsibilities in that respect
- to create the necessary scope and solutions to meet the demands of industry for increased knowledge and competences of employees,
- to provide adult education to individuals with reduced educational and professional opportunities, taking into account their competences and unequal situation,

- to support the recognition of the value of education and training that is acquired outside of the formal education system and
- to increase the general educational level and strengthen the Icelandic education system.

Each regulated profession has its own demands for continuous education, where market demands and the need of upgrading lead the way rather than a formal set of rules.

In several labour market agreements between labour unions and employers signed since 2000, it has been decided that each employer on the labour market is obliged to pay 0.05% of his/her salaries towards an education and training fund and all employers must pay 0.15% of the same amount. The state contributes to these funds through the Unemployment Security Fund (Atvinnuleysistryggingarsjóður).

Several such funds exist, classified according to occupations and/or skills. Employees can apply for training funds according to certain rules and employers can also apply for funds to give specific courses at the work-place. These funds have not only given a colossal boost towards continuous training but also made it an accepted fact that people resume their education and training at any age.

Table 2: Overview of social partners' training funds:

Name	For whom	Established in year	Web address
Landsmennt	Unskilled workers outside the capital area	2000	http://landsmennt.is
Starfsafl	Unskilled workers in the capital area	2000	www.starfsafl.is
Starfsmenntasjóður verslunar- og skrifstofufólks	Office and shop employees	2000	www.starfsmennt.is
Starfsmennt fræðslusetur	State employees in the capital area	2001	http://smennt.is/
Sjómennt	Seamen	2002	www.sjomennt.is
Ríkismennt SGS	State employees outside the capital area	2005	www.rikismennt.is
Sveitamennt SGS and LN	Municipalities' employees outside the capital area	2007	www.sveitamennt.is

4.5 Institutional framework for CVET and organigram

Please also describe the mechanisms/arrangements (e.g. working groups, multi-ministerial agencies, etc) allowing cooperation between the institutions involved at the two levels above **including an organigram**.

Some of the EU's policies, especially the lifelong learning policy have however influenced the interest in CVET and influences the work on the Adult Education Act from 2010.

The Ministry of Education, Science and Culture was involved in what is called “open method of coordination”, where hundreds of relevant partners were called in for debating how a lifelong learning strategy, in similar lines with the one adopted by the EU, could be put in place. The final finding of this method was presented at a conference in February 2009 and will form part of future educational policies. The report is available at http://bella.mrn.stjr.is/utgafur/ET_2010_Iceland_english_translation.pdf.

TABLE 3 - MAIN RESPONSIBLE BODIES IN CVET:	
The Ministry of Education, Science and Culture (http://www.menntamalaraduneyti.is)	In charge of policy development in CVET and of the curricula for officially recognized continuous education and training
The Occupational Council (http://www.starfsmenntarad.is), into which social partners also nominate representatives	Award grants for vocational training and act in an advisory capacity to the authorities on policy and methods in the field of vocational training
The Ministry of Welfare (velferðarráðuneyti - http://www.velferdarraduneyti.is/)	Officially in charge of education and training on the labour market but in real terms only for the unemployed.
The Directorate of Labour (http://www.vinnumalastofnun.is/)	In charge of unemployment registration and public employment offices
Fræðslumiðstöð atvinnulífsins (Education and Training Service Centre)	Responsible for the daily operation of the Vocational Training Fund, to which training institutions can apply for funding.
Social partners	Responsible for planning and implementation courses for their clients. Ideas for relevant courses can be suggested both by employers and employees and the final decision is reached by consensus within the occupational counsels.
Training providers	Responsible for carrying out the courses decided upon by their owners

The Ministry of Education, Science and Culture coordinates the work of all public actors in education and training and makes sure that there is no overlapping in the work of different partners,

Municipalities may assist indirectly with CVET when they offer subsidised housing for courses.

Various interest groups often offer e.g. lectures and seminar in their fields. Many social partners have established formal training centres for different fields. Iðan fræðslusetur is the biggest of those, offering CVET for the building, transport, food, metal and IT sectors.

NGO´s offer courses in e.g. handicraft and leisure courses.

Theme 5: Initial vocational education and training

5.1 Background to the initial vocational education and training system and diagram of the education and training system

Education in Iceland has traditionally been organised within the public sector, and there are very few private education institutions. For each student in private institutions, the Ministry of Finance pays the same amount as to public institutions. Municipalities are responsible for compulsory education and the state post compulsory education. They also monitor that educational laws and regulations are followed.

Compulsory education

Compulsory education extends to primary and lower secondary levels and includes in principle children from the ages of six to sixteen. It is divided into ten grades.

Compulsory education provides school leavers with no formal qualifications, but they may enter the labour market after completion, usually for occupations requiring no specific qualifications such as working in shops and fast food places, factories, assisting in gardening and with caretaking of children and the elderly through the social services. There used to be a substantial market for such unskilled labour but after the economic collapse in 2008, young unskilled people find it increasable difficult to find such jobs. Most school leavers (around 95% of each cohort) enter upper-secondary schools straight after the completion of compulsory education. This percentage has increased since the beginning of the financial crisis and was up to 97.5% in the spring of 2010 (Source: Hagstofa Íslands).

Upper secondary education and training

Upper secondary schools can be divided into two main types; those who offer some sort of vocational education and training and those who do not (grammar schools).

IVET usually begins at upper secondary level, even though there are a few courses that, for statistical reasons, are classified as lower secondary education (e.g. the licence to drive trucks or other heavy machinery). The most common IVET form is apprenticeship where $1/4^{th}$ to $1/3^{rd}$ is of total study time is spent at a work-place.

Despite numerous efforts by both the government and social partners, VET is not as popular as general education as can be seen in table 1 below and it is not uncommon that students start first in general education and then move to VET. Drop out from VET is not more common than from general education. Since the 1970s it has been made easier to change paths or to graduate with double qualifications.

TABLE 1: STUDENTS IN GENERAL PATHWAYS AND IN VET 2010		
	Number of students	%
Total	26 080	100
General studies ISCED 3AG	13 360	51,23
General studies ISCED 3CG	3 198	12,26
Pre-vocational training ISCED 3BP	165	0,63
Pre-vocational training ISCED 3CP	358	1,37
Vocational training ISCED 3AV	45	0,17
Vocational training ISCED 3CV	7 964	30,54
Vocational training ISCED 4CV	990	3,80

The main providers of VET are schools which offer a combination of general and vocational education and training, where students can graduate with a general degree, a vocational degree or both. Graduates with general education (Matriculation exam) can enter universities but do not have direct rights to certain jobs.

Those who graduate with vocational education and training can be divided into two groups: those with legally recognised certified qualifications and those who have not. In the former case, graduation is a pre-requisite to getting a job as a skilled journeyman. In the latter, anyone can take up the trade in question, although those who graduate from these studies have priorities over those who do not. In reality, it is rare for an unqualified person to get such a job. In order to enter universities, vocational students must add on to their general education. Where the schools do not offer the possibility of taking the Matriculation exam, students can add the necessary credits in other schools.

Curriculum development in IVET is under the responsibility of the Ministry of Education, Science and Culture, which publishes new curricula for each certified trade on a regular basis. The curricula are developed by input from the Occupational Councils (appointed by the state, social partners and VET schools), which are obliged to keep a close eye on the need for changes and further development in their respective fields. For non-certified trades, each learning institution can develop its own curricula but the Ministry of Education, Science and Culture must officially approve of the curricula. By looking at the big variety of courses and diploma available in ICT, it is obvious that there is great liberty in the field and in the end it is the number of customers which determines which curricula lives and dies.

In certified trades, the curricula are aimed at providing students with the necessary skills for their trades. Due to the small size of the labour market, most trades are based on a broad level of competences so that graduates have a wider possibility of employment. The journeyman's exam at the end of the studies validates whether this is indeed the case. Thus, the studies can rather be termed output based than input based, even though studies are defined in the hours it takes to complete them.

In non-certified trades the main emphasis is on shorter courses aimed at giving students some work-related skills (even though full four year study programmes exist in e.g. multimedia, which is not certified). Again, the studies are more output then input based.

Teaching methods vary but can be roughly divided into the following categories:

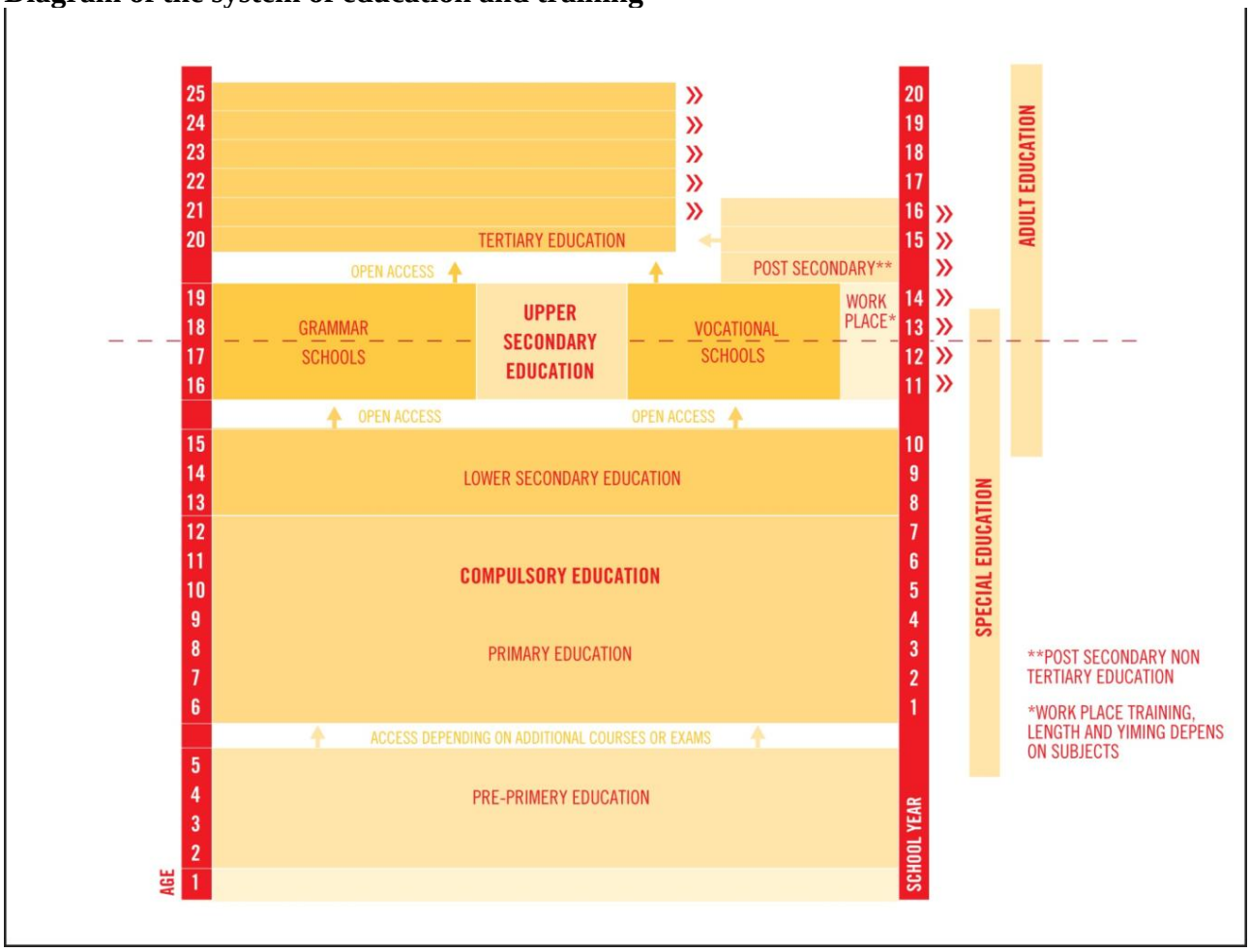
- regular classes in a normal classroom (e.g. languages, social studies, mathematics and theories about the trade in question);
- classes at workshops in the school (teaching the basic skills of the trade);
- work-place training (which are an integrated part of all apprenticeship training, where students work for several months under supervision from a master of trade).

Similarly, teaching material varies from books to tools of the trade and relevant material.

All VET schools have shown great initiative in education their teachers in innovative pedagogies and adopting new methods, material and disciplines from abroad. The Leonardo da Vinci programme has given huge support to this and has e.g. recently signed a big contract with the largest VET school in the country to this effect.

The Upper Secondary School Act 92/2008 makes new provisions for both internal and external evaluations of school programmes. One of the main aspects to be internally evaluated is quality. Thus, article 41 states that “Each upper secondary school systematically evaluates the achievements and quality of school activities ... with active participation from school personnel, pupils and parents as relevant”.

Diagram of the system of education and training



5.2 IVET at lower secondary level

Several courses that can be classified as lower secondary education are on offer. They all fall outside the official system of education and training and complete information on these does not exist and statistics has not been gathered. These courses could also be classified as continuous education and training. The following are some examples:

	TABLE 2 – EXAMPLES OF COURSES OFFERED AT LOWER SECONDARY LEVEL						
Type of educational programme	Admission requirements	Main economic sectors	Corresponding ISCED level and orientation	Balance between general and vocational subjects	Balance between school-based and work-based training	Average duration of studies	Transfer to other pathways
Licences to drive heavy vehicles and operate heavy machinery. The qualification obtainable are the necessary prerequisite for handling the vehicles in question	Students must be at least 21 years old and have a regular drivers' licence	Transport	II	Depending on the licence in question	Depending on the licence in question	Depending on the licence in question	Not possible
Courses offered by Nýsköpunarmiðstöð Íslands (the Icelandic Innovation centre), mostly tailor-made for different companies, e.g. teaching workers e.g. to use new technology. The courses do not give	None	Trade and industry	II	Depending on the course	Depending on the course	Depending on the course	Some of the course give credits which can be used for upper secondary education

formal qualifications but the companies may put them as a prerequisite for getting or maintaining a job. The Centre also offers courses open to everyone in e.g. project management or personal leadership. Students tend to be university graduates who feel the need of adding their degree.							
Stóriðjuskólinn (The Heavy Industry School) offers workers at the aluminium smelter in Straumsvík courses which leads to increase in both responsibilities and salaries. Studies are conducted at classrooms (theoretical), at different stations of	None	Trade and industry	II	Three semesters, part time for the first step and another three semesters part time for the second.	80% of the classroom training is theoretical	2x4 hours a week in a classroom, the rest of the time in workplace training	The course give credits which can be used for upper secondary education

the workplace and by visits to companies which work in cooperation with the smelter.							
Private courses of various lengths in e.g. IT which give some limited rights on the job market.		IT	II	Depending on the course	Depending on the course	Depending on the course	Usually these courses do not give any possibilities for a continuation.

5.3 IVET at upper secondary level (mainly school-based)

As most IVET is based on apprenticeship training (see 5.4.), the courses described below form only a small percentage of IVET:

TABLE 3 – EXAMPLES OF COURSES OFFERED AT UPPER SECONDARY LEVEL

Type of educational programme	Admission requirements	Main economic sectors	Corresponding ISCED level/orientation	Balance between general and vocational subjects	Balance between school-based and work-based training	Average duration of studies	Transfer to other pathways
Vocational education that is formally recognised but does not confer a monopoly to a certain trade.	16 years of age	A wide variety of study programmes e.g. agriculture and horticulture; livestock and fish farming; drafting, computer studies;	III	Varies according to subjects	There is usually no on-the-job training at a workplace.	2-4 years	In some fields (e.g. computer studies, art and agriculture), several possibilities are open, in others (e.g. drafting and design), there are no further

		design; massage; travel services; and commercial, secretarial and office studies.					possibilities

Registration fees

There are low registration fees for all upper secondary schools.

Curriculum development

The Ministry of Education, Science and Culture (mennta- og menningarmálaráðuneyti) regulates the national curricula for all upper secondary education and training which is regularly revised. Individual schools will gradually take on more responsibilities in this field, once the new Upper Secondary School Act is fully implemented (in 2015).

Main characteristics of curricula

In all upper secondary schools, it is obligatory to pass some points of Icelandic, English and mathematics. According to the previous Upper Secondary School Act, additional subjects such as Danish, a third foreign language, social skills were also obligatory. At the time of writing this input, schools were still teaching according to these old rules, while new curricula was being developed. The bulk of VET however consists of relevant vocational subjects, both theoretical courses and hands-on training. The emphasis is assisting students with acquiring necessary key competences relevant for their future professions.

Teaching methods and material

Teaching methods and material are under constant development. There is:

- innovation in curricula (general as well as specific skills);
- innovation in teaching and learning methods (changes in pedagogy and the utilisation of ICT for example); and
- innovation in education settings (not just schools but rather training centres and companies).

In VET there has been a great development in all these aspects during the last two decades as new technology has pushed forward in all areas of the industry. The development has been increasing in speed and since the beginning of this century there has been a great progress in the access to education for adults.

Assessments, progression, certification and access to the labour market

Each course/training module finishes with some sort of an assessment, either theoretical or hands-on. Final examinations are generally not as well defined as in the regulated professions (see under apprenticeship training).

Only a few possibilities of progression to further training exist for graduates from this type of training, but students can use the credit points they have obtained and add to them in order to get the matriculation exam (admission requirements for university). Students get graduation certificates but these give only few formal rights. It is difficult to tell whether the adaptation of a national qualification framework will alter this situation. However, most students find it easy to find jobs in their profession.

Statistics
Note that the statistics below is both for school based training and for apprenticeship training, which counts for the bulk of the students.

The reasons for the relatively low interest in VET are many. To name a few:

- there is a great interest in university education, especially among girls (who were in 2010 62.2% of university students (source Statistics Iceland)). Girls do much better in schools, from the earliest classes in compulsory schools through upper secondary schools and therefore have greater possibilities for a university education;
- general education has a higher social esteem than VET;
- many of the traditional women's subjects (e.g. nursing and social care) have been moved from upper secondary to tertiary level, which means that they are no longer classified as VET.

TABLE 12A: STUDENTS ENROLLED IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2009

GEO	TOTAL ISCED3	ISCED3GEN (NUM)	ISCE3 GEN (%)	ISCED3PV (NUM)	ISCE3PV (%)	ISCED3VOC (NUM)	ISCED3 VOC (%)
EU-27	20633767	10946188	53.0	:	:	9687579	47.0
IS	25590	16915	66.1	434	1.7	8241	32.2

Source: Eurostat (UOE); extracted on: 19-05-2011; lLast update: 13-05-2011.
Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enrl1ad&lang=en

5.4 Alternance training (incl. apprenticeship)

Apprenticeship training is the most common form of VET in Iceland.

TABLE 5 – EXAMPLES OF APPRENTICESHIP TRAINING COURSES

Type of educational programme	Main economic sectors	Corresponding ISCED level/orientation	Balance between general and vocational subjects	Balance between school-based and work-based training	Average duration of studies	Transfer to other pathways
Apprenticeship	Building and construction, Transport and vehicles Food, catering and tourism, Metal, machinery and	III	Varies between subjects	1/4th to 1/3rd of overall study time spent in work-place training	4 years	A few post-secondary non tertiary possibilities exist and gradually it will become possible to access

	production, Information and media, Health and social services, Design and handicraft, Personal services (hair and beauty), Electrics and electronics, Maritime and navigation.					tertiary education

Admission requirements

Anyone who has completed compulsory or equivalent education or is at least 16 years old has the right to enter upper secondary school. There, they have the rights to study at least for two years (Upper Secondary School Act 93/2008 article 32). The duration of study programmes can be between two semesters and four years. School time is often divided into a basic part, which is common for several studies in similar sectors and specialisation in a number of trades. To take an example, training for the building sector starts with combined courses for house builders, furniture makers, painters, masons, wall-papering and technical drawing. After the first term of such common studies, students specialise.

The age scope of students in apprenticeship training is wide, from 16 to over 40, where most students are between 20 and 25 when they graduate.

Registration fees

There are some registration fees for all upper secondary schools and for most VET students there is also a fee for materials, which varies greatly between subjects. Thus, training in subjects such as making jewellery or hairdressing are much more expensive than general education.

Curriculum development

The Ministry of Education, Science and Culture (mennta- og menningarmálaráðuneyti) regulates the national curricula for all certified trades. It is developed in cooperation with social partners in each profession, through the Occupational Councils, and is regularly revised. Individual schools will gradually take on more responsibilities in this field, once the new Upper Secondary School Act is fully implemented (in 2015).

Main characteristics of curricula

In all upper secondary schools, it is obligatory to pass some points of Icelandic, English and mathematics. According to the previous Upper Secondary School Act, additional subjects such as Danish and social skills were also obligatory. At the time of writing this input, schools were still teaching according to these old rules, while new curricula was being developed.

The bulk of VET however consists of relevant vocational subjects, both theoretical and hands-on. The emphasis is assisting students with acquiring necessary key competences relevant for their future professions.

Apprenticeship contracts
According to the Upper Secondary School act 92/2008 (with an amendment from 2010) a training contract is to be made at the beginning of the work-place training which stipulates the rights and obligations of the work-place and the student as well as the objective of the training, quality control and the handling of possible disputes. A specific contract is also signed between the student and employer, stipulating the student's/employee's salaries and working hours (which are according to labour market agreements) (Source: Upper Secondary School Act 92/2008 article 28, amendment from 2010 is available in Icelandic at http://www.menntamalaraduneyti.is/log-og-reglugerdir/). A regulation, issued by the Minister for Education, Science and Culture, contains provisions concerning contracts for on-the-job training.

Teaching methods and material
Teaching methods and material are under constant development. There is:

- innovation in curricula (general as well as specific skills);
- innovation in teaching and learning methods (changes in pedagogy and the utilisation of ICT for example); and
- innovation in education settings (not just schools but rather training centres and companies).

In VET there has been a great development in all these aspects during the last two decades as new technology has pushed forward in all areas of the industry. The development has been increasing in speed and since the beginning of this century there has been a great progress in the access to education for adults.

Assessments
Each course/training module finishes with some sort of an assessment, either theoretical or hands-on. The training ends with a skills demonstration test (the journeyman's exam).

Progression
Students can choose to complete their studies with a Matriculation exam, granting access to university, as well as their journeyman's exam (which may take a slightly longer time). For those who do not take the Matriculation exam, it is possible to take a bridging course which grants access to university. With the Upper Secondary School Act from 2008 the state aims at making VET students' access to university more on pair with general students but it remains to be seen how this will work in reality (some of the universities have stated that they will not admit students who have less general education than the present Matriculation exam guarantees).

Certification
Apprenticeship training finishes with the journeyman's exam, which gives formal rights (monopoly) to work in the trade in question.

Access to labour market
Until the end of 2008, access to the labour market was easy and all graduates got jobs immediately (many with their training company).

5.5 Programmes and alternative pathways for young people

There are not many possibilities of alternative youth programmes in Iceland.

TABLE 6 – FJÖLSMIÐJAN: AN EXAMPLES OF AN ALTERNATIVE YOUTH PROGRAMMES

Type of educational programme	Main economic sectors	Corresponding ISCED level/orientation	Balance between general and vocational subjects	Balance between school-based and work-based training	Average duration of studies	Transfer to other pathways
Work-centres for young people (Fjölsmiðjan)	Car cleaning, cooking, general education, electric appliances repair, carpentry, computing and printing and design.	None	The main emphasis is on developing vocational skills but students are also assisted with getting back into mainstream education.	Main emphasis is on workplace training	8 months	Students have the same possibilities as any other citizen over 16 years old of getting into upper secondary education.

Admission requirements

Students must be at least 16 years old. They are at cross-roads in their lives, often after dropping out from schools or giving up in the open labour market. Some of them have been drug-addicts and even petty criminals but they have to be “clean” before being allowed into the programme.

Registration fees

There are no registration or training fees and students get paid for their time at work.

Main content and development of curricula, teaching methods and materials

Fjölsmiðjan works with students on an individual basis. The focus is on trying to find something at which each individual is good and then help him/her to develop their competences. Therefore curricula are tailor-made and vary a lot. It is developed on sight and the students themselves are involved in its process. Teaching methods are very informal and students work in groups. Older students teach younger ones and trained tradesmen are in charge of each vocational activity and assist the students and make sure they deliver the expected quality of work.

Assessments and certification

Assessments are also very informal. Each task a student undertakes is thoroughly checked and (s)he complimented on a job well done. If the task is not adequately carried out, the student is assisted in re-doing it until it is deemed to be good enough. It is possible to conduct part-time studies at upper secondary schools from Fjölsmiðjan and then students must undertake the same assessments as other

students at such schools. There is no formal certification at the end but students get a letter of recommendation to future employers.

Progression to further studies and access to the labour market

Students do not obtain any formal qualifications but are given an opportunity to train for the labour market or to conduct further studies. Many students to some sort of training jobs (from which they can return if it does not work out) and only gradually enter the labour market. A few choose to go back to school.

Statistics

In 2010 around 550 young people had worked and studied at Fjölsmiðjan. According to information gathered by the people who work there, around 80% of them had been able to start a “normal life”, which, with their background, can be considered a miracle! (Source: Solveig Þrúður Þorvaldsdóttir, guidance counsellor at Fjölsmiðjan).

5.6 Vocational education and training at post-secondary (non tertiary) level (mainly school-based)

Post-secondary education and training is still fairly limited, but growing. Different courses are offered at various institutions, all of which are public and vocational and provide certification for well-defined professions. The age of students varies because many students have spent some years on the labour market before recommencing their studies.

TABLE 7 – EXAMPLES OF TRAINING PROGRAMMES AT POST-SECONDARY (NON TERTIARY) LEVEL

Type of educational programme	Main economic sectors	Corresponding ISCED level/orientation	Balance between general and vocational subjects	Balance between school-based and work-based training	Average duration of studies	Transfer to other pathways
Certificates for a master of trade in regulated professions. Students must have completed the journeyman's exam and have worked as journeymen in their trades for at least a year. The master of trade exam gives right to train	Certified trades (see chapter 5.4. for details	IV	The studies are general and business oriented and the focus is on providing students with the knowledge needed to oversee large projects and operate businesses and to train apprentices.	Entirely school based	2 semesters	Additional studies are necessary to be able to enter universities

journeymen and operate a company in the trade in question.						
Assistance nurses for the elderly. Students must have completed the exam as assistance nurses and the matriculation exam. Final exams are taken at the end of each course, either at the school or a demonstration test at the training hospital. Students graduate with a certificate that qualifies them to work in these institutions.	Health	IV	General subjects and the theoretical part of the training are the components taught at schools	The programme is 2 semesters at a school and some months in different institutions for the elderly	2 semesters + a few months	The studies do not give additional rights to further studies
Marine engineering and captains 4th grade. Students must have completed 3rd grade and additional sea time. Certification gives unlimited rights to become a captain or a chief	Marine	IV	The studies at school involve subjects such as mathematics and assimilated work at sea, the time spend at sea is entirely vocational.	At school, students learn both the more theoretical part of their profession and work with simulators and more sea time must be added.	4-6 months	It gives the right to enter university.

engineer. Final exams are taken at the end of each course, either at the school or a demonstration test on board a ship						
Tour guides. Students must be at least 21 years of age and have completed the matriculation exam and have an extensive knowledge of at least one foreign language. Graduation certificate is necessary to become a certified tour guide. Final exams are taken at the end of each course at the school	Tourism	IV	Around 50-50	At a school, subjects such as geology, flora, fauna, culture and communication are taught, with visits to e.g. museums and exercise trips in busses.	2 semesters	This does not give additional rights to commence tertiary education.
Industrial technicians. Students must have completed at least half of an upper secondary education in sciences. Final exams are taken at the end of each course at the school.	Industry	IV	Around 50-50	Entirely school based	Two semesters	Industrial technicians can progress to university.

Some degrees in agriculture are also registered as post secondary education, even though the matriculation exam is not a prerequisite. Final exams are taken at the end of each course at the school or at the training farm	Agriculture	IV	Around 50-50	Entirely school based but each school has access to a farm for part of the training	Most often 4 semesters plus several months' hands-on training at e.g. a farm.	No further training possible

Admission requirements
See above for each type of programme.

Registration fees
Students must pay registration fees for the entire programme but their amount varies greatly from programme to programme.

Distance learning
Distance learning is available for some subjects, e.g. in the training to become a Master of craft.

Curricula elements, assessments, main progression and certification
See above

Statistics
The interest for studies at this level is very limited as can be seen in the table below:

TABLE 13: STUDENTS ENROLLED IN POST-SECONDARY NON TERTIARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2009

GEO	TOTAL ISCED4	ISCED4GEN (NUM)	ISCE4 GEN (%)	ISCED4VOC (NUM)	ISCED4 (%)
EU-27	1501995	173928	11.6	1328067 (s)	88.4
IS	1160	0	0.0	1160	100.0

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 13-05-2011.
Link to data: *http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enrl1ad&lang=en*

5.7 Vocational education and training at tertiary level (mainly school-based)

Most university education is classified as theoretical, meaning that it would be under categories 5A. There are however a few diploma degrees (meaning that they are lower than bachelor degrees) which are classified as 5B. They are:

- teacher of music;
- teacher of song;
- art studies which do not result in bachelor degrees;
- system analyst
- business management and
- pedagogical studies for masters of craft.

Admission requirements
Students are required to have passed the Icelandic matriculation examination, have finished other equivalent education or have, in the view of the university in question, acquired equivalent maturity and knowledge. Universities can if needed impose further admission requirements, including admission tests.

Registration and tuition fees
All students at university pay a registration and/or a tuition fee, but its amount varies between schools and programmes.

Training programmes and levels of study
All Icelandic universities operate in line with the Bologna process. Degrees on offer are diploma (1 year), something which is gradually disappearing, bachelor (2-3 years), master (additional 2 years) and doctorate (additional 2-3 years). Training in almost all university sectors is available, even though many students still study abroad for very specialised subjects.

Distance learning
Distance learning is often available in a variety of programmes, even though it is not complete and not constant. The nine Lifelong Learning Centres play a key role in this respect by offering students lectures through the internet and/or video links.

Curricula development
The universities have in recent year been opening up their departments so that students can study across sectors and subjects and almost make their own individual degrees. For this to be possible, rapid and constant curricula development has been necessary. The competition between universities to get the best students has been fierce, which has also increased innovation and rapid development.

Assessments
Assessment is continuous through the studies but must students complete their degree with a thesis, which increases in importance with higher degrees. Each university awards its certificates but all universities follow the EU's Bologna procedure and award the (Europass) diploma supplement in line with most other countries in Europe.

Progression towards lifelong learning
All universities offer continuous education and learning, both for university candidates and for the general public. The attendance to these courses grows steadily year by year and in some cases, lectures have to be moved to bigger halls in order to accommodate everyone interested.

Certification
All graduates from university get a certificate which is according to the Bologna standards.

Statistics
The table below includes all university students, whether they study general subjects only or some form of VET. Level 5B is VET related and as can be seen from the table, very few students in Iceland enrol in that:

TABLE 14: STUDENTS AT ISCED LEVEL 5 BY PROGRAMME DESTINATION (VALUES AND SHARE OF THE TOTAL) AND AT ISCED LEVEL 6 (VALUES), 2009

GEO	TOTAL ISCED5	ISCED5A (NUM)	ISCED 5A (%)	ISCED5B (NUM)	ISCED 5B (%)	TOTAL ISCED 6
EU-27	19505749	16370782	83.9	2617882	13.4	517085
IS	16919	16312	96.4	325	1.9	282

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 13-05-2011.
Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enrl1ad&lang=en

5.8. Language learning in IVET

Language learning is an integrated part of all VET programmes. English and Danish (or another Nordic language) are obligatory subjects, varying in length according to pathways. The most common form is one semester of Danish (2 study credits) and three of English (6 study credits). Other languages are not obligatory but, for those students who want to add units and finish the matriculation exam, it is possible to add to the language credits. It varies between schools which languages are on offer, the most common ones are Spanish, German and French. It is possible to study other languages (e.g. Chinese, Russian and Esperanto). One of the upper secondary school offered Polish (the most common mother tongue of the immigrant population), in a distance education but had to drop it of its offer list because of lack of interest among the students.

Languages are always taught as separate subjects. Some of the VET schools used to try to integrate them into the different pathways but gave up on that because it was difficult to find study material and the groups of students at the same level were too small for this to be financially feasible. It is up to the individual teachers whether they teach in Icelandic or in the language in question.

Credits for languages can be divided into two parts: grades accumulated through the semester through essays, short exam or other deliverables and the final exam. The balance between these varies between schools but a common form is 50-50. No European standards are used with the assessments and, as far as can be told, the Europass language passports are not used.

Theme 6 - Continuing vocational education and training

6.1 General background

The Icelandic Parliament passed the Adult Education Act in the spring of 2010. Its main objectives are:

a. to provide increased opportunities for active participation in society to individuals with short formal education,
b. to provide suitable education and training opportunities to individuals on the labour market, who have short formal education, and enable them to recommence their studies,
c. to provide individuals with a way to increase their vocational skills and enhance their responsibilities in that respect
d. to create the necessary scope and solutions to meet the demands of industry for increased knowledge and competences of employees,
e. to provide adult education to individuals with reduced educational and professional opportunities, taking into account their competences and unequal situation,
f. to support the recognition of the value of education and training that is acquired outside of the formal education system and
g. to increase the general educational level and strengthen the Icelandic education system.

The Act is available in English at http://eng.menntamalaraduneyti.is/media/MRN-PDF-Althjodlegt/Adult-Education-Act.pdf.

Participation in all forms of adult education and training has multiplied in the past decades. Numerous private education and training institutions and non-profit institutions owned by social partners have been established, aiming specifically at adults. To name a few:

- Fræðslumiðstöð atvinnulífsins – The Education and Training Service Centre;
- Iðan fræðslusetur – The Vocational Education and Training Centre;
- Rafiðnaðarskólinn - Retraining and Technical Training Centre for Electric and Electronic Technicians;
- Rannsóknaþjónustan Sýni – Sýni Research Service.

These training institutions serve the main purpose to upgrade already acquired skills, e.g. following new technology or material. Most often their courses do not give direct formal rights on the labour market but often they make it easier for people to ask for a promotion.

Almost all employees have the right to an annual assessment at their work and in such assessment the already acquired upgrading of skills and the wish to continue adding on to their training definitely gives people some points. Employers encourage their employee to undertake further training and often give them some support e.g. in the form of taking at least part of the training during working hours.

Additionally, there is a great number of institutions for adult training, which offer a huge variety of training, e.g. computer subjects, language course, short job-related course for people with little formal education and training and courses in management.

The state co-finances nine Lifelong Learning Centres, which offer a wide scope of training possibilities, such as Icelandic for foreigners, university degrees through distance studies in cooperation with universities and courses found relevant to their local communities (e.g. in tourism or fisheries). In many cases they e.g. offer the possibility of adding on to qualifications through distance learning and a combination of on campus and distance learning.

All of the universities also offer similar possibilities and use both e-learning and more traditional approaches.

Training at workplaces has increased since the financial crises started setting its mark on Iceland. In chapter three, this is discussed in details.

With all these initiatives, gradually the obstacles to undertake further training throughout life have gradually been lowered considerably.

6.2 Formal learning in CVET

Each sector sets its own demands for the continuous upgrading of skills which vary a lot. Mostly, the market regulates the supply of training where courses on e.g. new technology, materials and tools are regularly on offer. Each training course gives some sort of a diploma which most often is the pre-requisite to work with these things. It is possible for craftsmen to get financial support from the social partners' training funds for these courses so there is a strong encouragement to do so. Employers also encourage their staff to undertake further training and it is not uncommon that they get paid study leave. The training received can however not be classified according to e.g. ISCED levels.

Raunfærnimat (Real competence validation) is a good example of an initiative to validate non formal and informal learning. People who have learned some skills at e.g. workplaces can get them validated through a formal process, which may shorten their study periods towards a journeyman's exam in a trade. They also get valuable assistance (counselling and study aid) if they e.g. deal with dyslexia. Real competence validations are available in several trades and social partners and the Ministry of Education, Science and Culture are working on expanding the offers.

The two main training centres are operated by social partners, with some funding from the state:

- Iðan, fræðslusetur (the Vocational Education and Training Centre) is the largest training intuition in Iceland, offers courses for a variety of sectors (food and catering; metal and machines; building and constructions; printing technology; auto mechanics; computer supported design and hair styling). Each year, representatives from each of them are contacted and asked about training needs and the courses are planned accordingly.
- Rafiðnaðarskólinn - Retraining and Technical Training Centre for Electric and Electronic Technicians offers continuous training for electricians and electronic specialists.

The private company Sýni Research Centre offers job-related courses for people working in the food industry, from people with very little formal training to managers.

A few public institutions offer CVET for certain target groups:

- Nýsköpunarmiðstöð Íslands (the Icelandic Innovation centre), a public institution belonging to the Ministry of Trade and Industry offers courses in e.g. project management or personal leadership. Students at these courses tend to be university graduates who feel the need of adding their degree.
- Special vocational schools are e.g.
    - The National Police College (Lögregluskólinn) is an independent institution under the Minister of Justice, responsible for CVET for the police;
    - The Iceland Fire Authority runs the Fire Service Technical College (Brunamálaskólinn), which is responsible for CVET for fire fighters;

- School for Air Traffic Controllers (Þjálfunardeild Flugmálastjórnar) is operated by the Icelandic Civil Aviation Administration;
- The Icelandic Flight Academy (Flugskóli Íslands) offers training for pilots but the airlines are responsible for their own CVET and that the training of personnel follows European standards (JAR).
- The Committee of Vocational Education in Fisheries (Starfsfræðslunefnd fiskvinnslunnar) is responsible for CVET in fish processing
- Slysavarnarfélagið Landsbjörg (ICE-SAR) operates a special school for seamen with the aim of teaching them various security measures. It is obligatory for all registered seamen to take a course there before being registered on a boat/ship and at least once every five years after that (Source: Slysavarnarfélagið Landsbjörg, Slysavarnarskóli sjómanna: http://www.landsbjorg.is/category.aspx?catID=153). (Some information in English can be found at http://www.icesar.com/).

As can be seen from the variety of these training institutions the curricula varies a lot. In most cases, the focus is on new technology and hands-on training is very common, even though the studies may require the reading of e.g. manuals. Duration of training is equally different but in most cases, courses are short and concentrated. Distance training is usually not on offer.

As most of the institutions are operated by social partners, they make sure that the training meets the quality standards they require.

People who do have an IVET degree can study at vocational schools at upper secondary level at any age. The average age of VET students is higher than students in general education due to three main reasons:

- some students complete a general education and then commence VET;
- during times when it was easy to get a job as an un-qualified worker, many (especially men) postponed taking a formal education;
- with the real assessment validation process (see below), people who had dropped out of school due to e.g. dyslexia have been able to go back and complete a degree.

Eurostat does not provide statistics for Iceland but as can be seen in the Icelandic statistics below, around 1/3rd of employees have participated in some form of training during the last 4 weeks before the survey was made. The number and percentage of participation swings from one year to another but has been around 30%, with the highest peak in 2007, where many companies offered in-service training. Since then, with the economic difficulties the country has been facing, such training is not nearly as frequent.

TABLE 1 - NUMBER AND % OF EMPLOYEES PARTICIPATING IN ANY EDUCATION AND TRAINING IN THE LAST 4 WEEKS BEFORE EACH SURVEY 2004-1010		
Year	Number of employees	Percentage
2004	43.800	28,1
2005	48.900	30,3
2006	54 400	32,1
2007	56.400	31,8
2008	51.400	28,8
2009	47.700	28,5
2010	48.400	28,9
Source: Hagstofa Íslands (Statistics Iceland)		

6.3 Non-formal learning in CVET

The field of non-formal continuous education and training is vast, varied and detailed information does not exist. In the Adult Education Act mentioned in 5.1.1., no distinction is made between formal and non-formal education, even though it is specially stipulated that individuals will be assisted with getting non-formal education validated in a formal manner. Even though increased employability is seen as a positive thing, the psychological growth of each individual and his/her active participation in society is also regarded as equally important.

The characteristic of the non-formal education offer differs greatly but it has several aspects in common: it does not confer formal rights, has little or no admission requirements, courses are short (1-10 45 minutes sessions) and the objectives are simply to satisfy a need for more personal knowledge and strength.

Participants pay registration fees in all cases, which vary according to the courses' length and cost of teaching material. If the courses are deemed relevant to a person's job, (s)he can get a subsidy from his/her labour union.

Some of the continuous education providers offer their courses through e.g. video links to the Lifelong Learning Centres. As the technology improves, the variety of these courses increases. A detailed overview does not exist.

Eurostat does not provide any statistics for Iceland in the participation in non-formal and informal education and training and no Icelandic statistic exists.

6.4. Language learning in CVET

Language learning is not a part of CVET. However, adults, who wish to improve their language skills, have access to a wide variety of courses in many languages and at many levels, both at public schools and at private institutions.

6.5. Training programs to help job-seekers and people vulnerable to exclusion from the labour market

There are three main vulnerable groups on the labour market:

- unemployed people who find it difficult to get back onto the labour market. This has been a growing problem in the last few years (see chapter 3);
- immigrants;
- people who are mentally or physically disabled.

Unemployed people

Because unemployment has been very low for a long time, there have not been many possibilities of education and training for the unemployed that are not open to everyone else as well. Since the economic collapse, officials from the state and municipalities have tried to develop new possibilities for training this group, with a special emphasis on people aged 16-24. They have been offered formal training in upper secondary schools and informal training in e.g. learning to make something by hand (e.g. artefacts). A similar initiative was starting for people aged 25-60 at the time of writing this input but no experience of it had been recorded yet.

No Eurostat statistics is available for Iceland, but as can be seen in the Icelandic statistics below. As can be seen from this table, the number of unemployed in education and training has risen sharply in the last three years, which is not a surprise with all the new possibilities available and the increased pressure to undertake training. The percentage has however not risen as the total number of unemployed has increased drastically.

TABLE 2 - NUMBER AND % OF UNEMPLOYED PARTICIPATING IN ANY EDUCATION AND TRAINING IN THE LAST 4 WEEKS BEFORE EACH SURVEY

Year	Number of employees	Percentage
2004	1 900	38,6
2005	1 800	40,9
2006	2 400	47,1
2007	1.900	45,4
2008	2.600	47,2
2009	4 700	35,9
2010	5 300	38,8

Source: Hagstofa Íslands (Statistics Iceland)

Immigrants
Unemployment among immigrants is higher than among people born and bred in Iceland (see chapter 3). The most likely explanation for this is their difficulty with communicating in Icelandic. Even before the economic crisis, the state, municipalities and social partners had joined hands to assist the immigrants in learning the language and understanding the society.

A survey was carried out among immigrants in 2009 to hear how they felt about their situation as it was at the time. 797 people of different nationalities were interviewed, 19% of whom were unemployed. Over 80% of the total group were happy with living in Iceland and over 60% found that they had adapted well to the society. Even so, 86% said that they wanted to improve their skills in the Icelandic language, though 75% said that they had already attended Icelandic courses (Source: Innflytjendur á Íslandi, viðhorfskönnun:
http://www.mcc.is/media/frettir//Innflytjendur_a_Islandi_%28nyrri_utgafa%29.pdf).

Disabled people
The group most vulnerable to exclusion from the labour market are people with physical or mental disabilities. In times of great employment, they have often been able to find jobs, sometimes even part time, even though that is not easy in Iceland. With falling unemployment rates, it is to be expected that these people will be one of the first groups to lose their jobs. However, according to an interview with Professor Stefán Ólafsson, from the University of Iceland, who has studied this group thoroughly for many years, this was not the case in the middle of June 2010. He however expected that this might still happen, that people were still using up their sick-day allowances and would only later go on disability pensions (Source: Harðgrýti fátækar – fatlaðir og öryrkar (The Extreme Difficulties of Poverty – disabled people and peopled on disability pensions) –Ríkisútvarpið 19. June 2010).

In 2009, the Ministry of Education, Science and Culture asked the Statistical Bureau to make an analysis how one group of disabled people had fared in the education system. The group selected as deaf and hearing impaired people at the age of 25. The Icelandic Statistical Bureau analysed how 65 deaf and hearing impaired students had managed to acquire some sort of education and training. 62 of them had studied something after compulsory school (the remaining three had been living abroad during “normal” upper secondary school age”). 45 (69.2%) had completed some training, thereof 33 the matriculation exam, 5 the journeyman’s exam and 8 the first degree of university (source: mennta- og menningarmálaráðuneyti http://bella.mrn.stjr.is/utgafur/heyrnarsk_nem_24_ara_2010.pdf). It seems in other words, that this group, for some reasons or another, fares better in the education system than do people who have no such problems!

There are also specific work-places and/or training centres operated by the Ministry of Welfare for handicapped people. There, they are taught new skills and receive a small salary. Most of these places are very small and each individual gets the help he or she needs.

A special fund (Virk Starfsendurhæfingarsjóður) was created in 2008 to assist people with disabilities in getting training and other assistance. Its main objective is to decrease the probability that employees lose their jobs due to incapacity and sickness, by increasing their activities, promoting rehabilitation and other interventions (Source: http://www.virk.is/page/english).

Theme 7: Training VET teachers and trainers

7.1 Priorities in training VET teachers and trainers

According to the Act on education and training (pre-primary, compulsory, upper secondary and the protection of the professional titles and rights of compulsory school teachers, upper secondary school teachers and compulsory school head teachers) 87/2008, all teachers will be required to have a master's degree in teaching or in a certified trade (article 5. Source: http://eng.menntamalaraduneyti.is/media/MRN-pdf_Annad/Log_um_kennaramenntun_ENSKA.pdf).
The Act is supposed to be fully implemented by 1. July 2011, but after that, teachers who had already received an official recognition by the passing of the law (June 2008) will be able to continue teaching even though they normally only have a baccalaureate degree. Other teaching occupations are not regulated by law and then those teaching are referred to as instructors or trainers.

Curricula

Several pathways are available at the University of Iceland for people who want to study educational sciences. Two of them are especially relevant here:

- upper secondary school teachers where the following specialities are on offer: teaching Icelandic, teaching foreign languages, teaching social sciences, teaching science and teaching business related subjects; and
- pedagogy and teaching science (1 year's course) for e.g. Masters of craft who want to teach in upper secondary vocational schools.

Innovation offered by the new acts on education and training

In a talk given at a seminar held by the Ministry of Education, Science and Culture at Fjölbrautaskólanum í Breiðholti upper secondary school on the 11th of February 2011, Ingólfur Ásgeir Jóhannesson Professors at the University of Akureyri and the University of Iceland pointed out several new possibilities for innovation for upper secondary school teachers:

- teachers are likely to actively contribute towards new curricula or changes in curricula and the universities which train teachers need to prepare them for this role; .
- the point of departure that students with disabilities will study alongside students who have no disabilities will continue to make big demands on teachers for innovative teaching methods, more individualisation of teaching and cooperation with e.g. developmental therapists. All teachers need to be prepared for this;
- students from many different countries are already a constant reality in compulsory schools and will hopefully also be so at upper secondary level. It is not enough to be equipped to teach them Icelandic; teachers must be prepared to use multi-cultural approaches to the teaching of all their students. Professor Jóhannesson suggests that a new pathway be established at the School of Education at the University of Iceland for multi-cultural teachers at upper secondary level;
- with the raising of the age of legal independence from 16 to 18, teachers in upper secondary schools will need to cooperate with parents and show concern at least for their younger students
- cross-cultural work in upper secondary schools has been growing in recent years and is likely to grow even further.

Aspects as equality, creativity, democracy, sustainability can be mentioned, aspects which need to be integrated into the teaching of all regular subjects rather than be taught as a subject in themselves (source: Jóhannesson 20110, available in Icelandic at http://www.ismennt.is/not/ingo/kennfram.htm).

Some of the aspects mentioned by Professor Jóhannesson are already a part of teachers training but obviously there will be a continuous development within the two schools of education (University of Iceland and University of Akureyri) in this respect.

A systematic development has taken place in making the link between the goals set with each educational pathway and how they are assessed visible and teachers have been developing new techniques in the assessment of learning. According to Anna Þóra Baldursdóttir, Head of the Faculty of Education at the University of Akureyri, this development has not taken place centrally, but rather through initiatives by individual teachers and informal discussions between them. Increased emphasis has been put in assisting whether the students master the skills and competences each course is set to teach and, if not, what (s)he needs to add. Continuous assessment has been growing as has been the assessment of the students themselves on their learning, which guides them towards further learning (Source: Baldursdóttir 2011).

Special teacher training provisions on how to educate students with special education needs (SEN) and other vulnerable groups

The main emphasis in education and training in Iceland for many years has been on what is called "school without segregation", which means that students with special needs are integrated into regular schools as far as is possible. The attend classes with other children but get additional support both in the class by specially trained teachers and, when necessary, outside the classroom. Parts of the classes of the School of Education at University of Iceland that deal with teaching students with special needs are obligatory for all teachers, so that at least they know the main principles. Teachers who want to specialise in this can add courses on e.g. teaching students with behavioural or emotional problems or dyslexia. Other professionals (e.g. psychiatrist, developmental therapists and ergo therapists also assist the students when they need.

Students with severe problems are taught in special schools. All the staff in these schools has been specifically trained to assist the students on an individual basis in order to provide the best possible service.

7.2 Teachers and trainers in IVET

7.2.1 Teachers, trainers and training facilitators in IVET

TABLE 1 – TYPE OF TEACHERS AND TRAINERS IN VET

TYPE OF TEACHER/TRAINER	ROLES	SETTINGS
Practical (hands-on) subject teacher	Curriculum development, assessments, theoretical and general tuition in schools	Workshops
Vocational theory subject teacher	Curriculum development, assessments, theoretical and hands-on tuition in schools	Classrooms
General subject teacher (e.g. languages and social skills)	Curriculum development, assessments, theoretical and general	Classrooms

	tuition in schools	
Work-place trainers	Hands-on tuition at a work-place	Work-places
Special education teachers	Curriculum development, assessments, theoretical and general tuition in schools	Classrooms
Special education trainers	Theoretical and hands-on tuition in schools	Classrooms and workshops
Teachers and trainers in the private sector	As this field is completely unregulated, detailed information on their roles do not exist but many of them would deal with curriculum development, assessments, theoretical and general tuition	Classrooms, workshops, work-places

The Ministry of Education, Science and Culture (mennta- og menningarmálaráðuneyti) is responsible for regulating teachers' education and training, bears the overall responsibility for the curricula of their studies and regularly assesses the quality and relevance of their education and training.

Many trades are based on working long hours and the work is physically demanding and therefore many (especially) elderly tradesmen choose to undertake the additional studies which are necessary to become a certified teacher.

7.2.2 Pre-service and in-service training of IVET teachers and trainers

TABLE 2: TRAINING OF TEACHERS AND TRAINERS		
TYPE OF OCCUPATION	PRE-SERVICE TRAINING	IN SERVICE TRAINING
Practical subject teacher	General training in a particular subject and professional training in educational and instructional methodology at a university	According to the latest labour agreement between the Union of Upper Secondary School Teachers and the state, each teacher should use 80 hours a year for further training (source http://www.ki.is/lisalib/getfile.aspx?itemid=836). Training is available at universities in Iceland and abroad
Vocational theory subject teacher	Vocational qualifications in the field in question plus professional training in educational and instructional methodology at a university	According to the latest labour agreement between the Union of Upper Secondary School Teachers and the state, each teacher should use 80 hours a year for further training. Training is available at specific institutions owned by the industry and abroad
General subject teacher	Teachers' education from a university.	According to the latest labour agreement between the Union of Upper Secondary School Teachers and the state, each teacher should use 80 hours a year for further training. Training is available at universities in Iceland and abroad

Work-place trainers	Masters of craft in their profession	No official demands are made but masters of trades need to keep abreast of new technology if they want to stay in business. Training is available at specific institutions owned by the industry and abroad
Special education teachers	Vocational qualifications in the field in question plus professional training in educational and instructional methodology at a university	According to the latest labour agreement between the Union of Upper Secondary School Teachers and the state, each teacher should use 80 hours a year for further training. Training is available at universities in Iceland and abroad
Special education trainers	Some vocational qualification in the field in question but no teachers' licence	No official demands for in-service training but trainers who do not follow the development in their professions will quickly find themselves out of a job.

7.3 Types of teachers and trainers in CVET

7.3.1 Teachers, trainers and training facilitators in CVET

The table below lists all types of teaching occupation within the Upper Secondary Level School System and their place of work:

TABLE 3 – TYPES OF TEACHERS AND TRAINERS IN CVET	
	Types of schools or institutions
Teachers	Vocational schools and (social partners') training centres
Trainers	Vocational schools, (social partners') training centres and enterprises

7.3.2 Pre-service and in-service training of CVET teachers and trainers

For the different categories of CVET teachers, trainers and learning facilitators (as identified under 7.3.1 above), please also outline the following:

- pre-service (initial) training – where does the training take place (does the venue change according to type of teacher, trainer, training facilitator?) Are there specific admission requirements, what type of qualification is studied? How are they assessed?
- in-service (continuing) training – what formal arrangements exist to ensure CVET teachers/trainers and training facilitators participate in continuing training (e.g. part of quality assurance system for the CVET system itself)? Is in service training compulsory/voluntary?

Most organized CVET is conducted by training centres owned by the social partners in each respective certified new technology, methods or material. These training centres sometimes act as a part of the official vocational education system, for example when the training institute carries out all or part of the training and assessment for the master's certificate in a trade. The centres try to employ specialists in the newest development in their field to teach about

TABLE 4: TRAINING OF TEACHERS AND TRAINERS IN CVET		
	Pre-service training	**In-service training**
Teachers	Same as teachers in IVET, i.e. university degree in education and specialisation in a general or vocational field. Often these teachers are not permanent staff but teach individual courses on new technology in which they are specialists.	No formal demands and training is voluntary and very individual.
Trainers	Usually experts in their fields but do not have a degree in education.	No formal demands and training is voluntary and very individual.

Theme 8: Matching VET provision (skills) with labour market needs (jobs)

8.1 Systems and mechanisms for the anticipation of skill needs (in sectors, occupations, education level)

When assessing future skills needs, the Occupational Councils (starfsgreinaráð) are the strongest link between the Ministry of Education, Science and Culture and the industry. Article 24 of the Upper Secondary School Act stipulates that: The Minister of Education, Science and Culture shall appoint, for four years at a time, Occupational Councils for occupational groups or individual occupations. Each Occupational Council shall be comprised of five to nine representatives out of which two to four shall be nominated by federations of employers, two to four by federations of employees from the relevant occupations and one representative jointly nominated by the Association of Icelandic Upper Secondary Schools and the Icelandic Teachers' Union (Source: The Upper Secondary School Act, available in English at http://www.nymenntastefna.is/media/frettir//Upper_secondary_school_Act.pdf).

Article 27 states that: The role of the Occupational Committee shall be to advise the Minister of Education, Science and Culture regarding policy making and implementation of vocational education, to serve as platform for collaboration and coordination for the Occupational Councils, and to provide opinion of categorisation and division of occupations between Occupational Councils (Source: ibid).

The Councils try to forecast future need for training, both in general terms and in finer details. The best known example of this is when the Icelandic Travel Agency Association made a needs analysis in 2005 for the training of their members (available in Icelandic at http://www.saf.is/saf/upload/files/pdf/utgafa_saf/tharfagreining/lokaskyrsla101005.pdf) where the need for further training of all kinds is emphasised. This analysis resulted in an increased offer of training courses, mainly at the Menntaskólinn í Kópavogi but also at the Lifelong Learning Centres. Other such sectoral analyses are not publically available.

There are two main methods used when anticipating skill needs:

- the formal approach which builds on interviews with selected people from the industry (employers and employees) on which the skills demands for each professions is later built. This is an approach which was developed through a Leonardo de Vinci project in 1998-2006 (see http://www.amazon.com/Employability-Skills-Non-Professional-Occupations-Four-Country/dp/9979544422);
- an informal approach where key people from the industry sit together and discuss trends and perspectives and likely scenarios.

The Ministry of Education, Science and Culture (mennta- og menningarmálaráðuneyti) uses both approaches in its work with the Occupational Councils (starfsgreinaráð) in formulating the National Curriculum Guide for each VET-programme.

Each VET school has full liberty in introducing new study material, which in many cases is developed by individual teachers in each profession as they see new needs arise. The industry makes constantly new and changed demands for different knowledge as new material and new technique is developed locally or imported. In order to survive in the competition for students, the schools are obliged to follow suit.

8.2 Practices to match VET provision (skills) with skill needs (jobs)

Qualification design

The Occupational Councils (starfsgreinaráð) are formally responsible for providing the Ministry with advice on skill needs for their respective trades/industries, which involves making recommendations for new/altered qualifications. According to article 25 of the Upper Secondary School Act, the Occupational Councils can also make proposals for study programme descriptions for individual study programmes which upper secondary schools can use as guidelines.

The Upper Secondary School Act also makes the provisions for setting up advisory committees from the industry towards the schools (article 30). It varies between fields and between schools how active these committees are but there are examples where they show great initiatives and have suggested new pathways and/or curricula. The Ministry of Education, Science and Culture has in many of these cases granted its approval for such pathways.

With the Upper Secondary School Act from 2008, it will also be possible for the schools themselves to suggest new pathways (possibly by combining parts of existing ones) and seek the Ministry's permission to offer them. It is too early to tell how common such practice may become.

Curriculum development

In regulated professions, the curricula are developed by VET schools on the basis of guidelines issued by the Ministry of Education, Science and Culture (mennta- og menningarmálaráðuneyti). These are in turn drawn up in cooperation between the above Ministry and the Occupational Councils (starfsgreinaráð), which are appointed by social partners and the Ministry of Education, Science and Culture. In unregulated professions, the Occupational Councils make curricula suggestions to the Ministry of Education which, if agreed, become part of the schools' curricula.

Demand for new elements in the curricula come both from the Occupational Councils and from the labour market at large. It would be fair to say that a school or training centre that did not offer tuition in the latest technology would quickly go out of business.

The clearest trends for upgrading skills are related to the use of ICT, more or less necessary in all professions now. Students must learn the utilisation of constantly updated software related to their profession and former graduates who do not follow such trends gradually lose their place on the labour market.

Teacher training

According to the Upper Secondary School Act (article 11) a teacher at upper secondary school, who has worked for at least five years, can request a special study leave for the purpose of improving his/her knowledge and teaching ability. The Ministry may grant him/her a study-leave of up to one year with full salary. This applies both for VET-teachers and others and is utilised a great deal by teachers to seek innovative pedagogies in their fields of action and to get acquainted with the latest development in their fields.

Teachers can also apply for study grants from a specific 'Upper secondary school teachers' re-training fund' to attend special courses given by the University of Iceland. Each year, an amount is allocated to this fund through the financial law.

Assessments

Assessments in IVET have not changed considerably in the last decades. According to the Upper Secondary School Act (lög um framhaldsskóla) nr.92/2008, general assessments are carried out by individual teachers (article 24). Continuous assessment is increasingly being used in recent years. The schools are responsible for assessing their part of the education and the work-places their part. It is however still the final skills exam (the journeyman's exam) which is the most important one of all assessments. In each trade a journeyman´s examination committee, nominated by the Occupational Councils and appointed by the Ministry, designs and supervises the journeyman's exam.

In CVET the major change which has taken place in the last few years has been that the assessment has become more flexible and not as examination oriented as in general schooling. Students in retail e.g. get their final grade by displaying a shop window and in tourism by serving 'customers'. For students with e.g. dyslexia or bad experience from past schooling, this can be a major improvement. Recognition of non-formal learning is now commonly used when planning learning pathways for individual adults, a process which has called for more flexibility in assessments.

The learning outcome based approach has been practiced in structuring all new curricula for VET which makes it easier for example to use varied form of assessment and to formulate accreditation standards.

Theme 9: Lifelong guidance for lifelong learning and sustainable employment

9.1 Strategy and provision

Educational and vocational guidance has developed rapidly over the last two decades. Counselling and guidance within the educational system has been the most prominent factor but vocational guidance and guidance on the labour market has grown considerably in recent years.

According to the Compulsory School Act and the Upper Secondary School Acts (both from 2008), all students have the right to counselling by professional staff. It is however left up to the schools how exactly this is carried out but according to a survey among counsellors in 2007 (source: Kjarakönnun náms- og starfsráðgjafa 2007), most schools seem to offer a combination of group counselling and individual counselling. Group counselling can involve issues like teaching the students how to apply for a job or for further education (e.g. through the annual visits of compulsory school children to upper secondary schools of their interest) and how to live in the modern society in general. Individual counselling concentrates more on special issues each student wishes to raise and links to his/her families.

In the broad sense, guidance has mostly been the responsibility of the Ministry of Education, Science and Culture (mennta- og menningarmálaráðuneyti), but the Ministry of Welfare (velferðarráðuneyti) has developed vocational guidance within the Directorate of Labour. The Ministry of Welfare is responsible for providing information, guidance and counselling through this Directorate to all those who seek assistance, unemployed or otherwise in transition. The Directorate supervises and co-ordinates a network of nine Employment Services located in the main regions in Iceland.

Other actors who have influenced the development of guidance are e.g.

- municipalities through increased emphasis on guidance in compulsory schools;
- experts in the field of guidance, by developing teaching material for the department of Social Sciences at the University of Iceland, which teaches counsellors and by holding several information meetings and conference on relevant topics every year;
- trade unions, by demanding guidance at work-places;
- employers, by establishing their own human resources / staff development departments and hiring people (in many cases trained counsellors) to lead this work; and
- the Icelandic Educational and Vocational Guidance Association (Félag náms- og starfsráðgjafa) which has been in the forefront of the debate on the content and length of education and training for counsellors and keeps its members regularly informed about new trends in the field. It operates a website (http://fns.is) into which it frequently puts information on new trends and a mailing list to all members is used for the same purpose.

The role counsellors play in the process of real competence assessments is crucial according to a final thesis from the Department of Social Sciences at the University of Iceland (source: Sigurðardóttir, 2010). Two training centres owned and operated by social partners offer guidance on how to get ‘real competences’ evaluated and certified. Their work is closely followed by the Ministry of Education, Science and Culture, which participated in setting up the original standards for the evaluation:

- The Education and Training Service Centre (Fræðslumiðstöð atvinnulífsins) - established in December 2002 -offers guidance at the workplace carried out by the Lifelong Learning centres in cooperation with the Ministry of Education, Science and Culture.

This evolved from a Leonardo da Vinci project called Workplace guidance and counselling (see http://workplaceguidance.eu). The main emphasis is on low skilled workers;

- The Vocational Education and Training Centre (Iðan fræðslusetur) established in 2006. Iðan puts more emphasis on assisting those who have completed parts of education for regulated professions but need additional (most often general) education in order to get their journeyman's exam.

The division of guidance affairs is based upon different clients, different subjects, different settings and different ways of funding. No formal channels exist in the co-operation of all the actors responsible, but most innovations in the field of guidance have occurred when ministries, professionals and the social partners combine resources as can be seen in the example on real competence evaluation mentioned above.

The guidance services within the educational system and the Directorate of Labour are free and state funded. Guidance and counselling in other settings is contracted, subsidised or free, apart from privately run profit organisations. Guidance counsellors work in all these environments but with different job titles at times.

A report on 'the enhancement of educational and vocational guidance in compulsory and upper secondary schools as a resource to hinder drop-out' was published by the Ministry of Education, Science and Culture in 2007 and tabled in parliament in 2008 as part of the background material for a new law on educational and vocational counsellors (see chapter 9.3.). In the report, it is stated that many studies indicate that good counselling increases the likelihood of a successful choice of studies and careers and may prevent drop out from schools. A special reference is made to such studies carried out by the OECD and the EU. There, it is also stated that it is important that Iceland participates in the work of the Lifelong Guidance Policy Network (source: Skýrsla nefndar um eflingu náms- og starfsráðgjafar í grunn- og framhaldsskólum sem úrræði gegn brottfalli nemenda, 2007).

9.2 Target groups and modes of delivery

The main target groups for guidance are:

- students at primary, secondary and tertiary level. All schools offer guidance and according to a survey among counsellors in 2007 (source: Kjarakönnun náms- og starfsráðgjafa 2007), they offer a combination of group counselling and individual counselling;
- people on the labour market. Guidance is offered at workplaces, at centres owned by social partners and at the Lifelong Learning Centres. The most common method used is individual counselling.

Specific groups have been given particular attention:

- the unemployed are offered counselling at local labour offices, by the Directorate of Labour. Both group and individual counselling is on offer;
- people with learning difficulties due to physical or mental disabilities have the right to counselling offered by the Ministry of Welfare. The Ministry employs specific agents for people with disabilities who work in different corners of the country and to which people can turn to for advice and counselling. The Ministry also operates a number of specific workplaces for handicapped people.

Iceland has lead two Leonardo da Vinci project on guidance which specifically look at how guidance can prevent school dropout. The latter of these, PPS (see http://p-p-s.org/) has received several awards as best practice project, both at Icelandic and European level.

9.3 Guidance and counselling personnel

Act 35/2009 (available in Icelandic at http://www.althingi.is/altext/136/s/pdf/0715.pdf) deals with educational and vocational counsellors. According to the Act, only people with a relevant university education are allowed to use the title educational and vocational counsellor, both in initial and continuous education and training. The Ministry of Education, Science and Culture evaluates whether each applicant's education is relevant. People who worked as counsellors at the time of passing the law but had not obtained the relevant education, can apply for an exemption from this law and each such application will be evaluated by the same Ministry.

According to the Compulsory School Act (Lög um grunnskóla) (91/2008) all students in compulsory school have the right to educational and vocational counselling, carried out by specialists in the field (article 13. Source: http://www.nymenntastefna.is/media/frettir//Compulsory_school_Act.pdf). In bigger schools (especially in the capital area) there tend to be formally qualified counsellors but in smaller schools in the country-side they can still be teachers or other staff, who have in some cases received training in the field.

In the Upper Secondary School Act 92/2008 it is also stipulated that 'Students have the right to educational and vocational counselling carried out by specialists in the field' (article 37. Source: http://www.nymenntastefna.is/media/frettir//Upper_secondary_school_Act.pdf). In regulation 5/2001 it is stipulated that counsellors at upper secondary schools must have completed at least four years of university education, of which at least one year must be in educational and vocational counselling. The main tasks of the guidance counsellors is then described in seven categories and this kind of legal identity is believed to offer quality and necessary benchmarking for the guidance profession.

A master's degree in educational and vocational counselling is offered within the Faculty of Social Sciences at the University of Iceland. Applicants must have one of the following degrees:

- BA in education or psychology;
- B.Ed; or
- BA in other fields of studies and a teacher's certificate.

In service training tends to be in the form of e.g. individual courses offered by the University of Iceland or the Icelandic Educational and Vocational Guidance Associations or mobility grants abroad from e.g. the Leonardo da Vinci programme.

Theme 10: Financing: investment in human resources

10.1 VET financing policy

The main principles behind the funding of VET (and any other education and training in Iceland) has been to try to meet the demand for trained staff in different sectors. In VET, each Occupational Council is in charge of making an estimate on how many people are needed with different skills. When students apply for places at schools a different number of places is available in each profession and students may therefore have to wait before they can enter the education they desire or try something else.

The main changes in funding which have occurred in funding in reached decades are / will be:

- in 1991 the funding of compulsory schools was moved from the state to municipalities;
- since 2000, social partners have though increased their contribution to VET through the labour market training funds (see chapter 4.3.);
- in connection with the Upper Secondary School Act of 2008 it was discussed to establish a specific workplace training fund. At the time of writing this report, the Ministry of Education, Science and Culture was preparing the necessary legislation for this fund and it is expected that a bill will be discussed and possibly passed in Parliament in the autumn of 2011. At the time of writing this report the point of departure for this proposed legislation was that a specific amount be allocated each year in the Financial Act for the training of students in workplaces. Certified training workplaces could apply for the funding of a specific number of students and would in return undertake to give them quality training. This change would make a considerable difference for workplaces where skilled workers are supposed to dedicate a certain amount of time towards training students, pay the students their salaries but at the same time, getting a low level of "production" out of them, especially in the beginning.

10.2 Funding for initial vocational education and training

The funding structure for VET, as for other education and training, has not changed considerably for many decades. The basic principle is that almost all funding for IVET comes from the state, through the Ministries of Education, Science and Culture and is paid to the school according to the number of students who sit for an exam each term. Even private schools thus receive their funding in part from the state. School fees (varying from one school to the other) form the rest of their budget.

There are no laws regarding contribution of the social partners to VET but with growing demands for CVET, their contribution has multiplied in recent years through the labour market training funds (see 0502).

TABLE 1 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

Types of IVET	Institutions responsible for funding	Pay for*
Regulated professions	Ministry of Education, Science and Culture (mennta- og menningarmálaráðuneyti)	Education and training at schools
	Employers who train apprentices at workplaces	Apprentices' salaries
	Individuals	School fees and study material

Health and welfare professionals	Ministry of Education, Science and Culture	Education and training at schools
	Ministry of Welfare (velferðarráðuneyti)	Salaries for trainees at hospitals
	Individuals	School fees and study material
Police officers	Ministry of the Interior (innanríkisráðuneyti)	Education and training at schools plus salaries of trainees
Pilots	Individuals	Pay all costs
Non-regulated professions	Ministry of Education, Science and Culture	Most of the training at schools
	Individuals	School fees and study material

*Precise information is not available on each partner's share of funding contribution.

The main changes which have occurred during the last few decades are both that overall funding has increased rapidly and that individuals gradually pay more for their training than before because there are now more private institutions.

10.3 Funding for continuing vocational education and training, and adult learning

10.3.1 Public funding schemes and mechanisms to finance CVET (excluding those specifically targeted at unemployed)

The total public expenditure in CVT has risen rapidly over the last decade or so, and no accurate figures are readily available at the moment.

TABLE 2 - FUNDING FOR CVET AND ADULT LEARNING

Types of CVET	Institutions responsible for funding	Pay for*
Publicly provided CVET	Ministries of Education (mennta- og menningarmálaráðuneyti)	Education and training at schools. Contributes to vocational training funds operated by social partners
	Social Partners	Training at their own training centres
	Individuals	School fees and study material
Enterprise-based CVET	Social partners (enterprises or vocational study funds that belong to the employees –see below)	Subsidise employees towards training and employers' courses
	Individuals	Pay remaining costs

*Precise information is not available on each partner's share of funding contribution

10.3.2 Public-private cost-sharing ([5])

No such mechanisms exist.

10.3.3 Collective (employer, employee) investment to finance CVET ([6])

The Social Partners' Training Funds discussed in chapter 4.4. are based on the principle that each employer on the labour market is obliged to pay 0.05% of his/her salaries towards an education and training fund and all employers must pay 0.15% of the same amount.

10.3.4 Reaching the groups at risk through funding schemes and mechanisms

Three main groups have been defined by the Ministry of Education, Science and Culture as specifically vulnerable and at risk of dropping out of education and training and for each of these specific educational funding mechanisms are in place:

- people with mental or physical disabilities (by birth, after illnesses or accidents). Compulsory and upper secondary schools get specific funding for each student with disability which enables them to hire the necessary staff to give the student (s)he needs. Specific training centres have been established to train adults with disabilities and these specialise in different target groups. The Centres are operated in cooperation with NGOs and funded by the state and municipalities;
- immigrants. Specific funding has been allocated to teaching Icelandic to immigrants of all ages. Compulsory and Upper Secondary schools are also allocated funding earmarked for assistant to foreign students according to their needs;
- unemployed people. In a new initiative undertaken by the government to fight long-term unemployment, it is now (autumn 2011) possible to study and receive unemployment benefits at the same time.

10.4 Funding for training for the unemployed

Until recently funding for training of the unemployed has been limited because of the low level of unemployment. The Directorate of Labour, which falls under the Ministry for Social Services, is responsible for providing some funds through the local unemployment offices, where counsellors value whether or not training may help a person to get a job. Usually such training is partly paid for by the unemployed and there are strict rules as to who can get a subsidy.

In May 2011 3 648 people were registered as participants in special measures offered by the Directorate of Labour to fight unemployment. 56% were mane and 44& female and foreign citizens were 16%. The offers included self-empowerment, better health, various workshops and clubs, basic studies and innovation (Source: Directorate of Labour).

Added to this is the funding which goes through the Virk rehabilitation fund. All employers pay 0.13% of all salaries into the fund and in 2010 it allocated some 18.4 million IKR (around € 111 000) to specific courses (Source: the director of Virk).

([5]) Where Government and employers and/or individuals share the costs, namely: vouchers/ILAs, grants, tax incentives, loans, saving schemes, human capital contracts (Government and individuals); tax incentives, grants and vouchers (Government and employers).

([6]) Where the costs are covered by employers and employees , namely private cost-sharing among enterprises (training funds) and private cost-sharing between employers and employees (paid and unpaid training leave, payback clauses).

Authors, sources, bibliography, acronyms and abbreviations

11.1 Authors

Please indicate the authors for this Country report. You can do this either by sub-theme or for the whole input (as appropriate).

Main author: Dóra Stefánsdóttir, Research Liaison Office of the University of Iceland.

Other author: Þórir Ólafsson, Ministry of Education, Science and Culture

11.2 Sources, references and websites

List ALL sources and references used in this Country report. Please include author, title (in native language with an English translation), publisher and place and date of publication as well as the ISBN/ISSN number. Please do this by sub-theme or for the whole overview (whichever you feel to be most appropriate for how the overview was prepared).

Please also list useful websites of information/organisations referenced in the overview. Make sure the links are up to date.

Web pages:

Ministries:

- **Mennta- og menningarmálaráðuneyti** (Ministry of Education, Science and Culture): http://www.menntamalaraduneyti.is/
- **Velferðarráðuneyti** (Ministry of Welfare): http://www.velferdarraduneyti.is/
- **Sjávarútvegs- og landbúnaðarráðuneyti** (Ministry of Agriculture and Fisheries) http://www.sjavarutvegsraduneyti.is
- **Innanríkisráðuneyti** (Ministry of the Interior) http://www.innanrikisraduneyti.is/

Public institutions:

- **Vinnumálastofun** (Directorate of Labour): http://www.vinnumalastofnun.is/
- **Samband íslenskra sveitarfélaga** (The Association of Icelandic Municipalities) http://www.samband.is.

Other bodies:

- **Starfsmenntaráð** The Vocational Training Councils http://www.starfsmenntarad.is
- **Fjölsmiðjan** http://www.fjolsmidjan.is
- **Fræðslumiðstöð atvinnulífsins** – the Education and Training Service Centre http://frae.is
- **Iðan fræðslusetur** – the Vocational Education and Training Centre http://idan.is
- **Félag náms- og starfsráðgjafa** – the Icelandic Educational and Vocational Guidance Association http://fns.is
- **Virk – starfsendurhæfingarsjóður** http://www.virk.is/

Statisical information:

- **Eurostat:** http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/
- **Statistics Iceland**: http://hagstofa.is/

Laws and regulations:

- **Upper Secondary School Act** 92/2008
- **Compulsory School Act** 91/2008
- **Act on education and training (pre-primary, compulsory, upper secondary and the protection of the professional titles and rights of compulsory school teachers, upper secondary school teachers and compulsory school head teachers** 87/2008
- **Act on Adult Education** 27/2010.

Can all be found in English at http://eng.menntamalaraduneyti.is/Acts

Parliamentary resolution number 449/2011 on the education and job creation for young people
http://www.althingi.is/altext/139/s/0736.html

Publications:

- **Jónsson, Jón Torfi** and **Jónsdóttir, Guðbjörg Andrea** (1992): Námsferill í framhaldsskóla. Helstu niðurstöður. Félagsvísindastofnun Háskóla Íslands, Reykjavík
- **Jónsson, Jón Torfi** (1992a): Vöxtur menntunar á Íslandi og tengsl hennar við atvinnulíf. In Menntun og atvinnulíf (page 54-83). Sammennt, Reykjavík.
- **Halldór Frímannsson et. al**: Þróun Starfsmenntunar á Íslandi, skýrsla um framkvæmd og niðurstöður. Ministry of Education, Science and Culture, undated.
- **Iðan:** Annual Report 2010
- **Jóhannesson,** Professor Ingólfur Ásgeir: Til hvers er ætlast af kennurum framhaldsskóla? Til hvers ætlast kennarar framhaldsskóla? (What is expected of upper secondary school teachers? What do they expect?) Talk given at a seminar on the introduction of the new Upper Secondary School Act, Fjölbrautaskólinn í Breiðholti 11th February 2011.
- **Ministry of Education, Science and Culture** (2007): Skýrsla nefndar um eflingu náms- og starfsráðgjafar í grunn- og framhaldsskólum sem úrræði gegn brottfalli nemenda..
- **Ministry of Education, Science and Culture**: Policy-making for LIFELONG LEARNING. The Development of Education Policy in Iceland in the context of Europe (http://bella.mrn.stjr.is/utgafur/ET_2010_Iceland_english_translation.pdf)
- **Ministry of Education, Science and Culture**: Greining á námsferli heyrnarlausra og heyrnarskertra nemenda við 24 ára aldur (http://bella.mrn.stjr.is/utgafur/heyrnarsk_nem_24_ara_2010.pdf)
- **Sigurðardóttir, Auður:** Að stíga skrefið – í nám á nýjan leik að loknu raunfærnimati (Taking the step – studying again after a real competence validation). Final thesis from the Department of Social Sciences, 2010.
- **Social Science Institute of the University of Iceland**: Úttekt á átaksverkefninu „Ungt fólk til athafna“, 2001.

Other sources:

Baldursdóttir, Anna Þóra, Dean of the department of education at the University of Akureyri: email 31.08.2011.

11.3 List of acronyms and abbreviations

No acronyms or abbreviations are used.