



Research Liaison Office
UNIVERSITY OF ICELAND

ReferNet Country Report Iceland 2008

Progress in the policy priority areas for vocational education and training

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Preface

The "Copenhagen process" was launched as the contribution of Vocational Education and Training (VET) to the challenges identified in the Lisbon-Agenda. In the Copenhagen declaration, approved on 30 November 2002, the ministers responsible for VET in 31 European countries (EU Member States, candidate countries, EFTA-EEA countries), the European social partners and the European Commission agreed on enhanced European cooperation in VET.

This **Policy Report** forms part of the Cedefop ReferNet 2008 work programme. It provides information on Iceland's progress in VET towards EU policy goals within the framework of the Copenhagen process and according to the policy priorities defined in the Maastricht Communiqué (2004) and the Helsinki Communiqué (2006). It considers measures taken in the context of the Education and Training 2010 programme since the Copenhagen Declaration.

This report is one of a set of European country reports on VET policy development. It has been produced as a contribution to Cedefop's third policy report which reviews progress in VET towards the policy goals of the Copenhagen process. The opinions in this national report are not necessarily those of Cedefop. The preparation of this report has been co-financed by the European Commission.

The main section of the report is subdivided into the following seven policy areas identified by education ministers as priorities for national policy design in the VET sector:

- Improving access to and equity in VET;
- Lifelong learning through VET;
- Improving quality of VET;
- Strengthening the links between VET and the labour market;
- Governance and funding;
- EU tools and geographic mobility within VET;
- Development of VET statistics.

The introductory chapter of this report deals with socio-economic aspects and aspects of labour market relevance, the background of which aims to enhance understanding of national policy design. The final chapter provides an outlook of possible educational policy priorities after 2010, when the Lisbon process will be completed.

The national ReferNet policy reports will be one of the main sources Cedefop will use to produce the 2008 review of the Copenhagen Process, in line with its mandate. They will feed into an analysis of policy progress which Cedefop will prepare for the informal meeting of Education Ministers to be held during the French Presidency at Bordeaux on 26 November 2008 as well as into a policy progress report which Cedefop will publish presumably in spring 2009.

Contents

1. NATIONAL POLITICAL AND SOCIO-ECONOMIC CONTEXT.....	5
1.2. Socio-economic context.....	6
1.2.1. Example of policy measures: Support to “Icelandic for foreigners” education.....	7
2. IMPROVING ACCESS TO AND EQUITY IN VET	9
2.1. National policy context on improving access to and equity in VET	9
2.2. Increasing access to and attractiveness of VET.	9
2.2.1. Policy progress since 2002	9
2.2.2. Example of policy measures: New laws on education and training, May 2008	9
2.3. Improving equity for specific target groups	10
2.3.1. Policy progress since 2002	10
2.3.2. Example of policy measures	11
1. Fjölsmiðjan, established in 2001.....	11
2. Starfsbraut (study programme for disabled students) at Borgarholtsskóli upper secondary school, offered since 2005 taken as an example.....	13
3. LIFELONG LEARNING THROUGH VET	15
3.1. NATIONAL POLICY CONTEXT ON LIFELONG LEARNING THROUGH VET	15
3.2. FACILITATING TRANSFER BETWEEN VET PATHWAYS	15
3.2.1. Policy progress since 2002	15
3.2.2. Examples of policy measures: The Lifelong Learning Centres (símenntunarmiðstöðvar), since the late 1990s	16
3.3. Improving guidance and counselling services and creating guidance structures	17
3.3.1. Policy progress since 2002	17
3.3.2. Example of policy measures: Work-place guidance, in operation since 2000.	17
3.4. Validating (identifying, assessing and recognizing) skills and competences acquired through non-formal and informal learning.....	18
3.4.1. Policy progress since 2002	18
3.4.2. Example of policy measures: Raunfærnimat (Real competence).....	18
4. IMPROVING QUALITY OF VET	20
4.1. National policy context on improving quality of VET	20
4.2. Improving quality in VET provision	20
4.2.1. Policy progress since 2002	20
4.2.2. Example of policy measures: The Icelandic Apprentices Tournament, since 2005.....	20
4.3. Supporting the professional development of VET teachers and trainers	21
4.3.1. Policy progress since 2002	21
5. STRENGTHENING THE LINKS BETWEEN VET AND THE LABOUR MARKET	22
5.1. Strengthening the links between VET and the labour market	22
5.2. Involving social partners in VET provision	22
5.2.1. Policy progress since 2002	22
5.2.2. Example of policy measures: Occupational councils	22
5.3 Integrating learning with working	24
5.3.1. Policy progress since 2002	24
5.4. Integrating skill and competence needs of the labour market into VET provision	24
5.4.1. Policy progress since 2002	24
6. GOVERNANCE AND FUNDING	25
6.1. National policy context on VET governance and funding.....	25
6.2. Changes made to administrative/institutional structures.....	25
6.2.1. Policy progress since 2002	25

6.2.1. Policy progress since 2002	25
6.2.2. Example of policy measures: The new Upper Secondary School Act proposal.....	26
6.3. Changes made to funding arrangements for VET.....	26
7. EU TOOLS AND GEOGRAPHIC MOBILITY WITHIN VET.....	27
7.1. National policy context to introduction and dissemination of EU tools.....	27
7.2. Promoting the comparability of qualifications between different national, regional or sectoral contexts and their future compatibility with EQF	27
7.2.1. Policy progress since 2002	27
7.2.2. Example of policy measures: New act on upper secondary education, 2008.....	27
7.3. Promoting the transfer and accumulation of qualifications.....	28
7.4. Promoting Europass and ensuring synergy with EQF and ECVET.....	28
7.4.1. Policy progress since 2005 to introduce and promote Europass	28
7.4.2. Examples of policy measures and practice	28
1. Establishment of a national Europass Centre (NEC), 2004.....	28
2. Promoting the use of Europass CV, 2007-2008	29
7.5. Promoting geographical mobility of learners within VET	29
7.5.1. Policy progress since 2002	29
7.5.2. Example of policy measures: Nordplus Framework Programme 2008-2011	30
8. DEVELOPMENT OF VET STATISTICS	31
8.1. Progress made on national VET statistics since 2002	31
8.2. Examples of policies for improving national VET statistics.....	31
9. VET BEYOND 2010.....	32
9.1. VET issues that should be on agenda post 2010	32
9.2. Addressing these issues through national and EU policy	32
10. AUTHORS, BIBLIOGRAPHICAL REFERENCES AND SOURCES	33
10.1. Authors	33
10.2. Sources, references and websites	33

1. NATIONAL POLITICAL AND SOCIO-ECONOMIC CONTEXT

It is apparent from enrolment figures that VET does not enjoy the same status as general education and training. Thus, in 2006 24.459 students were enrolled for upper secondary education on total but only 5.701, or less than one in four, was enrolled in VET. The reasons for low interest in VET are many. To name a few:

- there is a great interest in university education, especially among girls (who were in 2007 67.1% of university graduates (source Hagstofa Íslands – Statistics Iceland). Girls do 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 at upper secondary level has a higher social esteem than VET;
- study programmes for many of the traditional women's professions (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;
- since the beginning of the 21st century, it has been easy to get a job (often well paid) without having any education and training. This is especially the case for boys who drop out of education and training to a much higher degree than girls (source Hagstofa Íslands).

Several attempts have been made to improve the status of VET. One of the main objectives of four new bills on education and training (expected to become law in May 2008) is to strengthen the status of VET e.g. by making closer links between VET-schools and industry, better integration of academic and vocational studies, more initiatives from schools to form new study-programmes and easier access for VET-students to enter university.

Table 1: VET priorities in Iceland, the main causes and reasons for this policy and the underpinning policy approach:

	Policy priority	Main causes and reasons	Policy approach
1	Improve training for teachers	New skills needs, ageing teaching population, globalisation, innovative pedagogies, etc.	Change legislation to make teacher training at master's level obligatory for all school levels
2	Increased participation in VET	VET is not nearly as popular as general education and training, with the result that the labour market does not get enough educated people	New possibilities of VET at post secondary level have been created in the hope of increasing VET's esteem.
3	Improved quality of VET	Even though most VET pathways are considered good, the Ministry of Education and feels that there is still room for improvement.	More internal and external quality assessment in the new Upper Secondary School Act.
4	Equity between VET and general education	VET is not nearly as popular as general education and training.	It is easy to change paths between general education and VET and within VET. New

			possibilities of VET at post secondary level have been created in the hope of increasing VET's esteem.
5	Increased variety of VET possibilities	Students, schools and the labour market have called for the creation of shorter and more specialised pathways.	With the Upper Secondary School Act adopted in 2008, schools will be able to create new study-programmes that are tailor-made to the labour market's needs.
6	National framework for vocational qualifications	More standardisation, transparency, improve image of VET vis á vis general education, EU recommendations, etc.	Changed national legislation for compulsory and upper secondary education.
7	Using training to better integrate young people into society/labour market	High drop-outs, low esteem of VET, etc.	Create more opportunities through additional programmes, special attention to disadvantaged target groups to increase access and equity.
8	Better training for immigrants, e.g. in Icelandic and issues related to living and working in Iceland	A rapidly increased foreign population	Massive state and municipality support to training for immigrants.
9	Increased possibilities for adult education and training at all levels	Low level of general education and training, increased pressure from local partners	Massive state and municipality support to adult training.

1.2. Socio-economic context

The Icelandic economy differs from the rest of Europe's economy in two main ways:

- Unemployment has been almost unknown for the last 2-3 decades. This means that anybody who wishes to get a job can do so and especially young men seem to leave school relatively early in order to work.
- There has been a massive increase in immigration during this century, especially since 2003. Foreign citizens were 6.8% of all the population on the 1st of December 2007. Between 11% and 16% of men between 20 and 49 were born in other countries (source Hagstofa Íslands - Statistics Iceland). The biggest foreign group was Polish (8.350), smaller groups were from Lithuania (1.316), Germany (980), and Denmark (903). This has meant that there is a huge demand for education in Icelandic and in teaching all other subjects to children and young people who do not yet master the language. As yet (middle of 2008), the effect of this immigration on VET has not been big yet. This is however likely to change should the immigrants choose to stay

in Iceland and more people master the language well enough to be able to study using it. In adult education, the immigrants have mainly focused on the learning the language and how to cope with the society.

1.2.1. Example of policy measures: Support to “Icelandic for foreigners” education

Rationale

The number of foreign employees in Iceland has multiplied during this century. Most foreigners do not speak any Icelandic when they arrive in the country; know little English and Icelanders do not speak e.g. Polish. In order to function better on the labour market, foreigners have been offered government subsidised courses in the Icelandic language and culture. In many cases the point of departure is taken at their places of work, both by offering Icelandic education at the workplace and by beginning with vocabulary linked to their employment.

Objectives

The main objective is to increase the number of foreigners who can cope on the labour market and in daily life but no set number of “graduates” with certain skills has been set.

Target group

The target group is adult foreigners who have little or no skills in any other language than their mother tongue.

Status of implementation

In 2006 and 2007 several thousand foreigners attended Icelandic courses at various levels but a complete statistics is not available. The government allocated 200 million ISK (equivalent of 1.6 million €) to finance courses in 2008. Social partners’ training funds, individual employers and the employees themselves also contributed substantial amounts.

Operation and delivery

Supporting foreigners with their integration into Icelandic society builds on the basic idea accepted in Icelandic society that everybody should have an opportunity to make the best of his/her life. As so much information is only accessible in Icelandic and it would be impossible to lead a normal life and be fully integrated into society without understanding and being able to communicate in the language. The policy of increasing support to Icelandic courses for foreigners forms a part of the increasing support to adult education which has been offered in recent years. The signing of the agreement on first social partners’ training fund in 2000, as a part of labour market negotiations, formed a pattern which has been growing in popularity ever since. Icelandic courses for foreigners have been offered in many places; at the Lifelong Learning Centres (símenntunarmiðstöðvar), private education and training centres, upper secondary schools and universities.

The government has supported the effort both by increasing its support to Lifelong Learning Centres and by contributing funds to the social partners’ training funds through the Unemployment Security Fund (Atvinnuleysistryggingarsjóður).

Key actors involved

Key actors involved are the Ministry of Education, Science and Culture (menntamálaráðuneyti), the Ministry of Social Affairs (félags- og tryggingarráðuneyti), Lifelong Learning Centres and private education centres.

Assessment

A general assessment has not been made. The indicators of success are the constant demand for the courses by immigrants.

Conclusions

The main obstacles have been reaching all those who may need education in Icelandic. Many of the immigrants in Iceland arrive during peak periods in demand for workforce and then leave when the situation becomes more stable. For them the motivation to learn a new language is not high. When the turn-over is fast and people staying more than 6-12 months are few. Some work-places have offered facilities and time for language classes on the job while others are too small or with too high turn-over to be able to do so.

2. IMPROVING ACCESS TO AND EQUITY IN VET

2.1. National policy context on improving access to and equity in VET

It is apparent from enrolment figures that VET does not enjoy the same status as general education and training. Thus, in 2006 24.459 students were enrolled for upper secondary education in total but only 5.701, or less than one in four, was enrolled in VET. The reasons for this are many but lack of access possibilities is not a predominant one. On the contrary, the most common VET study-programmes are on offer most places in Iceland, and it is possible to take at least part of the education through distance learning and there is great need for skilled people on the labour market. In order to increase social inclusion, some schools have developed short VET paths for people with various learning difficulties and they, and other schools, offer specific preparatory programmes for students who have for some reason or another, not completed compulsory education.

2.2. Increasing access to and attractiveness of VET.

2.2.1. Policy progress since 2002

Various initiatives have been made to increase the attractiveness of VET, some of whom have not proved successful while others are too new to be estimated. The following list is not complete:

- new VET study-programmes of various duration have been established;
- the access to university education after completing a VET degree has been made easier;
- it is possible to complete a both a VET and a general degree from the various comprehensive schools ;
- a set of laws on education and training is expected to pass in parliament in May 2008 with one of its main objectives to increase the participation in VET and strengthens its status.

2.2.2. Example of policy measures: New laws on education and training, May 2008

Rationale

The main rationale behind the new legislation (Expected to pass in May 2008) was to open up the system of education and training and make the transition between levels (primary – upper secondary and upper –secondary – tertiary) and between subjects (e.g. between VET and general education) smoother and easier.

Objectives

The main objective was to increase the number of people graduating with upper secondary qualifications of some sort.

Target groups

The target group was all young people.

Status of implementation

As the laws are under discussion at the time of writing this information (May 2008) it is too early to tell how individual schools and training centres will react and how many new policies will in fact be started.

Level of operation

The legislation is on a national level and will govern all other policy measures in education and training from pre-primary through post-secondary to tertiary education and training. These laws are a big part of a general change in the policy for education and training at all levels.

Key actors involved

The key actors involved are many: The Ministry of Education, Science and Culture (menntamálaráðuneyti) led the work but called in all relevant bodies for consultations. Of these, the Occupational Councils (Starfsgreinaráð) (mostly manned by social partners) and representatives from schools, teachers, parents and counsellors were the leading actors. The expected laws are based partly on work carried out by a specific committee set up by the Minister of Education with the purpose of proposing a restructuring of vocational education and training. Rather than focus on just that aspect, the committee chose to suggest that all education and training be changed in order to decrease any difficulties in moving between general education and VET (source Nýr framhaldsskóli, skýrsla starfsnámsnefndar. Ministry of Education, Science and Culture. Available in Icelandic at <http://bella.mrn.stjr.is/utgafur/starfsnamsnefnd.pdf>)

Accompanying/support

In the legislation, increased guidance and counselling is foreseen at all school levels. In the legislation for compulsory school it is stipulated that: "Students in compulsory schools have the right to educational and vocational guidance" (article 14, translated by text writer). Similarly, the Upper Secondary School Act stipulates that: "Students in upper secondary schools shall be offered guidance and counselling on educational and vocational issues as well as their personal affairs concerning their studies and presence in school. Counsellors should be educated in the field of guidance and counselling" (article 37, translated by text writer).

Institutional or structural issues affecting access opportunities

In the Upper Secondary School Act it is stipulated that "A student who moves from one school to another, where both operate according to the general upper secondary curricula, has the right to get credits from his/her former school recognised in the new school. Students who enrol into upper secondary schools has the right to have their real competences evaluated towards shortening their studies, if these competences are in line with the general curricula and the descriptions of pathways the school in question offers (article 31 translated by text writer).

Assessment

At the time of providing this information the expected legislation has not come into practise.

Conclusions:

At the time of providing this information the legislation has not come into practise.

2.3. Improving equity for specific target groups

2.3.1. Policy progress since 2002

Several initiatives have been taken to improving equity for specific target groups:

- for young drop-outs and other low-skilled people, there are various possibilities to re-enter education and training. These can be through the formal school system (e.g. by taking “rank tests” in languages, by entering specific preparatory classes for people who have not completed compulsory education and, once they are 18 years old, by entering VET directly or through informal course at e.g. the Lifelong Learning Centres, private enterprises or special programmes for young people at cross-roads (Fjölsmiðjan);
- young people at a social disadvantage have various tailor-made possibilities in many of the upper secondary schools. These can be short VET course and/or on-the-job training under the supervision of the schools;
- because of high job activity the situation of women returning to the labour market after several years of domestic work is hardly known in Iceland. However, many women, especially over 50, have little education and women of all ages feel alienated from positions of power. In order to assist these women, several projects have been carried out:
 - to help women establish and run companies (Brautargengi offered by the Innovation Centre Iceland),
 - women in agriculture have a specific network called “Living Agriculture”, which runs a special course for female farmers (a Leonardo da Vinci project called Building Bridges, see <http://www.building-bridges.is/site.php/partners/lang.en>) and
 - a project for women in innovation called “Auður í krafti kvenna” (Wealth in women-power) was carried out in 2001-2004 by The Icelandic Innovation Fund (Nýsköpunarsjóður);
 - through social partners’ training funds (subsidised by the state), adults (both skilled and unskilled) on the labour market can get support to continuous education and training. This can be in the form of subsidisation of courses offered by various training organisations and/or specific tailor-made courses at their places of work ;
 - there are no specific courses for unemployed people but people who have been unemployed for a specific period of time can get unemployment benefit while studying;
 - state subsidised courses for migrants in especially Icelandic and knowledge about the Icelandic economy and culture are offered by both the Lifelong Learning Centres and private companies. Municipalities and social partners also contribute towards this training.

2.3.2. Example of policy measures

1. Fjölsmiðjan, established in 2001

Rationale

Fjölsmiðjan is a work-place/training-centre for young people who find themselves at cross-roads in their lives and have neither been able to keep a job or complete an education. Some of them have been drug-users but Fjölsmiðjan demands that they are drug free when they start and they immediately have to leave if they start using drugs again. Students get an opportunity to train for the general labour market and/or to study further. They work each day from 8:30-15:00 and are paid trainees’ salary

and scholarships for studies. The young people eat breakfast and lunch together and an emphasis is put on making the workplace varied and interesting.

There are 7 departments:

- car cleaning;
- cooking (the food students make is sold at a low price at the Fjölsmiðjan's location);
- general education;
- electric appliances (goods donated to the "Good Shepard" delivered at special places in Reykjavík are repaired and sold at specific stores);
- carpentry (repair and making of things like windows and doors);
- computing and printing (making of e.g. name cards or photocopies);
- design (making of small artefacts which are sold on the premises).

A fishing department it will put into operation later in 2008 (the school already has a boat).

Objectives

Fjölsmiðjan's main objectives are:

- to make it easier for students to decide what they want to do with their lives;
- to be in close connection with the labour market and to offer other social options and to be a real option when young people need to choose their paths in life;
- to help young people build their characters and become stronger individuals, socially, work-wise and in further studies;
- to meet students where they are and try to help them fulfilling their wishes and needs for jobs with a meaning;
- students who go on to other schools or the labour market can approach Fjölsmiðjan's staff at any time, whether to seek assistance with their studies or good advice concerning work.

Target groups

The target group is young people at crossroads in their lives.

Status of implementation

Fjölsmiðjan in Kópavogur (vicinity of Reykjavík) has been in operation since 2001. In 2007 a branch was opened in Akureyri (north Iceland).

Level of operation

Fjölsmiðjan in Kópavogur (vicinity of Reykjavík) has been in operation since 2001. In 2007 a branch was opened in Akureyri (north Iceland).

Fjölsmiðjan is aimed at a very specific group, one which does not fit anywhere else, neither in the school system nor at the labour market. It has grown and opened another branch but the whole idea behind it is that it will remain small enough for the students to feel parts of a whole they know.

Key actors involved

The key actors involved are:

- the Red Cross (Rauði krossinn);
- the Ministry of Social Services (félagsmálaráðuneyti);
- the Directorate of Labour (Vinnumálastofnun);
- municipalities in the Reykjavík area and Akureyri;

- the Ministry of Education, Science and Culture (menntamálaráðuneyti).

Assessment of the policy/measure:

A general assessment has not been made. The indicator of success is regular demand.

Integration of outcomes into other policies.

Experience has taken into consideration in planning new study-programmes in regular VET-schools.

Conclusions

Financing and finding appropriate assignments for students is a constant challenge. Integration into to the general school system remains to be addressed.

[2. Starfsbraut \(study programme for disabled students\) at Borgarholtsskóli upper secondary school, offered since 2005 taken as an example.](#)

Rationale

The path is for students who needed considerable special tuition at compulsory school or attended special schools. It is considered preferable, but not necessary, if they know how to read and write to some extent when they start the programme and that they can go between classrooms on their own. On offer are studies for up to four years where the main emphasis is on maintaining and improving the knowledge students already have and to improve their connection to the labour market by on-the-job training as integrated parts of their studies. A special emphasis is on arts and vocational knowledge.

Tuition takes place in a special department but, if possible, students attend courses with other students and an emphasis is put on integrating them into the schoolwork in general.

Objectives and/or measurable targets

The main objectives with the pathways are:

- to help establish each students abilities and previous know-how;
- to focus on how each student uses his/her abilities and know-how;
- to help establish to what degree each student can obtain the objectives set by his/her chosen studies;
- to support the students self esteem and increase their knowledge on how and what they can learn most easily, for what they need support and how they deal with their weaknesses.

Target group

The target group is young people with learning difficulties.

Status of implementation

The pathway has been on offer since 2005 but is a continuation of a similar pathway which began in 1999.

Level of operation

Reykjavik and surrounding areas. The vocational pathway at Borgarholtsskóli upper secondary school is only mentioned here as an example of what many schools do in order to meet students' special needs. The main ideas behind these initiatives are that everyone deserves a chance, regardless of his/her physical or mental ability and that students of all capacities should study together and be parts of the same environment.

Key actors involved

The key actors involved are the schools in question and the Ministry of Education, Science and Culture (menntamálaráðuneyti).

Accompanying services

All students at upper secondary level receive guidance and counselling and Borgarholtsskóli employs two counsellors full time for around 1.000 students. Students with dyslexia get special assistance and students with other special needs are assisted with their integration into the labour market.

Assessment of the policy/measure:

A general assessment has not been made. The indicator of success is regular demand.

Integration of outcomes into other policies

Used as a model in designing similar programmes in other schools.

Conclusions

High cost per student and very demanding on teachers' abilities. The main issue which remained to be addressed is to integrate with other opportunities of study or work.

3. LIFELONG LEARNING THROUGH VET

Creating a framework for, and a culture of, lifelong learning has been at the heart of all EU education and training policies for the past decade. The Helsinki Communiqué requires countries to create ‘open VET systems which offer access to flexible, individualised pathways and create better conditions for transition to working life, progression to further education and training, including higher education, and which support the skills development of adults in the labour market’.

3.1. NATIONAL POLICY CONTEXT ON LIFELONG LEARNING THROUGH VET

The Ministry of Education, Science and Culture (menntamálaráðuneyti), on behalf of the government has lead intensive work towards the formation and implementation of a comprehensive national lifelong learning strategy since 2005, which resulted in 3 new laws on pre-primary, compulsory and upper secondary education which are expected to pass in May 2008 (see detailed description of these laws in chapter 2 of this entry). The main emphasis has been 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).

3.2. FACILITATING TRANSFER BETWEEN VET PATHWAYS

With the establishment of “basic studies” in e.g. the building sector, metal work, electricity/electronics and multi media in VET schools, it has gradually become easier to transfer from one VET pathway to another. To name an example: students of all the fields of building sector share a common first semester of general subjects and special subjects such as safety at the work-place, building material, drawing and “tool technique”. After this semester they choose e.g. house building, upholstery, furniture making, painting, masonry or wallpapering/linoleum laying. All general subjects (e.g. languages) can be transferred from one pathway to another (if they are part of the curriculum).

3.2.1. Policy progress since 2002

It has been relatively easy to change from one VET pathway to another, ever since the comprehensive schools were established in the 1970s. Students can take previously earned credits with them when moving between fields or sectors and the schools are very flexible on how new pathways can be entered. Therefore, no change has taken place since 2002.

3.2.2. Examples of policy measures: The Lifelong Learning Centres (símenntunarmiðstöðvar), since the late 1990s

Rationale

The nine Lifelong Learning Centres imitated from the grassroots' level and gradually grew and became more numerous as the need for increased adult education and training grew. They were a logical continuation of the old "migrating schools" which had until 1996 been in operation when and where needed. The state contributes to the centres' operation but it is still the local community in each region which decides what to offer and cooperates with other schools in the area and the labour market.

Objectives

The main objectives with the Lifelong Learning Centres are to offer:

- short vocational (initial and continuous) courses which otherwise would be unavailable in the region;
- the possibility of undertaking longer studies through distance education, in cooperation with one of upper secondary schools or universities;
- guidance and counselling;
- hobby related courses.

Additionally the centres are to increase local development, the cooperation between the local schools and the labour market, to coordinate the efforts of all those who offer education and training in the area and to support research and science (source: Kvasir: Úttekt á stöðu og framtíðarhorfum fræðslu- og símenntunarmiðstöðva á landsbyggðinni. October 2002. Available in Icelandic at <http://bella.mrn.stjr.is/utgafur/kvasir.pdf>)

Target groups

The target groups are low skilled workers and anyone interested in adding to his/her education and training.

Status of implementation

The Lifelong Learning Centres are measures that have been adopted all over Iceland and will continue to operate.

Operation and delivery

The Lifelong Learning Centres are not an isolated policy measure but rather an integrated part of the policy on education for all, regardless of where they live and what previous education and training they have.

Key actors involved.

The key actors involved are: The Ministry of Education, Science and Culture (menntamálaráðuneyti), municipalities, upper secondary schools and universities, social partners and local NGOs.

Assessment

The success of the Lifelong Learning Centres has been great, which can be measured in the increased number of people attending courses and graduating with diplomas, certificates and even a university degree. An evaluation was carried out in 2002, where it was recommended that the Centres received increased support from the state in order to be able to employ at least 2 permanent staffs each. Further technical assistance is also requested (source: Kvasir: Úttekt á stöðu og framtíðarhorfum fræðslu- og símenntunarmiðstöðva á landsbyggðinni. October 2002. Available in Icelandic at <http://bella.mrn.stjr.is/utgafur/kvasir.pdf>)

Conclusions

Motivation of low skilled people is tough and it is necessary to increase participation of low skilled workers in VET.

3.3. Improving guidance and counselling services and creating guidance structures

3.3.1. Policy progress since 2002

The government has put increased emphasis on offering guidance and counselling both at all educational levels and on the labour market, in line with the Council Resolution on Lifelong Guidance (2004):

- all schools from compulsory to tertiary level employ (at least part time) skilled personnel who give advice on both the studies at the schools and the possibilities of further studies and/or work after its completion;
- the Lifelong Learning Centres offer educational and vocational guidance;
- some trade unions offer guidance at work-places;
- the Directorate of Labour offers guidance to the unemployed at its Unemployment Offices;
- several private educational establishments offer guidance;
- the University of Iceland offers both a diploma and a Master's course for counsellors.

3.3.2. Example of policy measures: Work-place guidance, in operation since 2000.

Rationale

Low skilled workers who want to undertake further training may find it difficult to get information about the possibilities they have both in the form of courses and of financial support. Working days are long and it may be difficult to get time off to go and see a professional and the workers may not know where to turn. In 2000 a Leonardo da Vinci project was started under the leadership of one of the unions of workers in Iceland called Starfsafl with the intention of reaching workers at their workplaces in order to give them guidance. The obvious starting point was the labour union representatives (according to article 9 of law number 80/1938, in every workplace where at least 5 people are employed, the employees have the right to nominate 2 people to be their labour union representatives, looking after their rights etc. – source> <http://www.althingi.is/lagas/nuna/1938080.html>). The project offered training to some of the labour union representatives to better enable them to undertake the role of “guidance counsellors” at the workplace. After the project's completions, this practice has continued and in several workplaces it is now possible to get some guidance.

Objectives

The objectives with the course of the union representatives are to help them develop a better understanding of the diverse nature of guidance, be able to develop and implement workplace guidance in various settings and be aware of local/regional networks and resources on guidance for lower-paid workers.

Target groups

The target group was low skilled workers.

Status of implementation

The Education and Training Service Centre (Fræðsumiðstöð atvinnulífsins) has continued with offering training in guidance for labour union representatives in workplaces. The Centre offers two training courses for labour union representatives and in the latter, they get a few lessons in guidance and counselling.

Operation and delivery

National and fits with a larger VET social policy approach.

Key actors involved

The key actors involved are The Education and Training Service Centre (Fræðsumiðstöð atvinnulífsins) and some labour unions and workplaces.

Assessment

Not available. Indicators of success are that participants confirm satisfaction.

Integration of outcomes into other policies

Fits very well with policy measures planned in this field

Conclusions

The main obstacles encountered are that the approach is not easy to combine with full time job. The issue which remain to be addressed is if and how conclusions can be generalised.

3.4. Validating (identifying, assessing and recognizing) skills and competences acquired through non-formal and informal learning

3.4.1. Policy progress since 2002

Several steps have been taken in Iceland in order to validate skills and competences acquired through non-formal and informal learning. The Ministry of Education, Science and Culture (menntamálaráðuneyti) has supported two centres which offer possibilities of such recognitions and through e.g. upper secondary schools, the Lifelong Learning Centres and universities it is possible to add on to previously acquired knowledge in order to get a qualification.

3.4.2. Example of policy measures: Raunfærnimat (Real competence)

People in the labour market acquire knowledge and skills in many fields by various means, such as through professional experience, vocational training, leisure education, school study, social activities and family life. This is real competence. However this is not always formally recognised and, even though people can get professional employment in times of economic upswing, they can be the first to loose such jobs when the economy slows down. Hence, it has been considered necessary to assist people with getting their skills and competences formally recognised in order to increase their security on the labour market. This is in line with the national curriculum for upper secondary schools which stipulates that "Headmasters of upper secondary schools are responsible for assessing students' former education and training, whether formal or informal. Informal education and training here means skills and competences which have been acquired outside the formal school system, e.g. in private courses or through work experience. Such assessment can lead to students being exempted from studies if individual parts of their vocational studies and/or workplace training" Article 7.6, translated by text writer (source <http://bella.mrn.stjr.is/utgafur/Mmal.pdf>).

The Education and Training Service Centre (Fræðslumiðstöð atvinnulífsins) lead a Leonardo da Vinci pilot project which was completed in 2006 called "The Value of Work" (VOW, see

<http://valueofwork.org/>) for unskilled people in the banking sector and have since cooperated with the Ministry of Education, Science and Culture in formulating the demands for competence evaluation and with the two training centres mentioned below. The two centres working on this co-operate with the Ministry of Education for the recognition of such competence in order to shorten study periods.

Objectives

There are two main objectives with this policy:

- to increase the number of skilled people on the labour market; and
- to enable individuals to add to their formally recognised skills and competences through either the formal school system or adult education on offer elsewhere.

Target groups

There are basically two main target groups:

- IDAN (The Vocational Education and Training Centre) works with for house builders and car mechanics who have completed parts of upper secondary VET but need to complete some courses in order to graduate.
- The Education Council for Electricity and Electronics (Fræðsluskristofa rafiðnaðarins) offers similar assistance to people with parts of the formal qualifications for electricians.

Status of implementation

In both cases, the implementation has only recently been started and is still run as pilot projects.

Level of operation

National. The government of Iceland has committed itself to adapting EU's qualification standards by formulating its national qualification standards based on output (see chapter 2 in this report on the new laws on education and training). The real competence assessment is a cornerstone of this policy.

Key actors involved.

The key actors involved are the Ministry of Education, Science and Culture, the two training centres, which are both owned by social partners, and social partners in general.

Assessment of the policy

No assessment has been carried out so far.

Indicators of success

Constant demand.

Conclusions

No final conclusions have been drawn so far but results are seen very positive. There is however some fear that real competence valuation can be seen as an easy way out by [those](#) with traditional background in VET. Individual rights to this service need to be defined and financed decided upon.

4. IMPROVING QUALITY OF VET

4.1. National policy context on improving quality of VET

The most important step forward to improve the quality of VET would be the overall planning and development of National Curricular Guidelines (NCG) in all main areas of VET in close cooperation with the social partners. The NCG for individual VET programmes offer clear descriptions of objectives and required competences in each subject area serving as guidelines for learning and teaching/training and criteria for assessment of student achievement. Furthermore there has been an increased emphasis on improved cooperation between schools and companies.

4.2. Improving quality in VET provision

4.2.1. Policy progress since 2002

Constant work is in progress to improve the quality of VET provisions. The Ministry of Education, Science and Culture (menntamálaráðuneyti) leads the work with the active participation of the social partners and the schools. The development of National Curricular Guidelines was mentioned in the section above. Intern and extern evaluation in and of upper secondary schools is another tool for improving quality in VET as well as general education at this level. According to provisions in the Upper Secondary School Act 1996, all upper secondary schools are to carry out internal evaluation of their work. At five-year intervals, the internal evaluation procedures are subject to external evaluation. The last decade or so can be seen as a period of development for the improvement of evaluation procedures of both types. According to a bill of a new Upper Secondary School Act (expected to pass in May 2008) additional demands are made on all schools for increased quality control and stronger provisions are made for external evaluation.

Individual unions of skilled workers have also contributed towards the debate on improved skills by participating in skills competences at Nordic, European and world level and awarding prizes for the best apprentice in each sector each year.

4.2.2. Example of policy measures: The Icelandic Apprentices Tournament, since 2005

Rationale

By participating in competitions at Icelandic, Nordic, European and world level, the focus is drawn to the fact how many different fields are available and how interesting and varied the work can be. By competing against each other in both the quality of their work and the time they need to carry it out, students need to be focused, well trained and innovative. The main prize of the competition is participation on the Nordic Skills Test, the European Skills Test and World Skills Tests. Good student thus have the possibilities to travel and compete against their peers all over the world.

Objectives and/or measurable targets

The main objective is to increase the visibility of vocational education and training, improve the sectors' image, introduce them to the public, not least to young people, and draw the attention to the opportunities in vocational studies and possibilities of future work. Furthermore, by competing both in quality and time, the students are encouraged to study and work hard.

Education level

In 2007 the competition was in the following fields: metal work, electricity, carpentry, painting, masonry, linoleum laying, plumbing, cosmetics, hair dressing, car maintenance, graphic design and photography. 75 students from 12 schools participated.

Status of implementation

The Icelandic Apprentices Tournament started in 2005 but since 2001 the Union of Plumbers (Sveina- og meistarafélag pípulagningamanna) has participated in Nordic Skills Tests.

Level of operation;

National but isolated measure.

Key actors involved

The key actors involved are the unions of skilled workers which organises the tournament, the Ministry of Education, Science and Culture (menntamálaráðuneyti) which gives financial support and Educate Iceland (Mennt) which was in charge of the technical operation in 2005, 2006 and 2007.

4.3. Supporting the professional development of VET teachers and trainers

4.3.1. Policy progress since 2002

In the comprehensive upper secondary school in Iceland teachers of VET programmes have the same rights and obligations as have the teachers of other programmes at this school level. Their educational requirements are defined in Law 86/1998 on the protection of the professional titles and rights of compulsory school teachers, upper secondary school teachers and compulsory school head teachers. The Parliament (Alþingi) is expected to adopt a new law of this kind in May 2008 without any considerable consequences for the situation of VET teachers.

Since 2002 there are no new policy trends for supporting the professional development of VET teachers and trainers to be identified. Most VET teachers in upper secondary schools are fully qualified. They have equal access as other groups of teachers to governmental funds for in-service training, for writing of textbooks and other study material and for developmental projects in schools.

5. STRENGTHENING THE LINKS BETWEEN VET AND THE LABOUR MARKET

5.1. Strengthening the links between VET and the labour market

The provisions on VET in The Upper Secondary School Act of 1996 were based on the fundamental policy principle that adequate VET programmes would not be developed without high involvement of the social partners and close cooperation between the Ministry, the LM and the schools. Based on these provisions a tripartite cooperation committee was established as an advisory body for the overall policy making of VET. Furthermore Occupational Councils (starfsgreinaráð) in all main occupational areas were established to advise the Ministry on VET for the labour market. Since 1998, twelve such councils have been involved in the process of providing analyses and forecasts for competence needs, planning new VET programmes, revising existing curricular guidelines, proposing rules for the implementation of journeymen's exams and several other issues in education and training. Social partners have also been highly involved in the operation of the Lifelong Learning Centres, have operated their own training institutes and are partners in running some VET schools.

5.2. Involving social partners in VET provision

5.2.1. Policy progress since 2002

Since 2002 programmes have been re-defined by the relevant Occupational Councils and new curricula been designed in the process. In this period, new curricular guidelines have been adopted on a national basis for over 50 VET programmes.

In the spring of 2008 the government and social partners signed an agreement on a new Polytechnic Institute, The Technical College, a school for the labour market (Tækniskólinn, skóli atvinnulífsins). The institute, which is made up of the old Polytechnic Institute (Fjöltækniskóli Íslands) and the largest VET school in Iceland (Iðnskólinn í Reykjavík), will formally commence its operation in the autumn of 2008 and will be operated by an association of social partners. The state will continue to pay a certain amount to the Institute for each student completing each semester. The college will accommodate well over two thousand students in 40 programmes with over 250 employees. It will thus be the far largest VET institute in the country.

5.2.2. Example of policy measures: Occupational councils

The Ministry of Education, Science and Culture ensures the cooperation with social partners mainly through the Occupational Councils (starfsgreinaráð) which represent the strongest link to the industry. They are for:

- building and constructions;
- transport and vehicles;
- food, catering and tourism;
- metal, machinery and production;
- pedagogy and leisure;

- information and media;
- health and social services;
- design, art and handicraft;
- personal services;
- electrics and electronics;
- navigation and maritime engineering;
- retail and offices.

The councils are appointed by the Ministry of Education, Science and Culture after the nomination of social partner's organisations. There are five to nine representatives in each council, two to four from each of the social partners plus one with teaching experience at a VET school. The councils operate on a consultancy basis

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.

- involve the respective VET stakeholders in:
- identifying and anticipating competences and qualification needs

The Occupational Councils are responsible for providing analyses and forecasts for skill needs and the need for relevant education and training in each profession.

In section 3.4.2. the real competence programme is discussed in detail. In brief, it involves possibilities for people who have little or no formal qualifications to get recognition for learning they have acquired in non-formal or informal manner.

Quality monitoring of VET provision

In IVET, the Upper Secondary School Act stipulates that each upper secondary school shall carry out yearly internal evaluation, publish these publicly and be subjected to regular evaluations carried out by the Ministry of Education, Science and Culture (menntamálaráðuneyti) (articles 41 and 42). In the older Upper Secondary School Act (from 1996) quality assessment was much more open and it was left to the schools to decide how often internal evaluations were carried out and what they contained.

In CVET there is no formal system of quality control in operation. There are however individual examples of strict quality control in CVET (e.g. in the metal industry, computer design and the cooling and freezing industry). Existing regulation on adult education number 279/1997 (available in Icelandic at <http://www.menntamalaraduneyti.is/log-og-reglugerdir>) mainly deals with general education and hardly says anything about VET. The Education and Training Service Centre (Fræðslumiðstöð atvinnulífsins), which is owned by social partners, has developed evaluation procedures for several courses in adult education in cooperation with relevant Occupational Councils. There, the pedagogical value, vocational content and teaching methods are evaluated according to a thorough questionnaire. Iceland however leads in a Leonardo da Vinci project called Recall with the purpose of creating "... a quality assurance system for lifelong learning providers, based on quality directed initiatives in VET in Europe. The results will be used to disseminate a commonly recognised quality mark for lifelong learning providers and develop a commercially sustainable procedure for managing and awarding the quality mark" (see <http://www.recall.eu.com>). At the Ministry of Education, Science and Culture (menntamálaráðuneyti), a new law on adult education was being prepared at the time of writing this information.

5.3 Integrating learning with working

5.3.1. Policy progress since 2002

In 2005, the Ministry of Education, Science and Culture appointed a working group with the purpose of making suggestions for the alteration of work-place learning. In connection to this work, several experiments and developmental projects were carried out such as of training of trainers in selected occupations, planning of curricula for the workplace-training and the utilisation of log books. On the basis of this work the group published its proposals in 2006 and made the following three main proposals:

- rules concerning workplace training be an integrated part of National Curricular Guidelines with equal value as school based training;
- the costs involved with workplace training be shared by all workplaces offering such training;
- the establishment of a vocational training fund which will equalise the cost between training companies. (Source: Skipulag, framkvæmd og fjármögnun vinnustaðanáms – lokaskýrsla, apríl 2006, Ministry of Education, Science and Culture).

These suggestions are now under consideration. They seem rather radical in the light of the Icelandic tradition where the workplace-training mainly is a matter of agreement between the enterprises or companies and the individual trainee and without any form of external payment.

Article 28 of the Upper Secondary School Act adopted in the spring of 2008, stipulates that workplace training is based on the general principle of the national curricula for each subject. The schools are responsible for making contracts between students and workplaces and are obliged to choose workplaces from an approved list by the Occupational Councils. In the workplace contract the quality of the training will be stipulated as will the alternative provisions if such demands are not met. It is left open whether a specific vocational training fund will be established.

5.4. Integrating skill and competence needs of the labour market into VET provision

5.4.1. Policy progress since 2002

As explained in details in section 5.1., the Occupational Councils (partly manned by the labour market), work very closely with the Ministry of Education, Culture and Science in analysing the labour market's needs for new or altered skills.

6. GOVERNANCE AND FUNDING

6.1. National policy context on VET governance and funding

6.2. Changes made to administrative/institutional structures

6.2.1. Policy progress since 2002

The Cooperation Committee on VET at Upper Secondary Level (samstarfsnefnd um starfsnám á framhaldsskólastigi), which has representatives from social partners and the public sector, is formally responsible for maintaining the relations between the labour market and the system of education and training. Its main role is to suggest which occupations should belong to each occupational group, in cooperation with social partners. It furthermore suggests developmental projects and promotes co-operation between schools and industry (Lög um framhaldsskóla (the Upper Secondary School Act) 80/1996, article 27).

The Occupational Councils (starfsgreinaráð) are the strongest link to the industry. They are formally responsible for providing the Ministry with advice on skills needs for their respective trades/industries.

The new Upper Secondary School Act proposal (expected to pass in May 2008) gives the schools increased autonomy to develop new pathways and make necessary adjustments to existing ones. It will be possible to tailor-made courses according to the labour market's demands.

The curriculum-based VET is carried out in schools and institutions financed by the state. The cost for workplace training is financed by a work contract between the trainees and the companies.

6.2.1. Policy progress since 2002

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6.2.2. Example of policy measures: The new Upper Secondary School Act proposal

Rationale

To improve the status of VET.

Objectives and/or measurable targets

To raise the number of students in VET and make it more attractive.

Target groups

VET schools and students at upper secondary level.

Status of implementation

Law expected to pass in May 2008.

Level of operation

Government. As a part of a larger education policy approach.

Key actors involved

The key actors involved are many: The Ministry of Education, Science and Culture (menntamálaráðuneyti) led the work but called in all relevant bodies for consultations. Of these, the Occupational Councils (Starfsgreinaráð) (mostly manned by social partners) and representatives from schools, teachers, parents and counsellors were the leading actors. The expected laws are based partly on work carried out by a specific committee set up by the Minister of Education with the purpose of proposing a restructuring of vocational education and training. Rather than focus on just that aspect, the committee chose to suggest that all education and training be changed in order to decrease any difficulties in moving between general education and VET (source Nýr framhaldsskóli, skýrsla starfsnámsnefndar. Ministry of Education, Science and Culture. Available in Icelandic at <http://bella.mrn.stjr.is/utgafur/starfsnamsnefnd.pdf>)

6.3. Changes made to funding arrangements for VET

No significant changes have been made since 2002.

7. EU TOOLS AND GEOGRAPHIC MOBILITY WITHIN VET

7.1. National policy context to introduction and dissemination of EU tools

7.2. Promoting the comparability of qualifications between different national, regional or sectoral contexts and their future compatibility with EQF

See under 7.2.1.

7.2.1. Policy progress since 2002

New laws on education and training are expected to pass in Iceland in May 2008 with one of its main objectives to increase the participation in VET and strengthen its status. The new laws stress on quality assurance and transparency of the education system, learning outcomes approach and freedom for providers to come up with new and flexible learning pathways, thus leading to further decentralization of the education system. A new national credit system for VET will be introduced which will make it easier for partners to cooperate across borders and between systems and levels. It will be outcome based and will thus facilitate closer cooperation through ECVET. A framework (NQF) will be set up for all education at secondary level, including VET, which is meant to facilitate transparency and mobility both within the local system and between Iceland and other countries.

7.2.2. Example of policy measures: New act on upper secondary education, 2008

Rationale

To implement a lifelong learning strategy and increase permeability between levels, to improve school completion rates and improve performance of students, to offer personalized education for everyone and increase flexibility of education.

Objectives

To increase participation in education and school completion rate, improve performance of students.

Educational level

Upper secondary level, including VET.

Status of implementation.

Being enacted.

Policy/measure operation and delivery

Restructuring of education system in Iceland.

Level of operation

National level.

Principles applied

Includes provisions on quality assurance in schools, recognition of non-formal and informal learning, creating an NQF for Iceland which will be referenced towards the EQF, making it possible to specify new training pathways with transparent routes of progress to higher levels; provisions on curricula that are outcome based and a new credit system which will make it easier to identify modules of learning.

Key actors involved

Ministry of Education and schools at large, as they play a key role in the implementation of the new act.

Assessment

No assessment has been carried out.

Indicators of success

Not in sight yet.

7.3. Promoting the transfer and accumulation of qualifications

See under 7.2.1

7.4. Promoting Europass and ensuring synergy with EQF and ECVET

7.4.1. Policy progress since 2005 to introduce and promote Europass

Europass has been fully implemented in Iceland and e.g. all the information on Cedefop's website are available in Icelandic. The Research Liaison Office of the University of Iceland is responsible for operating a national Europass centre which has a website in Icelandic and assists all relevant partners with the Europass documents.

The Research Liaison Office of the University of Iceland has been the National Europass Centre since its commencement in 2004. During that time, all relevant documents have been translated into Icelandic, an Icelandic version of Cedefop's Europass web has been constructed and an intensive introduction campaign has been carried out.

7.4.2. Examples of policy measures and practice

1. Establishment of a national Europass Centre (NEC), 2004.

Rationale

Iceland fully participates in the entire EU's education and training programmes. National authorities want to make it possible for their citizens to take part of their education and training elsewhere in Europe and found the whole rationale between the Europass documents very relevant in this respect. Therefore the University of Iceland was one of the first countries in Europe to open a national centre.

Objectives

The main objective with the NEC, as with all the Europass centres, is to help citizens make their qualifications and competences clearly and easily understood throughout Europe. In particular the aim is to improve the communication between job applicants and employers, regardless of borders. This will facilitate occupational mobility – between countries as well as between sectors - and will promote and add value to mobility in education and training.

Status of implementation

All the Europass documents are known and used throughout Iceland. Especially the Europass CV has been popular among young people. All universities automatically issue the diploma supplement in English (and some also in Icelandic) and some VET schools the certificate supplement in English and Icelandic. The mobility pass is not widely used so far and the main future emphasis will be on its promotion.

Level of operation

National.

Key actors involved

The National Europass centre by promoting the documents, universities by issuing the diploma supplement, the Ministry of Education, science and Culture by issuing a decree obliging all universities to do so and by compiling in Icelandic and translating into English the certificate supplement, several schools by encouraging their students to use the documents.

Assessment of impact

No assessment has been made of the project so far.

Conclusions

No obstacles were encountered.

2. Promoting the use of Europass CV, 2007-2008

Rationale

It was deemed necessary to promote the Europass CV as far and wide as possible. Therefore a plan was drawn up at the end of 2006 to use years 2007 and 2008 to visit some compulsory and all upper secondary and tertiary schools in Iceland.

Objectives

The main objective was that students would start by doing their CV in Icelandic with the help of their teachers and/or guidance counsellors. This would make it easier for them to translate the CV into other languages when planning to study and/or work abroad.

Status of implementation

When this report was compiled in the spring of 2008, almost all schools at upper secondary and tertiary level had been visited. A survey of the results of this campaign is planned for the autumn of 2008.

Level of operation

National.

Key actors involved

The National Europass Centre, upper secondary and tertiary education centres and some compulsory schools where the CV has been introduced in the 10th grade (students 15-16 years old).

Assessment of impact

No assessment has been carried out so far but is planned for the autumn of 2008.

Obstacles encountered

A few schools expressed no interest in the Europass or stated that they did not find the documents (which they did not know at all), relevant. The people working in the project are sure that this is just a temporary phase and that once they hear about it from other sources (e.g. colleagues who have been presented with the documents) they will want to use them too.

What issues remain to be addressed?

The work will continue in the same manner as until now.

7.5. Promoting geographical mobility of learners within VET

7.5.1. Policy progress since 2002

Iceland has for a long time in cooperation with the other Nordic countries operated educational programmes in the fields of mobility and other educational activities. In year 2007 this activity was expanded in a new programme, The Nordplus Framework Programme 2008-2011. So since the beginning of 2008 the Baltic states, Estonia, Latvia and Lithuania

became participating members in the programme on equal basis with the Nordic countries, Denmark, Finland, Iceland, Norway and Sweden.

7.5.2. Example of policy measures: Nordplus Framework Programme 2008-2011

Rationale

To contribute to the development of quality and innovation in the educational systems for life-long learning in the participating countries by means of educational co-operation, developmental projects, exchanges and networking.

Objectives

To increase co-operation in education and student mobility.

Target groups

Students and education providers in Estonia, Denmark, Finland, Iceland, Latvia, Lithuania, Norway and Sweden.

Level of operation

Transnational.

Key actors involved

Educational authorities.

Assessment

Not relevant yet.

Indicators of success

Not relevant yet.

8. DEVELOPMENT OF VET STATISTICS

8.1. Progress made on national VET statistics since 2002

The Ministry of Education, Science and Culture has an agreement with Statistics Iceland (Hagstofa Íslands www.hagstofa.is) on the gathering of statistical data on education and training. All schools and training places send their information on students, subjects, etc. to Statistics Iceland. Statistics Iceland has collected data since 1975 on the educational careers of students at the upper secondary and tertiary level. VET-students both in apprenticeship and school programmes are included. Data are collected once a year for the autumn term only. In recent years the data collection has been broadened from official schools only to school operating outside the official or formal school system. The purpose of this data collection, which comprises a longitudinal student register, is to provide an overview of the upper secondary and tertiary school system, number and flow of students within the system and to produce data for both domestic and international comparison

In order to obtain reliable, illuminating data on the domestic labour market Statistics Iceland started regular Labour Force Surveys in 1991. Models were sought elsewhere in the Nordic countries and comparable surveys in the countries of the European Union. Since 1995 the LFS data has been sent in a standardised form to the Statistical Office of the European Union (Eurostat) in accordance with the agreement on the EEA.

8.2. Examples of policies for improving national VET statistics

No activity is taking place now that could be appropriate to refer to as measures or projects. As stated above Statistics Iceland and the Ministry of Education, Science and Culture constantly cooperate on improving the methods used to get as thorough and accurate data as possible on education including VET. In recent years statistical information has become more and more accessible at Statistics Iceland's web site e.g. through interactive data bases.

9. VET BEYOND 2010

9.1. VET issues that should be on agenda post 2010

1. Increased focus on better quality of workplace training.
2. Recognition and validation of skills and competences acquired through non-formal and informal learning to facilitate individuals to add to previously acquired knowledge in order to get a qualification.
3. More taylormade pathways of study within VET in co-operation of schools and the labour market in order to make VET more attractive for young people and prevent drop-out.
4. Better access for VET-students to further education in their specialised fields or to university education in general.

9.2. Addressing these issues through national and EU policy

1. Increased funding to workplace training. Improved education of workplace teachers and trainers. Standard setting for workplace training.
2. Definition of target groups and individual rights to acquire recognition. Forming of methods and tools that can be used in this purpose.
3. More autonomy of VET-schools to offer pathways in co-opertaion with the labour market.
4. Better integration of academic and vocational studies at all school levels.

10. AUTHORS, BIBLIOGRAPHICAL REFERENCES AND SOURCES

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10.2. Sources, references and websites

Sources and references used are to be found in the report's text.