



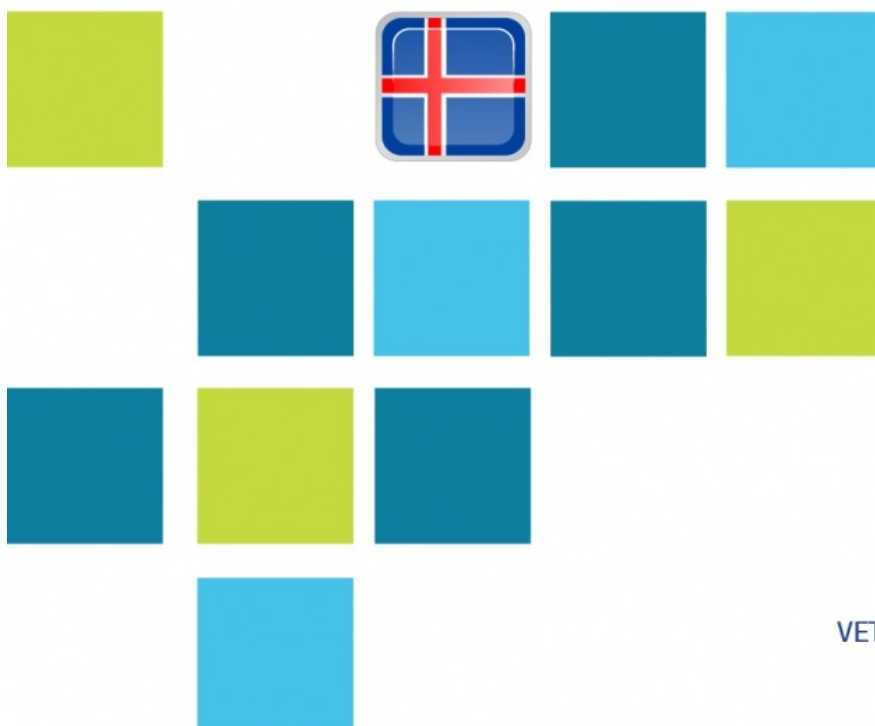
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VOCATIONAL EDUCATION  
AND TRAINING IN EUROPE

# ICELAND

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## SYSTEM DESCRIPTION



VET IN EUROPE 2022

Cedefop; Ministry of Education and Children (2022). *Vocational education and training in Europe - Iceland: system description* [From Cedefop; ReferNet. Vocational education and training in Europe database]. <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/iceland-u2>

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  - Initial mainly school-based programmes VET programmes leading to EQF level 5, ISCED levels 453, 454 (iðnmeistari, píanóleikari etc.).
  - Initial mainly school-based programmes VET programmes leading to EQF level 6, ISCED level 554 (iðnfræði).
- References.

## CHAPTER 1.

# Summary of main elements and distinctive features of VET

### **Summary of main elements ( 1 )**

The Icelandic vocational education and training (VET) system originates from the time when Iceland was still part of the Danish kingdom. At that time, apprentices learned from their masters by working alongside them. Gradually, schools took over parts of the training and more theoretical subjects were added. Workplace learning is still important, and the journeyman's exam is centred on demonstrating skills learners have acquired.

Almost all VET is offered at upper secondary level (ISQF 3/ EQF4), where studies at school and workplace learning form an integral part. Study programmes vary in length from 1 school year to 4 years of combined school and workplace learning. Enterprises responsible for training need official certification and training agreements with both the learner and the school, stipulating the objectives, time period and evaluation of the training. Most learners in workplace learning receive salaries, at an increasing percentage of fully qualified workers' salaries. Companies training learners can apply to the Ministry of Education, Science and Culture for a subsidy to fund training.

Several qualifications are offered at upper secondary level; some of these are preconditions for holding relevant jobs. The most common are journeyman's exams but there are also exams for healthcare professionals and captains and engineers of ships and planes. In other professions, a VET degree is not a precondition for employment, but graduates enjoy preferential treatment for the jobs they are trained for.

A few VET programmes are available at post-secondary non-tertiary level (ISQF 4/EQF 5), including tourist guides and captains at the highest level. Certificates for all master craftsmen are also awarded at this level. These programmes last 1 to 2 years and lead to qualifications giving professional rights.

Learners with severe learning difficulties are offered special programmes at mainstream upper secondary schools. Several VET pathways leading to a diploma give these learners the potential to continue their education.

The overall emphasis of the education system is to keep its structure simple and understandable, so learners can move relatively easily between study programmes. They can finish upper secondary school with a vocational and a general degree (matriculation exam), the prerequisite for higher education. VET learners who have not passed the matriculation exam can attend further general education to qualify.

Courses which give study points at upper secondary schools must be approved by an official validation body, according to standards approved by the education ministry.

Upper secondary schools need to submit descriptions of new study programmes to the education ministry. Approved programmes become part of the national curriculum guide. When formulating ideas for new study programmes, schools cooperate closely with occupation councils, which form the link between the ministry and the labour market.

Iceland has one of the highest lifelong learning participation rates among those aged 25 to 64 in Europe (20.3% in 2020). Adult learning is available in upper secondary schools (day classes or special adult evening classes), 11 lifelong learning centres, training centres owned and

operated by social partners for skilled workers in certain trades, and in numerous private training institutions. Two institutions owned by employer and employee organisations offer courses for journeymen and masters of trades in the latest technology. For the healthcare sector, retraining courses are offered by universities and there are specific training institutions for several professions. Labour agreements reached in 2000 established specific training funds for employees; both employees and employers pay a certain percentage of all salaries into these funds and both parties can apply for funding towards training.

### **Distinctive features ( 2 )**

Study programmes vary in length from 1 school year to 4 years of combined school and workplace learning.

Participation in VET of young people aged 15 to 24 is among the lowest in Europe at 21.8% in 2021. Looking at all upper secondary learners, however, the proportion is around 32.9% *vis-à-vis* general studies; this reflects the higher average age of VET learners, many of whom had enrolled in general studies before switching to VET programmes.

Most learners in workplace learning receive salaries; enterprises involved in training can apply to the education ministry for a subsidy to fund the training.

The Upper Secondary Act of 2008 called for VET programmes that better respond to labour market skill needs. The act, as well as the Icelandic national curriculum guide for upper secondary schools, provides, since 2011, for a decentralised approach in designing study programmes and curricula. Upper secondary schools are entrusted with great responsibility and enjoy autonomy in developing study programmes both in general education and VET, combining learning outcomes, workload and credits. Focus is on flexible schedule, in the balance between general subjects and occupational specific skills, and can vary between different VET programmes. However, learning pathways must be accredited by the Directorate of Education on behalf of the education ministry.

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- [1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]
  - [2] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]
  - [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
  - [2] This part is based on information collected by Fondazione Brodolini under Cedefop's service contract No 2020/0140. Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
  - [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
  - [2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>
  - [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/667443>

- [2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
- [2] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz)
- [3] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
- [4] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [5] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
- [1] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
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- [2] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
- [2] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF level 6 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from *stručni* (professional), and 'sv' from *sveučilišni* (university).
- [3] As per Amendments to the CROQF Act (Official Gazette No 20/2021), abbreviation 'st' is added to professional qualifications at CROQF 7 to differentiate these from university qualifications at the same level, indicated by abbreviation 'sv'. 'St' is abbreviated from *stručni* (professional), and 'sv' from *sveučilišni* (university).
- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and

training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>

- [1] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.\_<http://data.europa.eu/doi/10.2801/667443>
- [2] Based on Cedefop (forthcoming). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.\_<http://data.europa.eu/doi/10.2801/667443>

## CHAPTER 2.

# Main challenges and policy responses

In 2014, the education ministry published the White Paper on education reform. Following this publication, the education ministry, the Federation of Icelandic Industries and the Association of Local Authorities contributed to more visible and accessible VET that is also more attractive to young learners. In February 2020, the education minister, along with the chairwomen of the Federation of Icelandic Industries and the Association of Local Authorities, introduced a strategy and priorities on strengthening Icelandic VET. Among the priorities introduced were new policy proposals such as:

- transferring the responsibility for finding apprenticeship contracts from learners to VET schools. When the digital logbook is fully implemented, schools will be responsible for finding work placements for learners;
- VET learners should have the same access to tertiary education as learners succeeding in matriculation exams;
- easier access to qualified guidance and counselling in lower and upper secondary schools;
- making access to VET in rural areas more flexible;
- analyse future infrastructure needs for VET schools;
- simplify VET governance in Iceland.

The Icelandic digital VET logbook project began in 2019, with an aim to launching it online gradually. The first learners started using the logbook on 26 August 2021.

The digital logbook contains descriptions of skills and competence requirements that the learner must have acquired at the completion of learning ( 3 ).The learner, as well as the trainer, record in the logbook all details of the teaching process and the knowledge, skills and competences acquired for the job at the workplace. In the end, the teacher or the institution must certify each step of the teaching process and that the specific competences have been achieved.

This action plan and some of the proposals are already implemented but the challenges posed by Covid-19 have redefined many priorities within both the ministry and the Parliament, possibly delaying some implementation measures.

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[3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443> [accessed 27.8.2021]

[3] This part is based on information collected by Fondazione Brodolini under Cedefop's service contract No 2020/0140.  
Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>

[3] There is no final version of this document up to date. A draft strategy for 2019-21 is available on [www.mon.bg](http://www.mon.bg). VET priorities are defined under Priority area 7 in the Strategic Framework for development of Education, Training and Learning (2021-2030) which was adopted by the Council of Ministers in February 2021. The strategy is available at the education ministry website <https://mon.bg/bg/143>

[4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>



- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.<http://data.europa.eu/doi/10.2801/667443>
- [7] Absolutorium is a type of graduate examination, consisting of an exam in theoretical vocational subjects and a foreign language, as well as submitting and defending a graduate thesis which also contains elements of the experience gained through the work placement of the learner. It is organised only by tertiary professional schools and conservatories (higher VET) and leads to a specialist's diploma (DiS.).
- [8] Národní soustava kvalifikací: [www.narodni-kvalifikace.cz](http://www.narodni-kvalifikace.cz).
- [3] Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
- [4] BMBF website on the programme (German only)  
<https://www.bmbf.de/de/bundesprogramm-ausbildungsplaetze-sichern-13371.html>
- [4] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
- [3] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
- [5] Based on Cedefop (2021). Spotlight on VET – 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.  
<http://data.europa.eu/doi/10.2801/667443>
- [9] The registration numbers of IVET learners for the years 2005-20 are extracted from: <https://mms.is/tolfraediupplysingar> [Accessed: 14.9.2021]. The number for the year 2021 is extracted from a forthcoming update of the website shown in the previous link (containing PBI Statistics on upper secondary schools in the autumn of 2021)).

## CHAPTER 3.

# External factors influencing VET

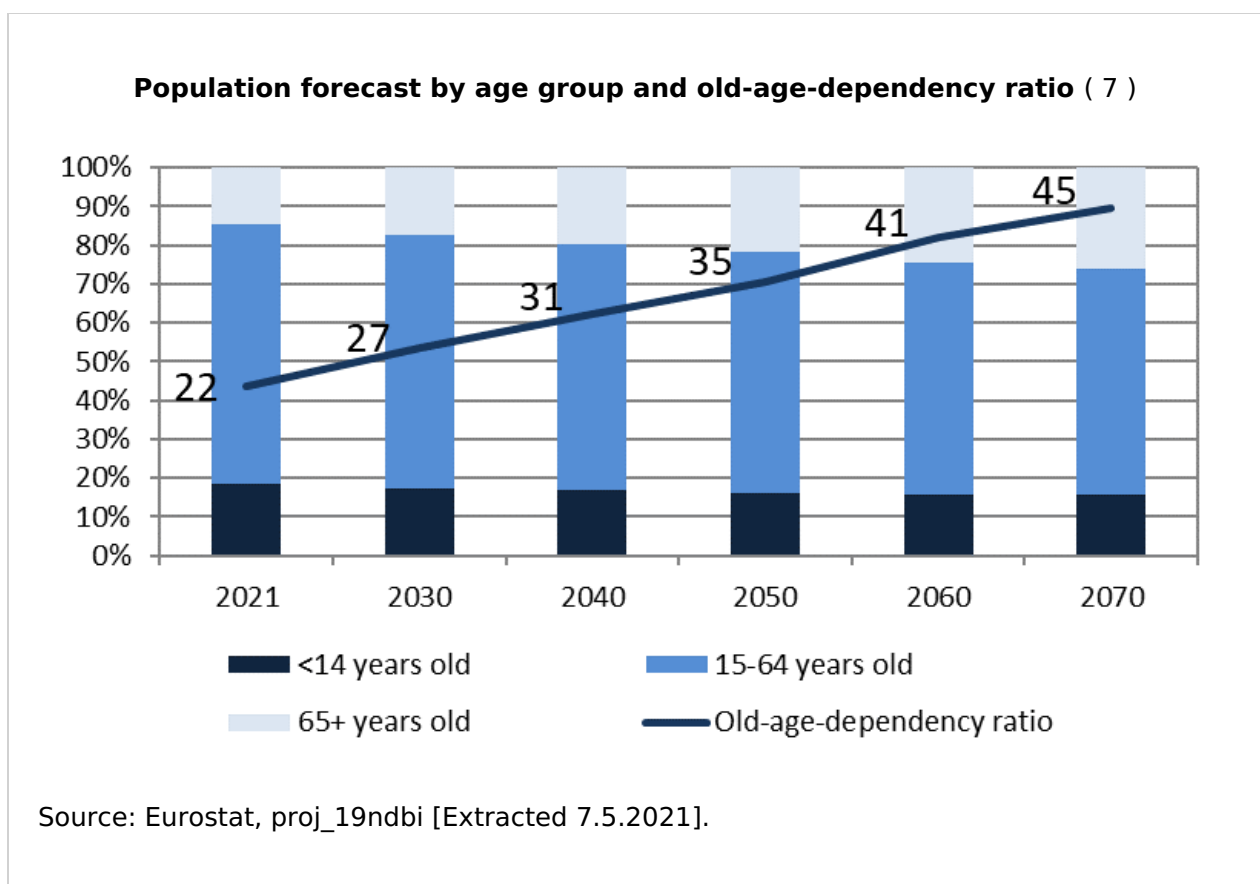
### 3.1 Demographics

Population in 2020: 364 134( 4 )

It increased since 2015 by 10.6%. According to national data the proportion of foreign citizens was 13.9% of the entire population in late 2020( 5 ).

The average age of the Icelandic nation is increasing, from 36.4 years in 2010 to 38.4 years on 1 January 2021( 6 ).

The old-age-dependency ratio is expected to rise from 22 in 2021 to 45 in 2070.



Icelandic VET participation rates have for many years been low compared to European rates and the proportion has been slowly decreasing in recent years, as well as the total number of learners at upper secondary level. The average age of the nation is increasing (from 36.9 years in 2012 to 38.4 years on 1 January 2021)( 8 ) but the number of inhabitants has also been increasing for over 100 years, with the exception of 2009 (due to emigration in an economic crisis). This may suggest a demographic impact on numbers of learners at upper secondary level, but does not explain the low ratio of learners choosing VET.

The following table shows the registration numbers of IVET learners between the years 2005-

21( 9 ):

### Registration numbers of IVET learners for the years 2005-20

Year	Registered IVET Learners	Year	Registered IVET Learners
<b>2005</b>	860	<b>2014</b>	877
<b>2006</b>	925	<b>2015</b>	638
<b>2007</b>	854	<b>2016</b>	636
<b>2008</b>	896	<b>2017</b>	546
<b>2009</b>	949	<b>2018</b>	545
<b>2010</b>	769	<b>2019</b>	558
<b>2011</b>	732	<b>2020</b>	642
<b>2012</b>	752	<b>2021</b>	617
<b>2013</b>	739		

Source: Directorate of Education

## 3.2 Economics

Most companies are small- and medium-sized (less than 250 employees). They constitute 99% of all companies in the country( 10 ).

Main economic sectors for the year 2020.

In terms of export revenues the main economic sectors are ( 11 ):

- manufacturing industry (30%);
- fisheries (27%);
- tourism (11%).

These sectors are all heavily dependent upon labour with VET qualifications, such as chefs, electricians and marine captains.

## 3.3 Labour market

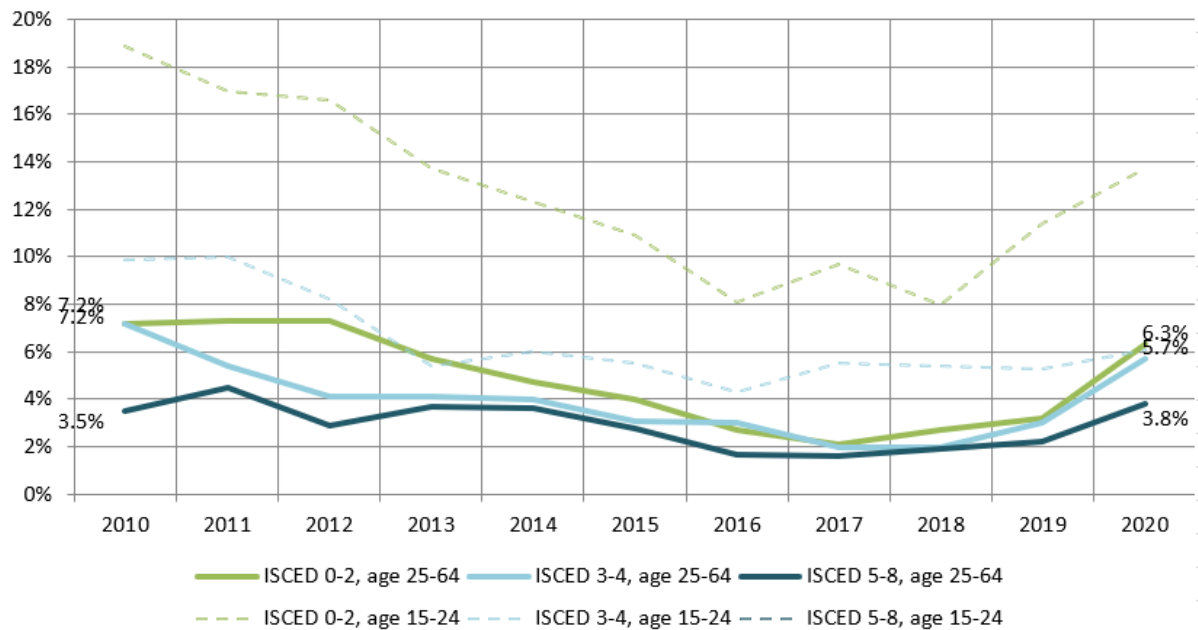
The labour market is considered flexible in terms of labour mobility.

The Icelandic economy can be defined as small but open with a well-established and regulated system of cooperation between social partners and the government, with the social partners negotiating through collective bargaining to control wage levels and influence prices.

Holding a VET qualification is highly valued by the labour market. However, a certificate is legally necessary only for certified trades such as electricians, masons, builders, plumbers etc.

Total unemployment ( 12 ) (2020): 4.7% (6.2% in EU-27). It has increased by 2.4 percentage points since 2016( 13 ).

### Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2010-20



NB: Data based on ISCED 2011; breaks in time series; low reliability for ISCED 3-4, age 15-24 and ISCED 5-8, both age groups.

ISCED 0-2 = less than primary, primary and lower secondary education.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

ISCED 5-8 = tertiary education.

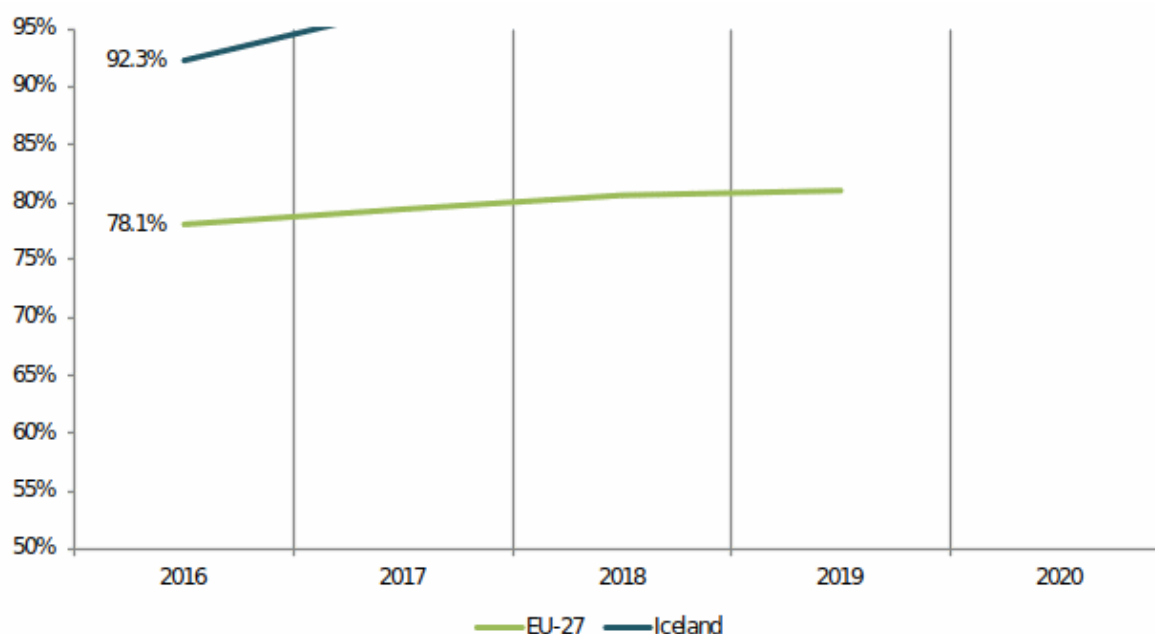
Source: Eurostat, Ifsa\_urgaed [extracted 6.5.2021].

Unemployment rates are only slightly higher than in the pre-crisis period. For people with medium-level qualifications, including most VET graduates (ISCED levels 3 and 4) aged 25-64, it is 1.5 percentage points lower in 2020 compared to 2010 (5.7% in 2020 against 7.2% in 2010) ( 14 ).

Despite this, the ever-growing demand for more qualified personnel will have an impact not only on people with low qualifications but also on VET graduates as they will need to upgrade their skills.

Employment rate of 20- to 34-year-old VET graduates increased from 92.3% in 2016 to 96.8% in 2017.

### Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

Source: Eurostat, edat\_ifse\_24 [extracted 6.5.2021].

The increase (+4.5 pp) in employment of 20- to 34-year-old VET graduates in 2016-17 was higher compared to the decrease (-5.3 pp) in the period 2016-20 in Iceland (15). Data on the employment rates of VET graduates for Iceland are available up until 2017.

[4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021].

[6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 27.8.2021]

[8] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[10] See [https://www.wko.at/site/fachkraeftepotenzial/b\\_mobile.html](https://www.wko.at/site/fachkraeftepotenzial/b_mobile.html)

[16] See <http://ec.europa.eu/growth/tools-databases/regprof/index.cfm>

[17] Source: Eurostat, une\_rt\_a [extracted 27.8.2021].

[18] Eurostat table edat\_ifse\_24 [extracted 27.8.2021].

[19] NB: Breaks in time series. Eurostat table edat\_ifse\_24 [extracted 27.8.2021].

[21] NB: Breaks in time series. Eurostat table edat\_ifse\_24 [extracted 27.8.2021].

[4] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[5] Source: Statbel.be

- [6] <https://economie.fgov.be/fr/publications/aperçu-de-leconomie-belge-note>
- [7] <https://statbel.fgov.be/fr/themes/emploi-formation/marche-du-travail/les-professions-en-belgique>
- [8] Source: Eurostat, edat\_lfse\_24 [extracted 16.5.2019].
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 7.5.2021].
- [7] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. [https://www.navet.government.bg/bg/media/doklad-NAPOO-2020\\_VK-3.pdf](https://www.navet.government.bg/bg/media/doklad-NAPOO-2020_VK-3.pdf)
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat, une\_rt\_a [extracted 6.5.2021].
- [10] NB: Data based on ISCED 2011; breaks in time series. ISCED 3-4 = upper secondary and post-secondary non-tertiary education; Eurostat, edat\_lfse\_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January. Eurostat, tps00001 and proj\_19ndbi [Extracted 6.5.2021].
- [5] NB: Data for population as of 1 January. Eurostat, tps00001 and proj\_19ndbi [Extracted 7.5.2021].
- [9] In Greek: Επιστημονικό Τεχνικό Επιμελητήριο Κύπρου: <https://www.etek.org.cy/>
- [10] Percentage of active population, 25 to 64 years old
- [11] Eurostat table une\_rt\_a [Extracted 6.5.2021]
- [12] Source: Eurostat, edat\_lfse\_24 [Extracted 6.5.2021].
- [11] Czech Statistical Office (ČSÚ), Population of territorial units of the Czech Republic, 1 January 2021 [Počet obyvatel v regionech soudržnosti, krajích a okresech České republiky k 1. 1. 2021]. [accessed 12.11.2021] <https://www.czso.cz/documents/10180/142756350/1300722101.pdf/5957c9a9-24b5-4b96-ba77-2fa7a5bfb1b5?version=1.1>
- [12] Czech Statistical Office (ČSÚ), Development of the population of the Czech Republic, Migration [Vývoj obyvatelstva České republiky, migrace], [accessed 12.11.2021] <https://www.czso.cz/documents/10180/121768528/13006920a07.pdf/ac66a9b9-6075-4ae7-9868-cf3b72be2db9?version=1.1>
- [13] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [14] The number is an expert estimation. Many Roma declare Czech nationality in census and there are methodological as well as ethical problems related to determining exact number of ethnic minority members.
- [17] Czech Statistical Office (ČSÚ) Foreigners in the CR in the years 2004–2020 (as at 31 December 2020) [Cizinci v ČR v letech 2004 – 2020 (stav k 31. 12.], [accessed 12.11.2021] [https://www.czso.cz/documents/11292/27320905/c01R01\\_2020.pdf/ff126a2b-2698-4b3c-a180-db977090564d?version=1.0](https://www.czso.cz/documents/11292/27320905/c01R01_2020.pdf/ff126a2b-2698-4b3c-a180-db977090564d?version=1.0) .
- [18] Eurostat table, sbs\_sc\_sca\_r, [extracted 17.8.2021]; calculations done by NVF.
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- [20] This sector includes public administration and defence, education, and health and social work.
- [21] Open and accessible database of professions managed by the Ministry of Labour and Social Affairs of the Czech Republic [Národní soustava povolání] [www.nsp.cz](http://www.nsp.cz)

- [22] Defined in the Trade Licensing Act.
- [23] Percentage of active population, 25 to 64 years old.
- [24] Eurostat table une\_rt\_a [extracted 17.8.2021].
- [25] Eurostat table edat\_ifse\_24 [extracted 18.8.2021].
- [26] Eurostat table edat\_ifse\_24 [extracted d 17.8.2021]
- [5] NB: Data for population as of 1 January. Eurostat table tps00001 and proj\_19ndbi [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 and proj\_19ndbi [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).
- [11] Results of the employment accounts within the national accounts (VGR):  
[https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbstaetigkeit/\\_inhalt.html](https://www.destatis.de/DE/Themen/Arbeit/Arbeitsmarkt/Erwerbstaetigkeit/_inhalt.html)
- [14] Percentage of active population, aged 25 to 64.
- [15] Eurostat table une\_rt\_a [extracted 6.5.2021].
- [17] Eurostat table edat\_ifse\_24 [extracted 6.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] Percentage of active population, 25 to 64 years old.
- [9] Eurostat table une\_rt\_a [extracted 6.5.2021].
- [10] Percentage of active population, 25 to 64 years old.
- [11] Eurostat table edat\_ifse\_24 [extracted 6.5.2021].
- [12] NB: Break in time series. Eurostat table edat\_ifse\_24 [extracted 6.5.2021].
- [13] NB: Break in time series. Eurostat table edat\_ifse\_24 [extracted 6.5.2021].
- [4] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [5] NB: Data for population as of 1 January; break in series. Eurostat table tps00001 [extracted 7.5.2021].
- [6] Statistics Finland: [www.tilastokeskus.fi/tup/maahanmuutto/maahanmuuttajat-vaestossa/ulkomaan-kansalaiset\\_en.html#tab1483972171375\\_1](http://www.tilastokeskus.fi/tup/maahanmuutto/maahanmuuttajat-vaestossa/ulkomaan-kansalaiset_en.html#tab1483972171375_1)
- [7] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).
- [8] In 2017, it was 61.2 years. Source: Finnish Centre for Pensions: [www.etk.fi/en/statistics-2/statistics/effective-retirement-age/](http://www.etk.fi/en/statistics-2/statistics/effective-retirement-age/)
- [9] [https://www.oph.fi/julkaisut/2011/koulutus\\_ja\\_tyovoiman\\_kysynta\\_2025](https://www.oph.fi/julkaisut/2011/koulutus_ja_tyovoiman_kysynta_2025)
- [10] Source: [https://www.tilastokeskus.fi/til/tyti/index\\_en.html](https://www.tilastokeskus.fi/til/tyti/index_en.html) [accessed 25.11.2021].
- [11] Percentage of active population, 25 to 64 years old.
- [12] Eurostat table une\_rt\_a [extracted 6.5.2021].

- [13] NB: Breaks in time series. Eurostat table edat\_ifse\_24 [extracted 6.5.2021].
- [14] Cedefop (2018). The changing nature and role of vocational education and training in Europe. Volume 3: the responsiveness of European VET systems to external change (1995-2015). Case study focusing in Finland. Cedefop research paper; No 67.  
[https://www.cedefop.europa.eu/files/finland\\_cedefop\\_changing\\_nature\\_of\\_vet\\_-\\_case\\_study.pdf](https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_case_study.pdf)
- [6] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [7] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 1.9.2021].
- [13] Percentage of active population, 25 to 74 years old.
- [14] Eurostat, une\_rt\_a [extracted 31.8.2021].
- [15] Eurostat table edat\_ifse\_24 [extracted 30.8.2021].
- [4] NB: Data for population as of 1 January 2020.
- [5] NB: data for population as of 1 January 2020. Eurostat table tps00001 [Extracted 14.9.2021].
- [6] Source: Statistics Iceland. See:  
[https://px.hagstofa.is/pxis/pxweb/is/lbuar/lbuar\\_\\_mannfjoldi\\_\\_1\\_yfirlit\\_\\_Yfirlit\\_mannfjolda/MA](https://px.hagstofa.is/pxis/pxweb/is/lbuar/lbuar__mannfjoldi__1_yfirlit__Yfirlit_mannfjolda/MA)  
[Accessed 14.9.2021]. See also Eurostat, proj\_19ndbi [Extracted 7.5.2021].
- [7] This indicator is the ratio between the number of persons aged 65 and over (age when they are generally economically inactive) and the number of persons aged between 15 and 64. The value is expressed per 100 persons of working age (15-64).  
<https://ec.europa.eu/eurostat/web/products-datasets/-/tps00198> [Accessed: 12.10.2021].
- [8] Adapted by ReferNet Iceland from Statistics Iceland.
- [10] Data from Statistics Iceland.
- [11] Data from Statistics Iceland.  
[https://px.hagstofa.is/pxis/pxweb/is/Efnahagur/Efnahagur\\_\\_utanrikisverslun\\_\\_3\\_voruthjonust\\_rxid=1a61cf91-98c6-4d19-a48c-3df6b8dfc8e6](https://px.hagstofa.is/pxis/pxweb/is/Efnahagur/Efnahagur__utanrikisverslun__3_voruthjonust_rxid=1a61cf91-98c6-4d19-a48c-3df6b8dfc8e6)
- [12] Percentage of active population, 25 to 64 years old.
- [13] Source: Eurostat, une\_rt\_a [extracted 20.5.2019].
- [14] Source: Eurostat, ifsa\_urgaed [extracted 6.5.2021].
- [15] NB: Break in series. Eurostat table edat\_ifse\_24 [extracted 23.1.2019]. No data for VET graduates for the period 2014-18. The employment rate of all 20-34 year old graduates for the period 2016-20 decreased by 5.3 percentage points.



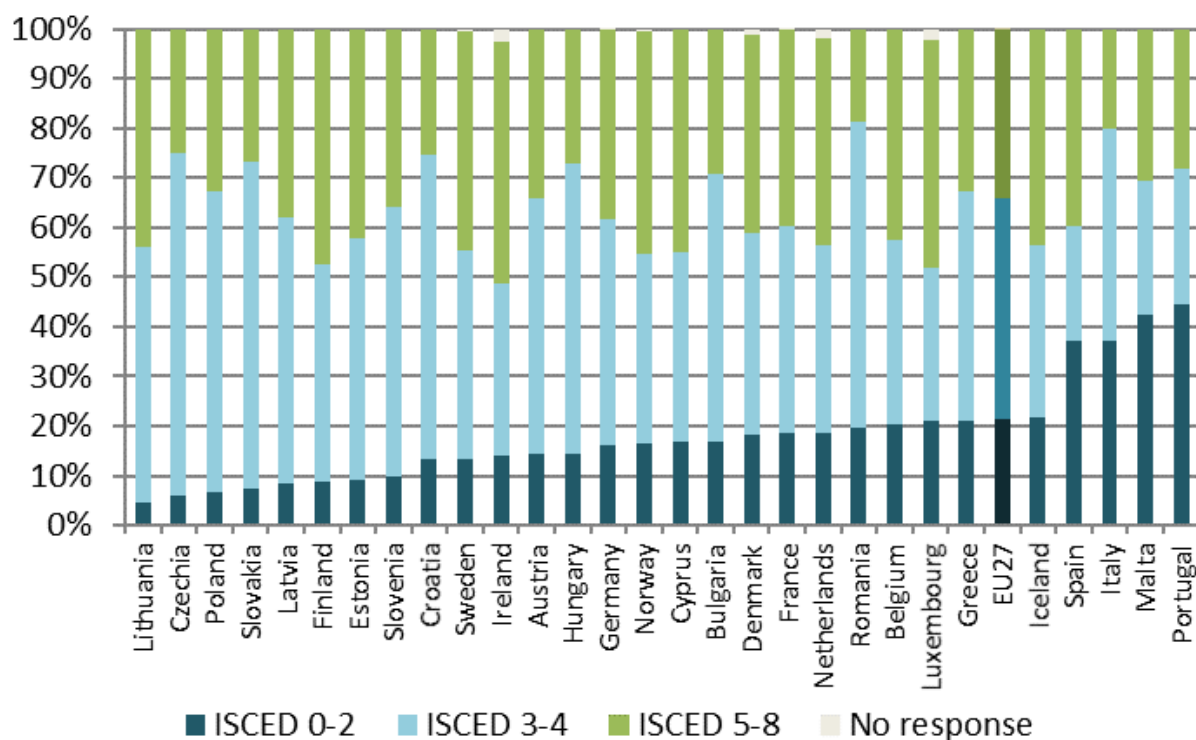
## CHAPTER 4.

# Education attainment

### 4.1 Share of high, medium and low level qualifications

The share of the population aged up to 64 with higher education (43.7%) is higher than the EU-27 average, and the share of people with a low qualification or without a qualification is among the highest in the EU. The share of people with a medium qualification (ISCED levels 3 and 4), including those in VET, is one of the lowest in the EU.

**Population (aged 25 to 64) by highest education level attained in 2020**



NB: Data based on ISCED 2011. Low reliability for 'No response' in Czechia, Iceland, Latvia and Poland.

ISCED 0-2 = less than primary, primary and lower secondary education.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

ISCED 5-8 = tertiary education.

Source: Eurostat, Ifsa\_pgaed [extracted 15.6.2021].

### 4.3 VET learners by level

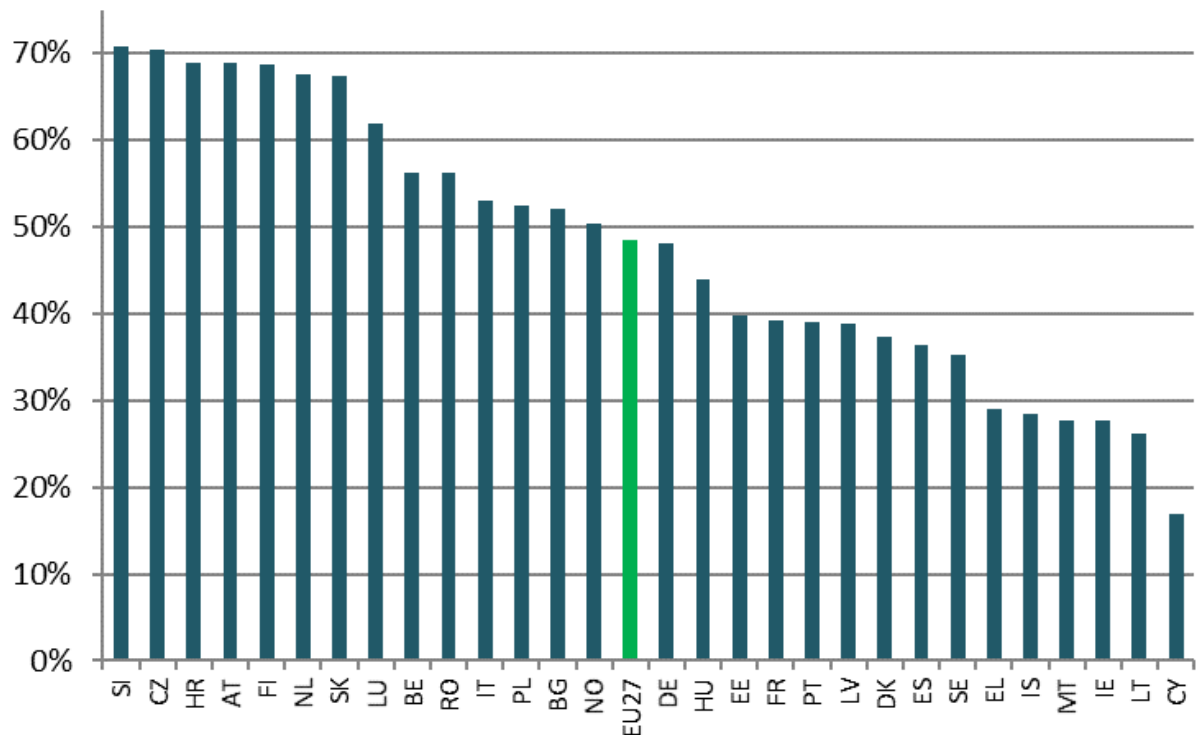
#### Share of learners in VET by level in 2019

lower secondaryupper secondarypost-secondary

NB: Data based on ISCED 2011. 98.7%

Source: Eurostat (educ\_uoe\_enrs01, educ\_uoe\_enrs04 and educ\_uoe\_enrs07) [extracted 6.5.2021].

**Share of initial VET learners from total learners at upper secondary level (ISCED level 3), 2019**



**NB: Data based on ISCED 2011.**

**Source: Eurostat, educ\_uoe\_enrs04 [extracted 6.5.2021].**

**Share of initial VET learners from total learners at upper secondary level in Iceland (ISCED level 3), 2015-21**

	2015	2016	2017	2018	2019	2020	2021
<b>Theoretical Studies</b>	<b>2777</b>	<b>2800</b>	<b>2813</b>	<b>2795</b>	<b>2880</b>	<b>3050</b>	<b>2987</b>
<b>Vocational Studies</b>	<b>638</b>	<b>636</b>	<b>546</b>	<b>545</b>	<b>558</b>	<b>642</b>	<b>617</b>
<b>Preparatory Studies</b>	<b>584</b>	<b>684</b>	<b>615</b>	<b>562</b>	<b>607</b>	<b>532</b>	<b>481</b>
<b>Special segregated study programme</b>	<b>147</b>	<b>185</b>	<b>163</b>	<b>203</b>	<b>198</b>	<b>194</b>	<b>231</b>
<b>Share of Initial VET Learners</b>	<b>10.4%</b>	<b>10.1%</b>	<b>8.9%</b>	<b>8.9%</b>	<b>8.9%</b>	<b>10.0%</b>	<b>9.7%</b>

**Source: Directorate of Education.**

#### 4.4 Female share

Presently (autumn 2021), almost two thirds (67.6%) of those who choose VET are males, dominating many of the most popular study programmes, such as for various electrical, building and mechanical studies. Females, on the other hand, dominate popular study programmes such as for social service and health care assistants, as well as hair styling and cosmetology.

For the past 5 semesters the distribution between males and females entering into electrical and mechanical studies, has been as shown in the following table:

**Distribution of males and females entering into electrical and mechanical studies, autumn 2019 to autumn 2021**

	<b>Total</b>	<b>Females</b>	<b>Males</b>
<u>1.10.2019</u>	5747	1980	3767
		34.4%	65.6%
<u>1.3.2020</u>	6237	2089	4148
		33.5%	66.5%
<u>1.10.2020</u>	7036	2394	4642
		34.0%	66.0%
<u>1.3.2021</u>	6945	2322	4623
		33.4%	66.6%
<u>1.9.2021</u>	7127	2365	4762
		33.2%	66.8%

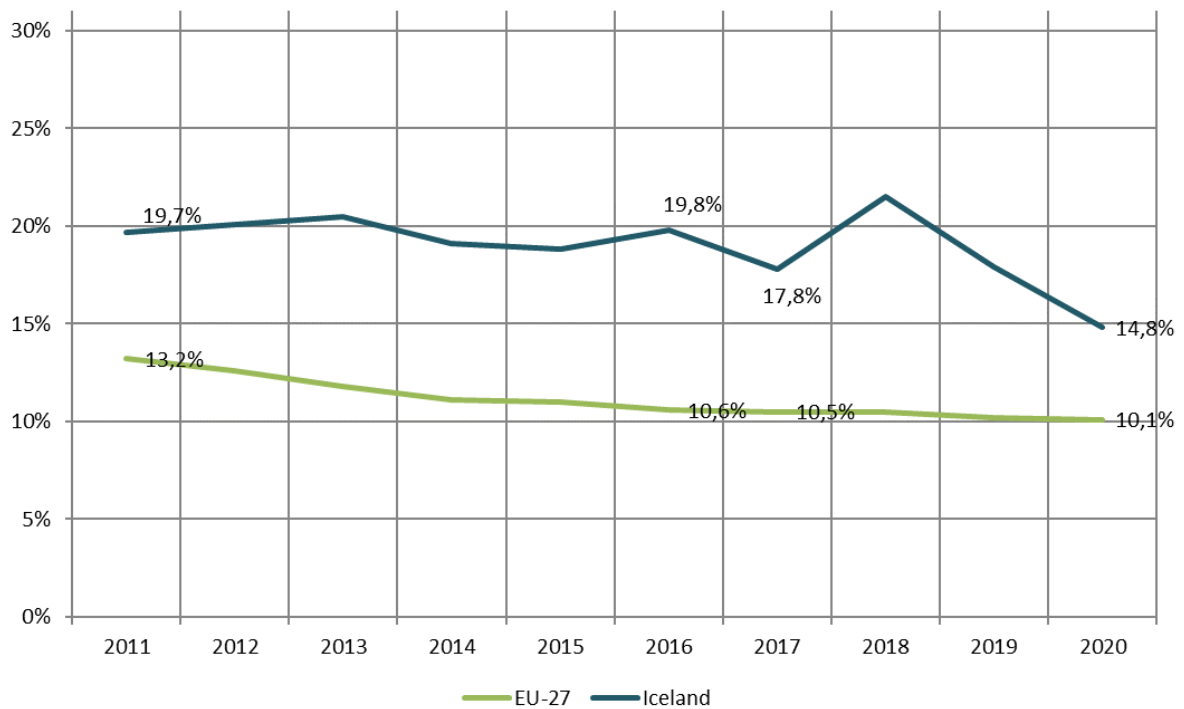
Source: Directorate of Education

In the above table, the percentages shown represent the ratio of total learners, as opposed to the ratio of IVET learners.

#### 4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 19.7% in 2011 to 14.8% in 2020. It is higher than the EU-27 average of 10.2% in 2020.

### Early leavers from education and training in 2011-20



NB: Share of the population aged 18 to 24 with at most lower secondary education and not in further education or training; break in series.

Source: Eurostat, edat\_ifse\_14 [extracted 06.05.2021] and European Commission: [https://ec.europa.eu/eurostat/databrowser/view/edat\\_ifse\\_14/default/lin...](https://ec.europa.eu/eurostat/databrowser/view/edat_ifse_14/default/lin...) [Accessed 14.11.2018].

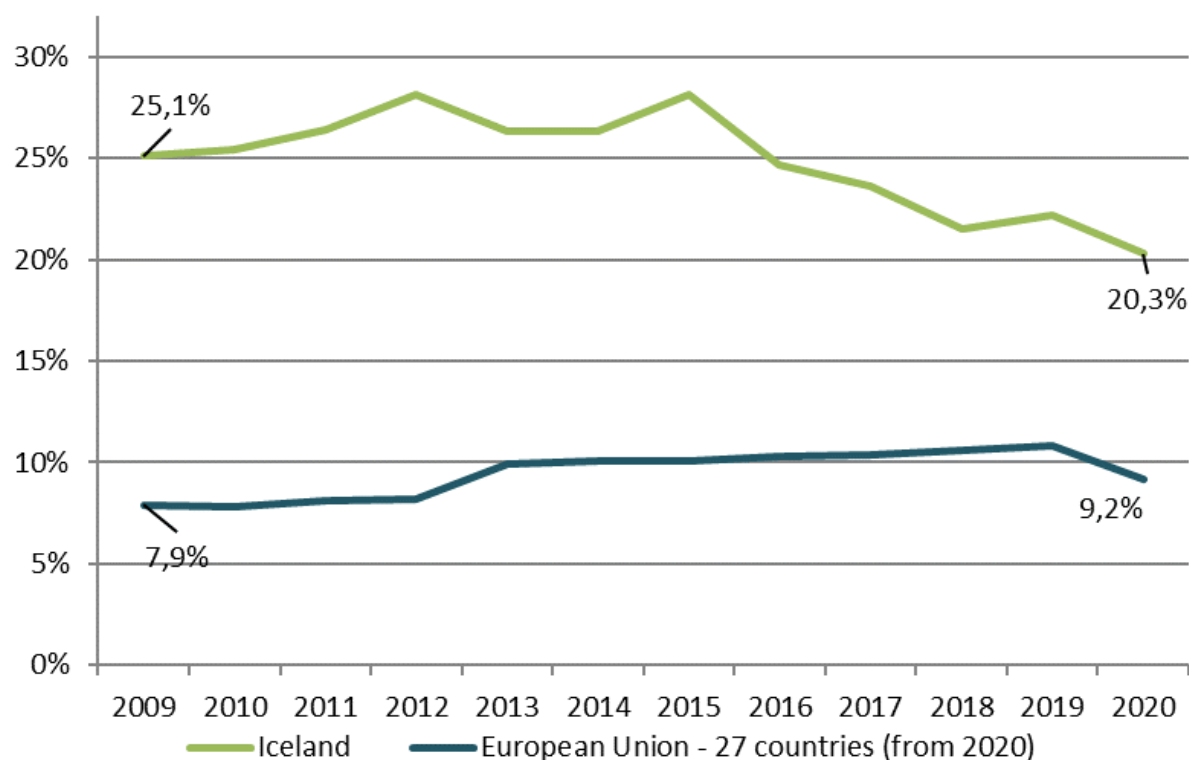
### Dropout rate from VET (%)

In 2016 (latest data available), the dropout rate from VET was a staggering 37.5% ( 16 ). No doubt a part of this group will return and finish their study programmes at some point, as the average graduation age in VET is around 27 years old.

### 4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults, either employed or unemployed.

### Participation in lifelong learning in 2009-20



NB: Share of adult population aged 25 to 64 participating in education and training.

Source: Eurostat, trng\_lfse\_01 [extracted 6.5.2021].

Participation in lifelong learning is high (20.3% in 2020) and above the EU-27 average but has slightly decreased since 2019 (- 1.9 pp).

An important feature in terms of upgrading the skills of employees (and, therefore, of participation in lifelong learning) is that in 2017 (latest data available), 35% of employees received some kind of training ( 17 ).

[24] Eurostat table edat\_lfse\_24 [extracted 17.8.2021]

[25] Eurostat table edat\_lfse\_24 [extracted 17.8.2021]

[27] <https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie1.pdf> [accessed 27.8.2021]

[9] Source: Eurostat, educ\_uoe\_enrs01, educ\_uoe\_enrs04 and educ\_uoe\_enrs07

[11] National Statistical Institute. Education statistics. <https://infostat.nsi.bg>

[13] These are the names of the relevant specialisations.

[14] The European Union Labour Force Survey (EU LFS) is conducted in all Member States of the European Union, four candidate countries and three countries of the European Free Trade Association (EFTA) in accordance with Council Regulation (EEC) No 577/98 of 9 March 1998. LFS microdata for scientific purposes currently contain data for all Member States plus Iceland, Norway and Switzerland. The EU Labour Force Survey is a large

household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on persons outside the labour force. All definitions apply to persons aged 15 years and over living in private households. Persons carrying out obligatory military or community service are not included in the target group of the survey, as is also the case for persons in institutions/collective households. The data collection covers the years from 1983 onwards. In general, data for individual countries are available depending on their accession date. The labour force surveys are conducted by the national statistical institutes across Europe and are centrally processed by Eurostat. The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting the direct interviews among households, and forwarding the results to Eurostat in accordance with the requirements of the regulation. Thus, it is possible to make available harmonised data at European level. More information available at: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>

- [27] The common part of the maturita exam is defined by the State, including two obligatory subjects: Czech and foreign language or maths and in certain cases two extra subjects. Schools are responsible for the profile part of the exam (2 to 4 subjects), which is also a compulsory part of the maturita exam. In the profile part of the exam, VET learners should be examined in at least 2 VET subjects.
- [28] 3-year school-based VET programmes (EQF level 3) and 4-year VET and lyceum programmes (EQF level 4) can be offered as shortened programmes, provided that the school director considers that the learner has completed a programme, at the same EQF level, in a relevant field. Shortened programmes do not lead to a higher EQF level.
- [22] Actual expenditures 2017: EUR 97.1 million. Source: BMBF (2018). Berufsbildungsbericht 2018 [Report on vocational education and training 2018]. Bonn: BMBF, p. 121. [https://www.bmbf.de/upload\\_filestore/pub/Berufsbildungsbericht\\_2018.pdf](https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2018.pdf)
- [15] Measured on 10 November each year; excludes those who: attended classes less than 31 days, were readmitted within 31 days, applied but never attended or who changed programme in the same curriculum group and in the same institution.
- [16] See Chapter 2 for the information on education levels.
- [15] <https://findikaattori.fi/en/>
- [16] Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Case study focusing on Finland. Cedefop research paper; No 70. [https://www.cedefop.europa.eu/files/finland\\_cedefop\\_changing\\_nature\\_of\\_vet\\_-\\_ce\\_study\\_0.pdf](https://www.cedefop.europa.eu/files/finland_cedefop_changing_nature_of_vet_-_ce_study_0.pdf)
- [17] For example, young graduates from upper secondary education at age of 19 cannot always enter higher education due to limited places available; they often apply several years in a row in order to enrol.
- [16] Eurostat, educ\_uoe\_enrt02 [extracted 30.8.2021].
- [17] Školski e-Rudnik, ŠeR [database] [extracted 30.8.2021].
- [16] Source: Statistics Iceland.
- [17] Source: Statistics Iceland.

## CHAPTER 5.

# VET within education and training system

The education and training system comprises:

- preschool education (ISCED level 0);
- integrated primary and lower secondary education (EQF levels 1-2, ISCED levels 244) (hereafter basic/compulsory education);
- upper secondary education (EQF 4, ISCED levels 344, 351, 353);
- post-secondary non-tertiary education (EQF 5, ISCED levels 453, 454);
- higher education (EQF levels 6, 7, 8, ISCED levels 554, 665, 766, 768, 864).

Compulsory education starts at the age of 6 and includes 10 years of basic education (or until June of the year a learner reaches the age of 16).

Integrated primary and lower secondary education is the responsibility of the municipalities.

Upper secondary education (either general or vocational) is steered by the State. Only a few of the 37 upper secondary schools do not offer VET programmes.

Post-secondary non-tertiary education is offered for limited specialties (e.g. tour guides and masters of crafts).

Higher education is in line with the Bologna process offering 3-year bachelor, 2-year master and 3-year PhD programmes.

Almost all initial VET in Iceland is in certified trades and built on an apprentice system, where most of the education takes place in school, but workplace training is also necessary. The duration of the time spent in school and the time spent at the workplace varies between programmes and branches. In addition, there is a small number of VET programmes where all the education and training takes place in school and are not certified trades, such as in computer technology and various arts.

The most common duration of VET studies in certified trades is 4 years. An example would be the electrician programmes, which are either 6 semesters in school and 48 weeks in apprenticeship, or 7 semesters in school and 30 weeks in apprenticeship, after which time the pupil is ready to complete a journeyman's examination. An example of a shorter programme that does not lead to a journeyman's examination is a cook programme with 2 semesters in school and 34 weeks in work-based training, or a social care assistant programme comprising 5 semesters, of which the last 2 to 3 take place in work-based training as part of a comprehensive reform of the Icelandic VET system. With this new regulation ( 18 ) the exact timeframe for workplace learning will not be determined at the outset. Instead, the length of the on-the-job training will be determined by how quickly the learner masters a predetermined set of skills. Thus, the focus will be on competences gained in the workplace, not the length of time spent there. Competence factors have been defined for each subject and the student needs to master the elements specified therein. The on-the-job training will be much more competence-driven than before. Learners will be able to graduate earlier instead of being held up, waiting for the appropriate apprenticeship to come along.

VET at post-secondary non-tertiary level is mostly composed of master of crafts' programmes where a journeyman's certificate (in the relevant study programme such as electrical, building or mechanical studies) is a prerequisite for enrolment.

Certified tradesmen (with a journeyman's examination) can also enter (90 ECTS) diploma

studies in construction, mechanical or electrical engineering at tertiary level, earning them the professional title of a certified technician.

Continuing VET (CVET) programmes are available for adults and are usually offered by:

- institutions( 19 ) owned by social partners. Courses offered are aimed at upgrading skills. These courses are usually of short duration. People in the labour market with VET qualifications can get financial support from the social partners' training funds for these courses;
- other continuing VET centres ( 20 ), which are much smaller than the social partners' institutions and offer more specialised training.

Workplace training is also offered to employees mainly on security, environmental protection, new working techniques, etc.

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- [10] IFAPME: Institut wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises – The Walloon Institute for dual training and self-employment in small and medium-sized enterprises.
- [11] SYNTRA: Vlaanderen The Flemish Agency for Entrepreneurial Training.
- [12] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for Vocational and Educational Training.
- [13] Zentrum für Aus- und Weiterbildung.
- [14] Socio-professional Integration Centres – Centres d'insertion socioprofessionnelle.
- [15] Socio-professional Integration Organisations – Organismes d'insertion socioprofessionnelle.
- [12] Education is compulsory until the age of 16.
- [16] New modern apprenticeship (NMA) is directed towards young people between 14 and 21 years of age at two apprenticeship levels (preparatory and core). Participation in the NMA is not part of compulsory education and is free of charge. The new modern apprenticeship targets two distinct groups of learners:
- a. learners who have not completed compulsory education lower secondary programmes (third grade of gymnasium) can enrol at the preparatory apprenticeship level. The preparatory apprenticeship has been introduced to provide support to early school leavers between the ages of 14 and 16, by gradually introducing them to the labour market, giving them a taste of VET, and helping them to choose a specialisation when they proceed to the core level of apprenticeship;
  - b. learners who have either completed compulsory education or preparatory apprenticeship can enrol at the core apprenticeship level.
- [17] In 2012, the education ministry in cooperation with the labour ministry and other stakeholders established, within the context of the education reform, post-secondary institutes of VET, jointly financed by the ESF, which offered further technical specialisation as of the academic year 2012/13. These were in April 2017 by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education granted them tertiary non-university level status.
- [18] Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). In Greek: Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης ( <http://www.dipae.ac.cy/index.php/el/> )
- [19] Private institutions of tertiary education offer a wide range of academic as well as vocational programmes of study at various levels (1- or 2-year diploma, 3-year higher diploma, 4-year bachelor degree and 1- or 2-year master degree) in secretarial studies, aesthetics, food preparation, music, arts and drama, graphic design, hotel and tourism management, computer science, social sciences, education, business studies, management and engineering. English is the language of instruction for most programmes of studies offered, which attracts students from other countries. Furthermore, several



private institutions of tertiary education offer academic programmes of study based on validation or franchised agreements with more than 10 European universities and following the provisions of the competent Law of the Republic of Cyprus. Since 1996, the establishment and operation of all private institutions of tertiary education is regulated by law. Each institution sets its own internal regulations, student entry requirements and evaluation, qualifications awarded, tuition fees and teachers' qualifications, which are published in an annual prospectus.

- [20] Cyprus Productivity Centre (CPC). In Greek: Κέντρο Παραγωγικότητας Κύπρου: [http://www.mlsi.gov.cy/mlsi/kepa/kepa\\_new.nsf/index\\_gr/index\\_gr?opendocument](http://www.mlsi.gov.cy/mlsi/kepa/kepa_new.nsf/index_gr/index_gr?opendocument)
- [21] Higher Hotel institute of Cyprus (HHIC). In Greek: Ανώτερο Ξενοδοχειακό Ινστιτούτο Κύπρου: [http://www.hhic.moec.gov.cy/moec/hhic/hhic.nsf/index\\_gr/index\\_gr?OpenDocument&lang=el](http://www.hhic.moec.gov.cy/moec/hhic/hhic.nsf/index_gr/index_gr?OpenDocument&lang=el)
- [30] The Education Act No 561/2004 Coll.: <https://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-ode-dne-27-2-2021> [accessed 10.11.2021].
- [31] The Higher Education Act No 111/1998 Coll.: <https://www.msmt.cz/dokumenty-3/zakon-c-111-1998-sb-o-vysokych-skolach> [accessed 10.11.2021].
- [32] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz)
- [33] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [34] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.
- [35] Národní soustava kvalifikací: [www.narodni-kvalifikace.cz](http://www.narodni-kvalifikace.cz)
- [36] Data taken from the Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz), NPI's ČR calculation includes all upper and lower secondary and tertiary professional, follow-up and shortened programmes (i.e. all VET types).
- [21] Education and Youth Authority - State examinations: <https://harno.ee/riigieksamid>
- [18] <https://www.finlex.fi/fi/laki/alkup/2017/20170531>
- [18] As per amendments to the CROQF Act (Official Gazette No 20/2021), CSVET represents the Croatian credit system for vocational education and training. One CSVET point corresponds to a workload of 15 to 25 hours lasting 60 minutes.
- [19] Zakon o obrazovanju odraslih (NN 17/07, 107/07, 24/10) [Adult education act]: <https://www.zakon.hr/z/384/Zakon-o-obrazovanju-odraslih>
- [19] There are two main institutions: the IDAN VET training centre (the largest continuing VET institution in Iceland) which offers continuing VET programmes in a variety of sectors (e.g. food and catering, metal and machines, building and construction, printing technology, auto mechanics, computer supported design and hair styling) and the Retraining and Technical Training Centre (Rafiðnaðarskólinn) for electric and electronic technicians.
- [20] These are: the private company Sýni Research Centre which offers various job-related courses for people working in the food industry and the Icelandic Innovation Centre which is a public institution under the Ministry of Industries and Innovation offering courses in project management or personal leadership.

## CHAPTER 6.

# Apprenticeship

According to the framework legislation on upper secondary schooling, a prerequisite for doing qualified VET workplace training is having a contract with a company that is willing and able to offer training in a VET subject. Many prerequisites for such a contract to be signed must be met, including that of the workplace having a certified master in the trade in question.

Two types of contracts are possible:

- a contract between the school and the company, in which the training content must be made as per regulation issued by the education minister, and which contains detailed provision concerning contracts for on-the-job training;
- a traditional apprenticeship contract between the company and the learner, stipulating the rights and obligations of the workplace and the learner respectively, as well as the objective of the training, quality control and the handling of possible disputes. The learner becomes an employee and receives a marginal salary during the training, in line with labour market agreements where the number of working hours is also set.

For several trades, the education ministry has allocated the overall management of the training contracts to a common education centre portal hosted by IDAN education centre( 21 ), which offers continuous education for several VET sectors, where contracts have been streamlined and modularised and guidelines issued to workplaces. Still in production in summer 2019 is a digital VET logbook where the student in question, as well as the trainer, record all details of the teaching process and the knowledge, skills and competences acquired for the job at the workplace. The digital logbook system project started in autumn 2019. In the end, the teacher or the institution must certify each step of the teaching process and that specific competences have been achieved. The Icelandic digital VET logbook project was launched gradually online in 2021, and presently (autumn 2021) it contains around 20 trades ( 22 ).

The length of the workplace training varies from 3 to 126 weeks, depending on the VET study programme. The reasons for this difference are first and foremost: the overall length of the programme on the one hand, and the tradition in each sector on the other. Similar training takes place for professionals in electricity and electronics at Rafmennt VET centre, i.e. the VET centre which specialises in training for electricians.

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

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[16] Information is based on following publication where you can find also further information on this topic:

Allinckx, I.; Karno, A.; Monico, D. (2019). Vocational education and training in Europe – Belgium. Cedefop ReferNet VET in Europe reports 2018.

[http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Belg](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Belg)

[18] Institut für Aus- und Weiterbildung des Mittelstandes – the Institute for vocational and educational training in small and medium-sized enterprises.

[13] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].

[14] Almost 10 000 learners from over 140 schools will be covered by planned project activities.

- [22] In Greek: Διεύθυνση μέσης τεχνικής και επαγγελματικής εκπαίδευσης και κατάρτισης.
- [36] Some occupations only require 2 years and there are also regulations allowing a shorter training period for apprentices with an Abitur (the school leaving certificate allowing entry to higher education).
- [41] <https://www.bibb.de/uebs-digitalisierung>
- [46] [https://www.gesetze-im-internet.de/bbig\\_2005/BBiG.pdf](https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf)
- [47] See AusbildungPlus database: <http://www.ausbildungplus.de/webapp/suche?typ=zq&neuesuche=true> and Berufsbildungsgesetz 2005: [https://www.gesetze-im-internet.de/bbig\\_2005/BBiG.pdf](https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf)
- [48] BMBF. Report on vocational education and training  
<https://www.bmbf.de/de/berufsbildungsbericht-2740.html>
- [22] Currently, apprenticeships are not provided in upper secondary VET (ISCED 354).
- [23] Salaries, training materials and maintenance (such as heating and electricity).
- [20] <https://mzo.gov.hr/UserDocImages//dokumenti/Obrazovanje/StrukovnoObrazovanje/Reform>
- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>
- [22] Cedefop (2019). Apprenticeship review: Croatia. Improving apprenticeships through stronger support and care. Luxembourg: Publications office. Thematic country reviews.  
<https://www.cedefop.europa.eu/en/publications-and-resources/publications/4173>
- [21] In Icelandic: IDAN fræðslusetur.

## CHAPTER 7.

# VET governance

Education is steered centrally by the education ministry. The ministry oversees and provides curriculum for all school levels, including VET.

All upper secondary schools have 'school curricula' where education aims, intended learning outcomes, assessment, content and the connections between these elements are listed.

New VET study programmes are proposed by the upper secondary schools, in cooperation with the occupational councils (which are composed of representatives of the relevant social partners, i.e. trade unions and employers' associations and professional associations). The initiative is often that of the occupational councils, which also define the quality, competences, skills and knowledge requirements and work descriptions. The Directorate of Education liaises between the two and the education ministry, which confirms new study programmes.

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- [31] to learn more about the vocational training assistance see the flyer for Berufsausbildungsassistenz [Vocational training assistant] in English: [https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item\\_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args\[0\]=0](https://neba.at/neba-leistungen/berufsausbildungsassistenz/warum-bas?task=callelement&format=raw&item_id=624&element=1bd14ef3-f766-4dad-843b-49437aa92d48&method=download&args[0]=0) [accessed 27.8.2021]
- [20] Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – Flemish Service for Employment and Vocational Training.
- [21] Commission communautaire française, French Community Commission, responsible for some competences for French-speakers in Brussels.
- [22] Minister for Vocational Training and Minister for Education at the COCOF; Minister for Higher Education and Adult Learning and Minister for Education at the French Community; Minister for Vocational Training and Employment at the Walloon Region. New governments decide about the distribution of tasks within its ministries (there can thus be one, two or three ministers involved).
- [23] Service francophone des métiers et qualifications – the French-language service for jobs and qualifications.
- [24] VDAB: Flemish Employment and Vocational Training Agency. Bruxelles Formation: The Brussels Institute for Vocational Training. SFPME: Service Formation PME: the training service for small and medium-sized enterprises, in Brussels. EFP (Espace Formation des Petites et Moyennes entreprises: the training centre in Brussels for SMEs).
- [15] Cedefop; ReferNet (2021). VET REF: developments in vocational education and training policy database. [Unpublished].
- [23] In Greek: Γενική Διεύθυνση Ευρωπαϊκών Προγραμμάτων, Συντονισμού και Ανάπτυξης (ΓΔ ΕΠΣΑ): [http://www.dgepcd.gov.cy/dgepcd/dgepcd.nsf/index\\_gr/index\\_gr?OpenDocument](http://www.dgepcd.gov.cy/dgepcd/dgepcd.nsf/index_gr/index_gr?OpenDocument)
- [37] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz)
- [38] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. [www.mpsv.cz](http://www.mpsv.cz)
- [40] Absolutorium is a final examination at tertiary professional schools consisting of the theory of vocational subjects, a foreign language, a graduate thesis and its defence. Upon successful passing of the absolutorium, the graduate attains a tertiary professional qualification and the title of a specialist with a diploma (diplomovaný specialista, DiS).

- [50] BBiG: [https://www.gesetze-im-internet.de/bbig\\_2005/](https://www.gesetze-im-internet.de/bbig_2005/)
- [53] Berufsbildungsgesetz (BBiG).
- [54] Kultusministerkonferenz (KMK).
- [55] Zuständige Stellen.
- [24] Vocational Educational Institutions Act (Parliament, 2013); Vocational education standard (Government, 2013), work-based learning regulation (MoER, 2007); Private Schools Act (Parliament, 1998b); Professional Higher Education Institutions Act (Parliament, 1998a); Adult Education Act (Parliament, 2015); Professions Act (Parliament, 2008a); Recognition of Foreign Professional Qualifications Act (Parliament, 2008b); Study Allowances and Study Loans Act (Parliament, 2003a); Youth Work Act (Parliament, 2010b).
- [30] Until the end of 2011 this function was performed by the National Examinations and Qualifications Centre (NEQC) (Riiklik Eksami- ja Kvalifikatsioonikeskus). In 2012, NEQC joined Foundation Innove, and in 2020 Foundation Innove joined the Education and Youth Authority.
- [19] Qualification structure is a system of qualifications. It defines how many there are, initial, further and specialist VET qualifications: their share, titles and competence points (total and for common units; their division within the qualification is decided by the Finnish National Agency for Education).
- [20] Some VET providers are foundations or limited companies; they are categorised as 'private' but municipalities usually have shares in such companies/foundations.
- [23] Zakon o Agenciji za strukovno obrazovanje i obrazovanje odraslih [Act on Agency for VET and Adult Education]; Official Gazette No 24/2010.
- [24] Zakon o izmjenama i dopunama Zakona o strukovnom obrazovanju [Amendments to the Vocational Education and Training Act]; Official Gazette No 25/2018.

## CHAPTER 8.

# VET financing mechanisms

The main principle for funding the upper secondary school system and VET is that the education ministry makes a contract with each school concerning the number of enrolled learners and then pays a certain amount, based on a formula that considers the actual cost per learner in the relevant subject per year. The amount differs between study programmes and is higher for VET learners in comparison to general education learners. This applies both to public and private schools.

According to the education ministry, the average cost per VET learner is IKR 1 550 000 (approximately EUR 10 070) per year. This is obtained by calculating the weighted mean of the study of and teaching in VET.

The number of VET learners at upper secondary level was 7 129 in 2021 making the total amount around IKR 11.05 billion (approximately EUR 71.8 million)( 23 ), or 0.4% of the expected GDP and 0.0% of the expected government spending( 24 ).

On-the-job training is funded by the companies which train learners, but they can apply for a subsidy from a State-financed workplace training fund ( 25 ). The fund was founded in 2012 and supports companies with a particular amount per learner per week. In 2020, the fund supported companies with IKR 14 000 (approximately EUR 104) per learner per week, supporting in total 19.811 learner-weeks with IKR 277.5 million (approximately EUR 1.48 million).

All apprentices are entitled to salaries during their training periods, albeit much lower than those of the fully qualified staff. In the certified trades, the minimum wage for apprentices ranges from IKR 318 246 (around EUR 2 068) to IKR 342 279 (around EUR 2 228) per month, or IKR 1 989 (around EUR 13) to 2 142 (around EUR 14) per hour (in regular daytime work, otherwise higher), the amount increasing gradually for more weeks at the workplace( 26 ).

Continuing VET (CVET) programmes are usually short in duration and funded either by the relevant workplaces, by social partners, by the State or a combination of two or three of the above to varying degrees.

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[25] See also: [https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-3_en)

[26] See also: [https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5\\_nl](https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-funding-5_nl)

[27] <http://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Belgium.pdf>

[28] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen / Institute for vocational and educational training in small and medium-sized companies in BE-DE. ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft, Public Employment Service of the German-speaking Community. Le Forem: Office wallon de la Formation professionnelle et de l'Emploi/ The Walloon Office for Vocational Training and Placement. VDAB: Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding/ Flemish Employment and Vocational Training Agency. Bruxelles Formation: Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. Actiris: Brussels Public Employment Service.

[39] Ministry of Education, Youth and Sports. Vývojová ročenka školství 2021/11-2020/21 [Statistical Yearbook on Education 2010/11-2020/21].  
<https://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/vyvojova-rocenka-skolstvi->

[2010-11-2020-21](#) [accessed 18.8.2021].

- [41] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz)
- [42] The education ministry sets the limits for each year.
- [43] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. [www.mpsv.cz](http://www.mpsv.cz)
- [56] Bundesministerium für Bildung und Forschung (BMBF).
- [57] Bundesministerium für Wirtschaft und Energie (BMWi).
- [58] Bundesministerium für Arbeit und Soziales (BMAS)
- [59] Bundesagentur für Arbeit (BA)
- [61] Bundesinstitut für Berufsbildung (BIBB).
- [64] Überbetriebliche Berufsbildungsstätten (ÜBS) and in the skilled trade sector (ÜLU).
- [65] Ausbildungsverbünde.
- [69] Specific information on all public funding activities is available on <http://www.foerderdatenbank.de/>
- [74] Volkshochschulen (VHS).
- [21] The most recent available data of 2017.
- [22] VET providers must collect these data. The system is not fully operational yet as the new financing system will be ready in 2023.
- [25] Local authorities as the legal founders and owners of the schools can also be investors regarding buildings/infrastructure.
- [26] Eurostat, gov\_10a\_exp [extracted 28.7.2021].
- [27] VET System Development Programme 2016-20.
- [28] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018
- [29] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020. Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [23] <https://tradingeconomics.com/iceland/gdp> [Accessed: 14.10.2021].
- [24] <https://tradingeconomics.com/iceland/government-spending-to-gdp> [Accessed: 14.10.2021].
- [25] See more information on the fund here at Rannis' website: <https://www.rannis.is/sjodir/menntun/vinnustadanamssjodur/> [Accessed: 30.9.2021].
- [26] See the relevant information here at (trade union) Samidn's website: <https://samidn.is/2012/08/31/launataxtar-samtoek-atvinnulifsins/>



## CHAPTER 9.

# Teachers and trainers

### 9.1 VET teacher types

In VET, there are:

- general subject teachers;
- teachers of vocational subjects;
- trainers at the workplace.

General subject teachers must have a master degree in education from a university.

Teachers of vocational subjects must be masters of craft in the relevant profession and have taken a minimum of 60 ECTS ( 27 ) in pedagogy at a university.

Trainers at the workplace must be masters of craft in the relevant profession.

Although salaries for VET teachers have increased, the teacher population is ageing. Attracting young people to the profession remains a challenge.

### 9.2 Continuing professional development of teachers/trainers

Teachers can receive various scholarships to finance further university studies and for work, school visits at home or abroad, conference fees, study leave etc. The official funds are financed by the schools/employers but managed by the teachers' unions. Teachers can apply to the education ministry for up to a year's study leave on full salary, but most teachers are not granted this more than once and then usually only after more than 20 years at work.

Various other options are available, such as scholarships to finance part-time studies or shorter periods of study leave. Teachers are also expected to spend 2 weeks per year in continuous education, outside the school year; they have access to various other funds and options for continuous education on the basis of their wage agreements with the State. Choosing the relevant study programmes, conferences etc. is mostly up to the teachers and trainers themselves, and the programmes and training are provided by lifelong learning institutions (e.g. in the electricity sector) and universities, among others, and via study visits at home or abroad.

More information is available in the Cedefop ReferNet thematic perspective on teachers and trainers ( 28 ).

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[35] For detailed information about the training of teachers and trainers in Austria, see Eurydice: [https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-1\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-1_en) [accessed 31.8.2021] and <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers> [accessed 31.8.2021].

[36] See Federal Law Gazette [https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA\\_2013\\_I\\_211](https://www.ris.bka.gv.at/Dokument.wxe?Abfrage=BgblAuth&Dokumentnummer=BGBLA_2013_I_211) [accessed 31.8.2021].

[29] IFAPME: Institut wallon de Formation en Alternance et des indépendants et des Petites et Moyennes Entreprises / Walloon Institute for apprenticeship and entrepreneurial training in small and medium enterprises in Wallonia. Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for Vocational Training. SFPME: Service Formation PME / the training service for small and medium-sized enterprises, in Brussels.



- [30] <https://www.formaform.be/>
- [31] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [17] Ordinance No 15, active as of 22.07.2019: [https://mon.bg/upload/27985/nrdb15-2019\\_statut\\_uchiteli-izm24092021.pdf](https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf)
- [18] <http://iropk.mon.bg/>
- [19] [https://mon.bg/upload/27985/nrdb15-2019\\_statut\\_uchiteli-izm24092021.pdf](https://mon.bg/upload/27985/nrdb15-2019_statut_uchiteli-izm24092021.pdf)
- [20] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [26] Cyprus Pedagogical Institute(CPI). In Greek: Παιδαγωγικό Ινστιτούτο Κύπρου: <http://www.pi.ac.cy/pi/index.php?lang=el>
- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [44] The Act No 563/2004 Coll. on pedagogical staff stipulates what type of study programmes and certificates are required for individual categories of teachers (master degree, absolutorium, matura certificate or VET certificate).
- [45] They are also available for teachers of artistic vocational subjects at elementary artistic schools, secondary schools and conservatoires, as well as teachers at language schools authorised to organise State language examinations.
- [46] Usually people who are specialists from companies wanting to become full-time teachers opt for these programmes.
- [47] National register of qualifications (Národná soustava kvalifikací).
- [48] A teacher with special education/courses who is able to prevent and, if necessary, also effectively solve problematic behaviour or situations that may appear in class or school (drugs, cyber bullying, etc.)
- [50] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [81] See also: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [82] Berufsbildungsgesetz (BBiG), 2005 [https://www.gesetze-im-internet.de/bbig\\_2005/BBiG.pdf](https://www.gesetze-im-internet.de/bbig_2005/BBiG.pdf)
- [83] Ausbilder-Eignungsverordnung (AEVO), last amended in 2009. [https://www.gesetze-im-internet.de/ausbeignv\\_2009/AusbEignV\\_2009.pdf](https://www.gesetze-im-internet.de/ausbeignv_2009/AusbEignV_2009.pdf)
- [84] Vorbereitungsdienst
- [85] Kultusministerkonferenz (KMK).
- [86] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [87] See also: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018. [http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet\\_Germany\\_VET\\_in\\_Europe\\_2018.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf)
- [88] AEVO, Ausbildereignungsprüfung.
- [89] geprüfter Aus- und Weiterbildungspädagoge

- [90] geprüfter Berufspädagoge
- [92] Kultusministerkonferenz (KMK).
- [93] This section is based on: Huismann, A.; Hippach-Schneider, U. (2021). Teachers' and Trainers' professional development to support inclusive and sustainable learning in Germany. Cedefop ReferNet thematic perspectives series. To be published.
- [35] European credit transfer and accumulation system.
- [36] Kutsekoda: [https://www.kutseregister.ee/en/standardid/standardid\\_top2/](https://www.kutseregister.ee/en/standardid/standardid_top2/)
- [37] <https://www.haridussilm.ee/ee/tasemeharidus/haridustootajad/opetajate-palgaanaluus/palk-2007-2019> Õpetajate keskmise brutokuupalk 2007-19
- [38] Source: Estonian education information system (Eesti Hariduse Infosüsteem).
- [40] E.g. healthcare or social services.
- [41] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [23] In-company trainers (nationally referred to as workplace instructors) are responsible for supervising learners during their on-the-job learning periods or apprenticeship training in enterprises.
- [30] Eurostat, educ\_uoe\_perp01 [extracted 29.7.2021].
- [31] Pravilnik o napredovanju učitelja, nastavnika, stručnih suradnika i ravnatelja u osnovim i srednjim školama i učeničkim domovima [Regulation on professional advancement of teachers, education professionals and school directors in primary and secondary schools and student dormitories]. Official Gazette No 68/2019, 60/2020, 32/2021.
- [32] As part of the national project Modernisation of the continuous professional development of VET teachers, launched by AVETAE in 2017 and co-funded by the European structural and investment fund.
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>
- [27] European credit transfer and accumulation system (ECTS). is a credit system designed to make it easier for students to move between different countries. Since it is based on the learning achievements and workload of a course, a student can transfer their credits from one university to another so they are added up to contribute to an individual's degree programme or training. It helps to make learning more student-centred. It is a central tool in the Bologna process, which aims to make national systems more compatible and was adopted into Icelandic legislation with the law on universities No 63/2006 (Parliament, [www.althingi.is](http://www.althingi.is)). It also helps with the planning, delivery and evaluation of study programmes, and makes them more transparent. European credit transfer and accumulation system credits represent the workload and defined learning outcomes ('what the individual knows understands and is able to do') of a given course or programme. 60 credits are the equivalent of a full school year of study or work, or two full semesters. In a standard academic year, 60 credits would usually be broken down into several smaller components. A typical 'first cycle' (or bachelor) degree, would consist of 180 or 240 credits, whereas a typical 'second cycle' (or master) degree, would consist of 90 or 120 credits, with at least 60 credits at second cycle level. The use of European credit transfer and accumulation system at the 'third cycle' (or Ph.D. level) varies. European credit transfer and accumulation system has been adopted by most of the countries in the European higher education area (EHEA), and is increasingly used elsewhere. More information on the European credit transfer and accumulation system available at: [https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects\\_en](https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en) . More information on Bologna process and the European higher education area available at: <https://ec.europa.eu/education/policies/higher->

education/bologna-process-and-european-higher-education-area\_en

- [28] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>

## CHAPTER 10.

# Shaping VET qualifications

### 10.1 Anticipating skill needs

The role of the Occupational Council is (among other duties) to advise the Minister of Education, Science and Culture, and to provide opinion on the categorisation and division of occupations between the twelve Occupational Councils.

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 exams at the end of each study 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.

When assessing future skills needs, the twelve occupational councils are the strongest link between the education ministry and industry. The councils operate under the responsibility of the ministry and are composed of representatives of the relevant social partners and trade associations for different vocational trades. Each council has the role to define the needs of a particular trade in respect to the knowledge and ability required, the aims and structure of the education and the curriculum guidelines. The councils often initiate or suggest new VET study programmes or changes to existing ones, but it is up to the upper secondary schools to propose such programmes and the Directorate of Education to liaise between the two, while it is up to the education ministry to confirm new study programmes.

In early 2020 that policy changed and servicing and coordinating the work of the occupational councils was taken over by the Directorate of Education.

Currently, in Iceland, there has not been made systematic estimates or forecasts regarding skills anticipation and needs in the labour market or for certain trades. However, in the Education Policy 2030( 29 ), agreed by the Parliament, and the related action plan, there is a proposal on estimating future need for competences skills in the labour market. This policy involves the education ministry providing comprehensive school services (supporting learners, their parents, the school staff, and school activities), integration of services for the benefit of the learners (an organised and continuous service that aims to promote the learners' wellbeing and is provided to those service providers who are best suited to meet the learners' needs at any given time), tiered support (a comprehensive plan of teaching, practice and support measures in schools aimed at equal opportunities for all), and prosperity services (all services that by law are to be provided by the State or municipalities and take part in promoting and/or ensuring the wellbeing of children).

See also Cedefop's skills forecast( 30 ) and European skills index( 31 ).

### 10.2 Designing qualifications

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 examinations at the end of each study validate whether this is, indeed, the case. Thus, the studies can rather be termed output- based than input-based, even though studies are defined by the hours it takes to complete them.

According to the education ministry's national curriculum guide for upper secondary schools( 32 ), the education institutions may develop new study programmes, although subject to approval

and validation by the ministry after consultation with the relevant occupational council, in the case of a VET programme. All upper secondary schools have a school curriculum where education aims, intended learning outcomes, assessment, content and the connections between these elements are listed. Individual schools are responsible for all study programmes they offer but can use study programmes from other schools as well.

Once approved by the education ministry, new study programmes become part of the curricula for upper secondary schools when published in the legislator's legal journal.

The twelve occupational councils, composed of representatives of the relevant social partners and professional associations for different vocational trades, discuss the demand for new study programmes and the need for updating existing ones in terms of: qualifications demands, basic structure, competences, skills and knowledge requirements of work descriptions, which they define and gradually update. Typically, they report the need for new study programmes or updates to existing ones to individual schools or to the directorate for education. The upper secondary schools do, however, have the task of proposing new study programmes or updating them, including the curricula, often at the initiative of the occupational councils but sometimes also at their own initiative based on their estimate of existing demand. The schools' ideas are then put before the relevant occupational council to discuss the desirable qualification demands and structure, and the Directorate of Education liaises between the two before the education ministry finally approves the study programme.

This process can vary, in terms of processes, initiatives and procedures, between schools, occupational councils, individual teachers/trainers and study programmes. It is, however, always a result of a liaison between the schools and the occupational councils, always developed within the framework of the national curriculum guide and always subject to approval of the education ministry.

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[37] See AMS. Qualification barometer <http://www.ams.at/qualifikationsbarometer> [accessed 31.8.2021].

[38] for more information on the new skills initiative and results see <https://www.ams.at/newskills> [accessed 31.8.2021].

[39] Cedefop. Skills forecast. <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast> [accessed 31.8.2021].

[40] Cedefop. Skills panorama. <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index> [accessed 31.8.2021].

[32] Competent can be freely accessed at the following website: SERV. Sterk door overleg. <https://www.serv.be/serv>

[33] <https://www.steunpuntwerk.be/>

[34] Bassins de l'Enseignement qualifiant – Formation – Emploi, IBEFE.

[35] Previously Brussels Observatory of Employment and Training.

[36] Bruxelles Formation : Institut Bruxellois pour la Formation professionnelle / The Brussels Institut for vocational training.

[37] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>

[38] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>

[40] Service francophone des métiers et des qualifications – the French-speaking Agency for Professions and Qualifications.

[41] IAWM: Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren

Unternehmen / Institute for alternating training and small and medium enterprises.

- [42] ADG: Arbeitsamt der Deutschsprachigen Gemeinschaft Belgiens / Employment and Vocational Training Agency in the German-speaking Community.
- [21] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [22] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [23] <https://www.mon.bg/bg/57>
- [24] <https://www.navet.government.bg/bg/media/ZPOO-2018-1.pdf>
- [25] <http://www.mon.bg> and <http://www.navet.government.bg>
- [26] Framework programmes include: general provisions, including the regulatory basis, the aim and purpose of the programme; requirements: entry (age, medical, previous education and qualification level), career and education pathways, form(s) of training (day full-time, evening, part-time, individual, distance, dual, self-learning); curriculum; training module content (theoretical and practical); graduation requirements (State examinations for full qualifications and final examinations for partial qualifications).
- [27] National Agency for Vocational Education and Training (NAVET). Optimisation of List of professions for VET. <https://www.navet.government.bg/bg/lpvet-opt/>
- [33] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [34] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [51] <https://www.predikcetrhuprace.cz/>
- [52] Available at [www.infoabsolvent.cz](http://www.infoabsolvent.cz).
- [53] <https://www.infoabsolvent.cz/Temata/ClanekAbsolventi/4-4-02/Charakteristiky-a-perspektivy-odvetvi-ekonomiky-v-34> [accessed 10.11.2021].
- [54] Ministry of Labour and Social Affairs [Ministerstvo práce a sociálních věcí – MPSV]. [www.mpsv.cz](http://www.mpsv.cz)
- [55] Ministry of Education, Youth and Sports [Ministerstvo školství, mládeže a tělovýchovy – MŠMT]. [www.msmt.cz](http://www.msmt.cz)
- [56] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [57] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [58] [www.narodnikvalifikace.cz](http://www.narodnikvalifikace.cz)
- [59] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [60] A vocational qualification (profesní kvalifikace) is defined as an ability of a person to perform a task or a set of tasks within an occupation. It corresponds to certain activities (e.g. furniture assembly, installation of lifts, manufacture of upholstered seats, sports massage, flower arrangement, cold dishes catering, production of ice cream, etc.) but does not cover the whole occupation.
- [61] A complete vocational qualification (úplná profesní kvalifikace) is defined as a professional competence to perform all the tasks within an occupation (e.g. pastry chef, hairdresser, plumber, economist, engineering technician, etc.). It can be acquired either by completing an IVET programme or by the recognition of prior learning.
- [62] [www.narodnikvalifikace.cz](http://www.narodnikvalifikace.cz)
- [63] In Czech: Vyšší odborné školy.

- [64] In Czech: Vysoké školy.
- [65] [www.nsp.cz](http://www.nsp.cz)
- [66] <https://www.narodnikvalifikace.cz/>
- [67] [www.nsp.cz](http://www.nsp.cz)
- [68] <https://www.spcr.cz/struktura-sp-cr/45-aktualne/co-by-vas-mohlo-zajimat/10355-zamestnavatele-se-vice-zapoji-do-prakticke-vyuky->; <https://1url.cz/TKha1> [accessed 10.11.2021].
- [94] Bündnis für Arbeit, Ausbildung und Wettbewerbsfähigkeit.
- [97] Institut für Arbeitsmarkt und Berufsforschung (IAB).
- [100] Referenz-Betriebs-System (RBS).
- [101] <https://www.bibb.de/de/12471.php>
- [102] <https://www.bibb.de/en/49603.php>
- [107] Arbeitsmarktbarometer.
- [108] <https://www.iab.de/de/daten/arbeitsmarktbarometer>
- [109] <https://www.iab.de/de/befragungen.aspx> ; <https://www.vdi.de/presse/publikationen/> ; [https://www.bitkom.org/de/markt\\_statistik/806.aspx](https://www.bitkom.org/de/markt_statistik/806.aspx) .
- [110] <https://www.boeckler.de/index.htm>
- [111] <https://www.fes.de/>
- [112] <https://www.kas.de/>
- [113] <https://www.bertelsmann-stiftung.de/cps/rde/xchg/bst>
- [115] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [116] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [117] Ausbildungsberufe.
- [120] Bundesministerium für Wirtschaft und Energie (BMWi)
- [121] Bundesministerium für Bildung und Forschung (BMBF)
- [124] Berufsbildungsgesetz (BBiG)
- [125] Bundesministerium für Wirtschaft und Energie (BMWi).
- [127] Der ‚Bund-Länder-Koordinierungsausschuss Ausbildungsordnungen/Rahmenlehrpläne‘ (KoA).
- [42] Ministry of Economic Affairs and Communications.
- [44] <https://oska.kutsekoda.ee/en/oska-sectors/>
- [45] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [46] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [47] Kutsekoda: State register of occupational qualifications:  
<http://www.kutsekoda.ee/kutsereregister>
- [24] <https://beta.oph.fi/fi/tilastot-ja-julkaisut/julkaisut/osaaminen-2035>
- [25] It means that VET providers can decide within the limits of the licence received from Ministry of Education and Culture what qualifications and training programmes to offer.
- [26] This section is based on Cedefop's Skills Panorama (2017). Skills anticipation in Finland. Analytical highlights series.  
[http://skillspanorama.cedefop.europa.eu/en/analytical\\_highlights/skills-anticipation-finland](http://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-finland)
- [27] A reduction in the number of employees, which is achieved by not replacing those who

leave.

- [28] Growth in competences for Finland: proposed objectives for degrees and qualifications for the 2020s (Suomi osaamisen kasvu-uralle. Ehdotus tutkintotavoitteista 2020-luvulle). <http://julkaisut.valtioneuvosto.fi/handle/10024/75163>
- [29] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [30] <https://www.cedefop.europa.eu/en/tools/european-skills-index>
- [31] <http://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>
- [32] Teachers, guidance and counselling staff and assessors of competence.
- [34] Uredba o praćenju, analizi i predviđanju potreba tržišta rada za pojedinim zvanjima, te izradi i uzimanju u obzir preporuka za obrazovnu upisnu politiku [Government decree on the monitoring, analyses and prediction of labour market needs and the development of an educational enrolment policy]; Official Gazette No 93/2010.
- [35] Public employment service.
- [36] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021.
- [37] Strategy of regional development, Industrial strategy, Smart specialisations strategy, Innovation strategy and Strategy of science, education and technology.
- [38] <http://hko.poslovna.hr/>
- [39] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [40] Zakon o Hrvatskom kvalifikacijskom okviru [Croatian Qualification Framework Act]; Official Gazette No 22/2013, 41/2016, 64/2018, 47/2020, 20/2021..
- [41] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [29] <https://www.oecd.org/education/implementing-policies/collapsecontents/Menntastefna-2030-Sk%C3%BDrsla-OECD-um-innlei%C3%B0ingu-Menntastefn.pdf>
- [30] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [31] Information for Iceland is not available.
- [32] [https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr\\_frsk\\_ens\\_2012.pdf](https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr_frsk_ens_2012.pdf)



## CHAPTER 11.

# Quality assurance

The education ministry validates the study programmes for all upper secondary education and training, which become part of the curricula for upper secondary schools when published in the legislator's legal journal.

The VET study programmes for all trades are developed in cooperation with members of each occupation's association through twelve occupational councils. Job descriptions, knowledge, skills and competences are gradually revised by the occupational councils.

All upper secondary schools are subject to a quality evaluation performed by outside parties once every 5 years. The quality criteria are defined by the education ministry. The schools are requested to report on their performance according to the ministry's quality criteria (internal evaluation) and the Directorate of Education hires independent consultants to perform a quality evaluation based on the same criteria. The independent consultants' reports are published openly on the Directorate of Education's website, but prior to that the schools are given a chance to respond to a draft report and the consultants may adjust their report accordingly. Follow-up to the evaluation reports is the responsibility of the education ministry and of course the schools themselves.

Training providers must be formally accredited by the Directorate of Education, on behalf of the education ministry, to obtain a licence to teach courses for adults giving credits that can be used for further training at upper secondary schools.

The accreditation is based on the evaluation of the following:

- teaching and learning facilities;
- organisation and supervision of studies;
- curricula or course descriptions;
- the competences of adult education providers, with regard to their knowledge and experience;
- financial issues and insurance;
- the existence of a quality control system focused on adult education.

The accreditation does not entail commitment for public funding to the education provider in question or responsibility for the education and training provider's liabilities.

For several trades, the education ministry has allocated the overall management of the training contracts to a common education centre portal hosted by IDAN education centre( 33 ), which offers continuous education for several VET sectors, where contracts have been streamlined and modularised and guidelines issued to the workplaces.

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[41] See Bmbwf. Quality management system for schools. <https://www.qms.at/> [accessed 31.8.2021].

[42] With the Education Reform Act (Federal Law Gazette, I No 138/2017 [https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA\\_2017\\_I\\_138/BGBLA\\_2017\\_I\\_138.pdf](https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2017_I_138/BGBLA_2017_I_138.pdf) 31.8.2021]), in force since autumn 2017, new regulations regarding quality assurance at schools have been introduced. This act foresees the establishment of a monitoring system which comprises quality management and resource controlling. QIBB is to be merged with SQA, the quality management system of general education schools, and further developed. First results of this extensive reform are to be expected for 2020.

- [43] for more information see Bmbwf. Quality management system for schools.  
<https://www.qms.at/> [accessed 31.8.2021].
- [44] see Federal Institute for Quality Assurance in the Austrian School System.  
<https://www.iqs.gv.at/> [accessed 31.8.2021].
- [45] See IBW. <https://ibw.at/> [accessed 31.8.2021].
- [36] Decision No 82.592.
- [37] It does not apply in the case of preparatory apprenticeship.
- [38] The term 'field of study' (κλάδος) is broader than the term 'specialisation' (ειδικότητα), as it includes several specialisations. In these terms the field of study 'mechanical engineering' includes four specialisations: 'mechanical engineering', 'vehicle technology', 'building services engineering', and 'natural gas transmission and distribution'.
- [39] Cyprus Agency for Quality Assurance and Accreditation in Higher Education (CYQAA) was established on the basis of the Quality assurance and accreditation of higher education and the establishment and operation of an agency on related matters law, of 2015, and is responsible to ensure the quality of higher education in Cyprus and to support, through the procedures provided by the relevant legislation for the continuous improvement and upgrading of higher education institutions and their programmes of study. More information available at: <https://www.dipae.ac.cy/index.php/en/>
- [70] The School Quality model and related criteria for evaluation were designed and developed within the ESF project The National System for the Inspection Evaluation of the Educational System in the Czech Republic (NIQES), implemented 2011-15.
- [130] Berufsprinzip.
- [132] Berufsbildungsgesetz (BBiG): [https://www.gesetze-im-internet.de/bbig\\_2005/](https://www.gesetze-im-internet.de/bbig_2005/)
- [133] Handwerksordnung (HWO): <https://www.gesetze-im-internet.de/hwo/BJNR014110953.html>
- [134] In the period from 2011 to 2020, 118 occupations (more than a third of all 324 recognised occupations) were modernised, while 4 occupations have been created.
- [136] Kultusministerkonferenz (KMK).
- [137] Last BIBB transition study in 2011: <https://www.bibb.de/de/9039.php>
- [138] <https://www.test.de/thema/weiterbildungsberatung/>
- [139] <https://www.bibb.de/veroeffentlichungen/en/publication/show/8596>
- [140] Deutsches Institut für Erwachsenenbildung (DIE).
- [141] <https://wbmonitor.bibb.de>
- [142] This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.  
[http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet\\_Germany\\_VET\\_in\\_Europe\\_2018.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf)
- [51] Comprising more than 50% self-learning.
- [52] A curriculum group (e.g. media technologies) comprises curricula from related fields (e.g. multimedia; printing technology; and photography).
- [54] <https://www.haridussilm.ee>
- [33] VET provider collects feedback from learners twice: at the beginning of studies and at the end.
- [34] The term used in the legislation.
- [42] Zakon o Nacionalnom centru za vanjsko vrednovanje obrazovanja [National Centre for External Evaluation of Education Act]; Official Gazette No 151/2004.
- [43] Pravilnik o načinu provedbe vanjskog vrednovanja i korištenju rezultata vanjskog

vrednovanja školskih ustanova [Regulation on the Means of Implementing External Evaluation and Using the Results of External Evaluation of Education Providers]; Official Gazette No 23/2011.

- [44] Zakon o prosvjetnoj inspekciji [School Inspection Act]; Official Gazette No 61/2011, 16/2012, 98/2019, 52/2021.
- [45] Zakon o stručno-pedagoškom nadzoru [Professional-Pedagogical Monitoring Act]; Official Gazette No 73/1997.
- [46] Pravilnik o Registru Hrvatskog kvalifikacijskog okvira [Regulation on CROQF Register]; Official Gazette No 96/2021.
- [47] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020
- [48] Zakon o obrtu [Crafts Act]; Official Gazette No 143/2013, 127/2019, 41/2020
- [49] Zakon o strukovnom obrazovanju [Vocational Education and Training Act]; Official Gazette No 30/2009, 24/2010, 22/2013, 25/2018.
- [50] Agencija za strukovno obrazovanje i obrazovanje odraslih (2011b). Hrvatski okvir za osiguranje kvalitete u strukovnom obrazovanju i osposobljavanju: Priručnik za samovrjednovanje [Croatian framework for quality assurance in VET: manual for self-assessment].  
<http://www.asoo.hr/UserDocsImages/Priru%C4%8Dnik%20za%20samovrjednovanje.pdf>
- [51] <http://e-kvaliteta.asoo.hr>
- [33] IDAN (in Icelandic: IÐAN) is a non-profit education and training provider supported by the federation of employees and unions; a provider of continuing education offering diverse in house- and company courses including accredited programs for qualified professionals in the crafts and trades. Companies have also access to career and vocational counselling through skills assessment, analysis of educational needs and planning and implementation of in-house educational pathways. IÐAN has been heavily involved with the implementation of validation of prior learning in Iceland. IÐAN provides assessment of non-Icelandic professional qualifications and work experience. In addition, a provider of various services for the Ministry of Education, Science and Culture and are involved in creating both national and international partnerships, embracing innovation and meeting new challenges to support the labour market. More information available at:  
<http://viskaproject.eu/about-us/idan/>

## CHAPTER 12.

# Validation of prior learning

Real competence validation/accreditation of prior learning( 34 ) is a system organised by the social partners and the education ministry to validate non-formal and informal learning. People who have acquired some skills at workplaces, for example, can get them validated through a formal process, which may shorten their study periods towards. a journeyman's examination in a trade, for example. They also get valuable assistance (counselling and study aid) if they have dyslexia, for example, or other learning problems. Real competence validations are available in several trades. Social partners and the education ministry are working on expanding the offers.

For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database( 35 ).

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- [47] See [https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie\\_zur\\_Validierung\\_nicht-formalen\\_und\\_informellen\\_Lernens.pdf](https://www.qualifikationsregister.at/wp-content/uploads/2018/11/Strategie_zur_Validierung_nicht-formalen_und_informellen_Lernens.pdf) [ [accessed 31.8.2021].
- [44] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [28] <https://www.mon.bg/bg/57>
- [29] <https://www.mon.bg/bg/59>
- [30] <https://www.mon.bg/bg/100053>
- [31] <https://www.mon.bg/bg/100305>
- [32] National Agency for Vocational Education and Training (NAVET). Annual reports on the activities of NAVET. <https://www.navet.government.bg/bg/dokumenti/dokumenti-na-napoo/>
- [33] [https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_validate\\_BG.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_BG.pdf)
- [40] Decision No 82.592.
- [41] Council Recommendation 2012/C398/01.
- [42] [https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_validate\\_CY.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_CY.pdf)
- [71] The Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results: <https://www.msmt.cz/dokumenty-3/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani> [accessed 10.11.2021].
- [72] Authorised entities are licenced by the so-called awarding bodies, which are organisations of State administration relevant to the given field (ministries or the Czech National Bank). In 2016 there were 1216 authorised entities.
- [73] There are 182 complete vocational qualifications in the NSK.
- [74] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [143] Fachoberschulreife.
- [145] <http://www.bildungsspiegel.de/news/weiterbildung-bildungspolitik/17-valikom-chancen-fuer-menschen-ohne-berufsabschluss>; [www.validierungsverfahren.de](http://www.validierungsverfahren.de);
- [146] Gleichwertigkeitsfeststellung.
- [147] <https://www.valikom.de/fachtagung/content/impressionen/>
- [148] <https://www.validierungsverfahren.de/en/home>
- [149] [www.ihk-fosa.de](http://www.ihk-fosa.de)

- [150] <https://www.bibb.de/en/68882.php>
- [151] <https://www.anerkennung-in-deutschland.de/html/de/>
- [152] Bundesamt für Migration und Flüchtlinge (BAMF).
- [153] <https://www.anerkennung-in-deutschland.de/html/en/skillsanalysis.php>
- [154] <https://www.anerkennung-in-deutschland.de/html/en/pro/data-reports.php>
- [155] This section is based on: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in Europe reports 2018.  
[http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet\\_Germany\\_VET\\_in\\_Europe\\_2018.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf)
- [60] Elukestva oppe strateegia täiskasvanuharidusprogramm 2019-22 [Lifelong learning strategy adult education programme 2019-22].  
<https://www.hm.ee/et/tegevused/arengukavad>
- [61] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>
- [34] In Icelandic: Raunfærnimat.
- [35] [https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_validate\\_IS.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_IS.pdf)

## CHAPTER 13.

# Incentives for learners

The Icelandic student loan fund (MSNM) provides a loan for living expenses, according to the general cost of living in Iceland, taking into account the student's social circumstances and place of residences. (This applies to all learners, regardless of whether they are VET learners or learners of general study programmes.) The fund supports VET learners doing vocational training and internships, at upper secondary school level, or upper secondary additional studies for internships, provided that the study programme qualifies for at least the third study skill level, and is not offered at University level. Study loans are only available to learners aged 18 and over.

According to the new Act on the Icelandic student loan fund ( 36 ) the terms for loans to learners are the following:

- the loans are inflation-adjusted, but no interest is applied during the period of studying;
- repayments shall begin 1 year after graduation and provided that the student is under the age of 40, they can choose whether the repayments are income-linked or set out as annuity loans. Learners can choose whether the loans are indexed or non-indexed. Reimbursements are assumed to end before the age of 67. The interest terms of the loans are also based on the interest terms available to the State treasury on the market, plus a fixed charge that is to be reviewed each year, now set at 0.8%.

Notwithstanding the above, the interest rate cap on indexed loans shall be 4% and 9% on non-indexed loans.

In recent years, increased emphasis has been put on vocational and education counselling to help learners choose their study paths, and thus drawing their attention to often less visible VET study and training options where applicable.

[48] For more information about funding in education, see Eurypedia:

[https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/funding-education-1_en)  
[accessed 31.8.2021].

[49] See <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009531> [accessed 31.8.2021].

[50] See <https://www.wko.at/service/bildung-lehre/Lehrlinge.html> [accessed 31.8.2021].

[43] The grant for the academic year 2018/19 ranges from EUR 1 450 to EUR 1 710. The grant is paid once. [http://www.moec.gov.cy/ypiresia\\_foitikis\\_merimnas/foitiki\\_chorgia.html](http://www.moec.gov.cy/ypiresia_foitikis_merimnas/foitiki_chorgia.html)

[156] [https://www.bmbf.de/bmbf/de/home/\\_documents/die-novellierung-des-berufsbildungsgesetzes-bbig.html](https://www.bmbf.de/bmbf/de/home/_documents/die-novellierung-des-berufsbildungsgesetzes-bbig.html)

[157] BIBB Datenreport 2021 [VET data report 2021], Chapter A9.1  
[https://www.bibb.de/datenreport/de/datenreport\\_2021.php](https://www.bibb.de/datenreport/de/datenreport_2021.php)

[158] [https://www.die-duale.de/dieduale/de/home/home\\_node.html](https://www.die-duale.de/dieduale/de/home/home_node.html)

[159] Berufsausbildungsbeihilfe BAB: Standard funding support under p. 56 ff. of the German Social Code (SGB III and BAföG). Actual expenditures 2020: EUR 291.2 million.  
[https://dejure.org/gesetze/SGB\\_III/58.html](https://dejure.org/gesetze/SGB_III/58.html); [www.bafoeg.bmbf.de](http://www.bafoeg.bmbf.de);  
<https://www.arbeitsagentur.de/bildung/ausbildung/berufsausbildungsbeihilfe-bab>  
<https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausb...>;  
<http://www.bafoeg-aktuell.de/karriere/berufsausbildungsbeihilfe.html>

[161] <https://www.arbeitsagentur.de/en/training-allowance-disabled-persons>

- [162]Ausbildungsbegleitende Hilfen abH - Standard funding support for dual apprenticeship and introductory training as defined in the German Social Code. (SGB III, 74 to 80).  
<https://www.arbeitsagentur.de/bildung/ausbildung/ausbildungsbegleitende-hilfen>
- [163]Actual expenditures 2020: EUR 107.38 million (BMBF, 2021 p 106).
- [164]Berufsvorbereitende Bildungsmaßnahmen – BvB (SGB III, 51). [www.arbeitsagentur.de](http://www.arbeitsagentur.de)
- [165]Actual spending for 2020: EUR 193,53 million. (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021]. Bonn: BMBF, p. 108.
- [166]Einstiegsqualifizierung – EQ (SGB III, 54a) <https://www.arbeitsagentur.de>
- [167]Actual spending 2020: € 26,72 million (BMBF (2021). Berufsbildungsbericht 2021 [VET data report 2021], Bonn: BMBF, p.111.
- [169]Integration measures for refugees (BMWi, update 4.2019)  
[https://www.bmwi.de/Redaktion/DE/Downloads/C-D/darstellung-der-massnahmen-der-bundesregierung-fuer-die-sprachfoerderung-und-integration-von-fluechtlingen.pdf?\\_\\_blob=publicationFile&v=6](https://www.bmwi.de/Redaktion/DE/Downloads/C-D/darstellung-der-massnahmen-der-bundesregierung-fuer-die-sprachfoerderung-und-integration-von-fluechtlingen.pdf?__blob=publicationFile&v=6)
- [170][www.bamf.de](http://www.bamf.de)
- [171]<https://handbookgermany.de/en.html>
- [172]Vocational orientation – provision for refugees (BOF)  
<https://www.berufsorientierungsprogramm.de/angebote-fuer-zugewanderte/de/berufsorientierung-fuer-fluechtlinge-bof-1955.html>
- [173]Federal ESF integration guideline for asylum seekers and refugees (IvAF)  
<https://www.esf.de/portal/DE/Foerderperiode-2014-2020/ESF-Programme/bmas/esf-integrationsrichtlinie-bund.html>
- [174]<http://www.cedefop.europa.eu/en/news-and-press/news/germany-new-act-aid-refugee-integration> and [https://www.bundesregierung.de/Content/EN/Artikel/2016/07\\_en/2016-05-25-integrationsgesetz-beschlossen\\_en.html?sessionid=9EF13197E8E4E1732BFC105F9A814042.s1t1](https://www.bundesregierung.de/Content/EN/Artikel/2016/07_en/2016-05-25-integrationsgesetz-beschlossen_en.html?sessionid=9EF13197E8E4E1732BFC105F9A814042.s1t1)
- [175]Make-it-in-Germany portal <https://www.make-it-in-germany.com/en/> and Information portal for the recognition of foreign professional qualifications <https://www.anerkennung-in-deutschland.de/html/en/immigration.php>
- [176][https://www.aufstiegs-bafoeg.de/aufstiegsbafoeg/de/home/home\\_node.html](https://www.aufstiegs-bafoeg.de/aufstiegsbafoeg/de/home/home_node.html)
- [177]<https://www.bmbf.de/de/das-weiterbildungsstipendium-883.html>
- [178]Bundesministeriums für Bildung und Forschung (BMBF).
- [180]<https://www.bmbf.de/de/das-aufstiegsstipendium-882.html>
- [182]Funding volume in 2020: EUR 29.3 million. BMBF VET report 2021, p. 105.
- [183]<http://www.bildungspraemie.info/>
- [185]KURSNET: <http://kursnet-finden.arbeitsagentur.de/kurs/>
- [186]Several projects on partial qualifications are taking place: DIHK-TQ project website. <https://www.dihk.de/tq-de> ETAPP project's website <https://www.etapp-teilqualifizierung.de/> Website of employer initiative on partial qualification (Bundesweite Initiative zur Fachkräftegewinnung und -entwicklung) <https://www.nachqualifizierung.de/> TQ website of the Federal Employment Agency <https://www.arbeitsagentur.de/bildungstraeger/berufsanschlussfaehige-teilqualifikationen>
- [187][www.arbeitsagentur.de](http://www.arbeitsagentur.de)
- [188]<http://kursnet-finden.arbeitsagentur.de/kurs/>
- [189]Legislation promoting further training amended (AWStG) (7.2016)  
<https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeitslosenversicherungsschutz-weiterbildungsstaerkungsgesetz.html>

- [190] Qualification Opportunities Act (Qualifizierungschancengesetz) (12.2018)  
<https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/qualifizierungschancengesetz.html>
- [191] <https://www.bmas.de/DE/Service/Gesetze-und-Gesetzesvorhaben/arbeit-von-morgen-gesetz.html>
- [192] BA website on the Future starters programme <https://www.arbeitsagentur.de/karriere-und-weiterbildung/foerderung-berufliche-weiterbildung>
- [62] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.
- [64] Excluding 'non-stationary' programmes, i.e. comprising more than 50% self-learning.
- [67] Unemployment Insurance Fund. <https://www.tootukassa.ee/>
- [35] Learners pay taxes from their allowances if they receive income from other source(s).
- [36] In one or multiple periods.
- [37] <https://www.tyollisyysraha.fi/en/adult-education-allowance/>
- [52] Pravilnik o minimalnim uvjetima za ugovore o naukovanju [Regulation on minimal conditions for apprenticeship contracts]. Official Gazette No 107/2020.
- [53] Pravilnik o načinu organiziranja i izvođenju nastave u strukovnim školama [Regulation on the organisation and implementation of teaching and learning in VET schools]; Official Gazette No 140/2009, 130/2020.



## CHAPTER 14.

# Incentives for enterprises to boost their participation in VET provision

On-the-job training is funded by the companies which train learners, but they can apply for a subsidy from a State-financed workplace training fund. The fund was founded in 2012 and supports companies by a particular amount per learner per week. In 2020, the fund supported companies with IKR 14 000 (approximately EUR 104) per learner per week, altogether supporting 19 811 learner-weeks with IKR 277.5 million (approximately EUR 1.48 million). This makes a big difference, especially for small companies which would otherwise not be able to afford training costs.

The education ministry has an ongoing contract with skills Iceland( 37 ), charging this organisation with the responsibility of supervising the *Icelandic skills competition* every other year, as well as to enable participation of VET learners in Euro Skills.

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[51] See [https://www.wko.at/service/bildung-lehre/Gesamtuebersicht\\_Foerderarten\\_lehre.html](https://www.wko.at/service/bildung-lehre/Gesamtuebersicht_Foerderarten_lehre.html) [accessed 31.8.2021].

[52] See <https://www.initiative-erwachsenenbildung.at/initiative-erwachsenenbildung/was-ist-das/> [accessed 31.8.2021].

[53] See <https://www.bmbwf.gv.at/Themen/schule/schulpraxis/zentralmatura/bm.html> [accessed 31.8.2021].

[46] Dienststelle für Selbstbestimmtes Leben (DSL).

[45] The single-company training programmes in Cyprus provide incentives to employers to design and organise in-company training programmes, implemented by internal or external trainers, to meet the specific needs of the enterprise for the effective utilisation of its personnel. The single-company training programmes abroad provide incentives to employers to participate with their personnel in training programmes abroad to transfer specialised knowledge and skills in areas related to the introduction of innovation, new technology and technical know-how;

[46] The training programmes are implemented by accredited vocational training centres, at accredited vocational training facilities by certified trainers of vocational training. The programmes are subsidised by the Human Resource Development authority (HRDA):

- multi-company training programmes provide continuing training for meeting the training needs of employed and unemployed persons through their participation in training programmes implemented by public or private training institutions and organisations. They cover a broad range of issues in all operations of the enterprise and in all occupations;
- high-priority multi-company training programmes provide continuing training to meet the training needs of employed persons through their participation in training programmes in specific high-priority issues.

Employees from different companies attend these programmes.

[193]According to BIBB- VET data report 2021 p. 197: in 2007, 24.1% of all companies provided training against 18.5% in 2019/20 – if only considering the companies entitled to provide training, then 54.4% did provide training in 2019/20.

[194]For further information on this, please consult: Hippach-Schneider, U.; Huismann, A. (2019). Vocational education and training in Europe: Germany. Cedefop ReferNet VET in

Europe reports 2018.

[http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet\\_Germany\\_VET\\_in\\_Europe\\_2018.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/ReferNet_Germany_VET_in_Europe_2018.pdf)

- [195] Information on federal government website (English)  
<https://www.bundesregierung.de/breg-en/news/ausbildung-corona-1774334>
- [196] [www.bmwi.de/Redaktion/DE/Text-sammlungen/Mittelstand/hand-werk.html?cms\\_artId=243216](http://www.bmwi.de/Redaktion/DE/Text-sammlungen/Mittelstand/hand-werk.html?cms_artId=243216)
- [197] BIBB website on the special programme on digitalisation in ÜBS <https://www.bibb.de/uebs-digitalisierung>
- [199] Website of the Alliance for initial and further training <https://www.aus-und-weiterbildungsallianz.de/AAW/Navigation/DE/Home/home.html>
- [200] JOBSTARTER website <https://www.jobstarter.de/index.html>
- [201] [www.bmwi.de/passgenaue-besetzung](http://www.bmwi.de/passgenaue-besetzung)
- [203] Bundesministerium für Wirtschaft und Energie, BMWi.
- [204] [www.arbeitsagentur.de/personalentwicklung](http://www.arbeitsagentur.de/personalentwicklung)
- [205] <https://www.unternehmen-integrieren-fluechtlinge.de/>
- [206] Information on the chambers Welcome Guides (ZDH)  
<https://www.zdh.de/fachbereiche/gewerbefoerderung/passgenaue-besetzung-willkommenslotsen/willkommenslotsen/>
- [207] KAUSA training and migration service centres <https://www.bildungsketten.de/de/3135.php>
- [54] Zakon o državnoj potpori za obrazovanje i izobrazbu [Act on State Aid for Education and Training]; Official Gazette No 109/2007, 134/2007, 152/2008, 14/2014.
- [37] In Icelandic: Verkiðn: <http://verkidn.is/>

## CHAPTER 15.

# Guidance and counselling

In recent years, increased emphasis has been put on vocational and education counselling to help learners choose their study paths. For example, at grammar school level VET subjects were introduced in an attempt to increase VET attractiveness. Work is in progress to enhance VET counselling and guidance.

Please see:

- guidance and outreach Iceland national report( 38 );
- Cedefop's labour market intelligence toolkit( 39 );
- Cedefop's inventory of lifelong guidance systems and practices( 40 ).

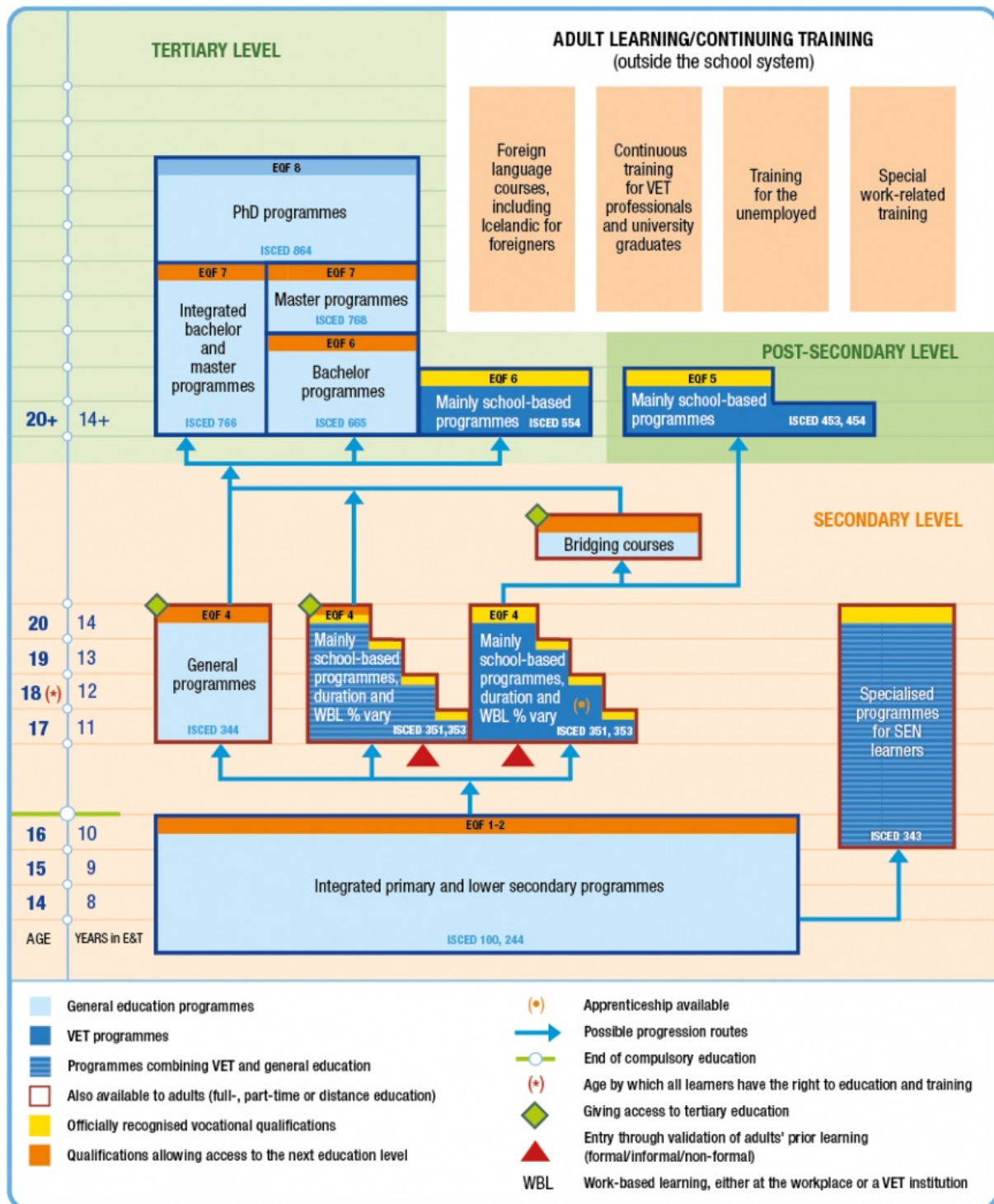
- 
- [54] BMS (Berufsbildende mittlere Schule): school for intermediate vocational education; BHS (Berufsbildende höhere Schule): college for higher vocational education.
- [55] <http://www.erwachsenenbildung.at> [accessed 31.8.2021].
- [56] Accessible online at the landing page <https://www.karrierekompass.at/> [accessed 31.8.2021].
- [58] <https://www.bic.at> [accessed 31.8.2021].
- [60] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/guidance-and-outreach-inactive-and-unemployed-austria> [accessed 31.8.2021].
- [61] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere> [accessed 31.8.2021].
- [62] <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices> [accessed 31.8.2021].
- [47] [https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance\\_outreach\\_Belgium\\_Cedefop\\_](https://cumulus.cedefop.europa.eu/files/vetelib/2018/guidance_outreach_Belgium_Cedefop_)
- [48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [35] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [36] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [48] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere/cyprus>
- [49] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [75] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [76] [www.infoabsolvent.cz](http://www.infoabsolvent.cz)
- [77] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
- [78] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

- [209]<https://www.bildungsketten.de/> and <https://www.berufsorientierungsprogramm.de/>
- [210]<https://www.jba-hamburg.de/English-71>
- [211]<https://www.servicestelle-jba.de/wws/9.php#/wws/ueber-uns.php>
- [212]<https://www.berufsorientierungsprogramm.de/angebote-fuer-fluechtlinge/de/english-1993.html>
- [213]<https://www.bmas.de/DE/Themen/Arbeitsmarkt/Modellprogramme/respekt-pilotprogramm.html>
- [214]<https://www.studienabbruch-und-dann.de/>
- [215]<https://www.arbeitsagentur.de/karriere-und-weiterbildung>
- [216][https://www.der-weiterbildungsratgeber.de/weiterbildungsratgeber/de/home/home\\_node.html](https://www.der-weiterbildungsratgeber.de/weiterbildungsratgeber/de/home/home_node.html)
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- [218]BMBF. Die Transferinitiative [the transfer initiative] <https://www.transferinitiative.de/>
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<https://kursnet-finden.arbeitsagentur.de> ;  
<https://www.arbeitsagentur.de/bildung/ausbildung/azubiwelt>
- [220]<https://www.bibb.de/dienst/abp/de/index.php>
- [221]<https://planet-beruf.de/schuelerinnen>
- [222]<https://abi.de/>
- [223]<https://studienwahl.de/>
- [224]<https://www.bildungsserver.de/>
- [225]<https://www.iwwb.de/kurssuche/startseite.html>
- [226]<http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [227]<https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-germany>
- [72] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports>
- [73] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [74] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>
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- [39] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-finland>
- [55] <http://www.cisok.hr>
- [56] [www.e-Usmjeravanje.hzz.hr](http://www.e-Usmjeravanje.hzz.hr)
- [57] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
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perspectives/guidance-outreach

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- [40] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

# Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Iceland, 2020.

# VET Programme Types

EQF 2
Specialised programmes for SEN learners
ISCED 343

**Initial VET (and general education) programmes for people with disabilities (SEN learners) leading to EQF level 2, ISCED 343 (Sérdeildir fatlaðra).**

EQF level 2	ISCED-P 343 2011 level
<b>Usual entry grade</b> 10 ( 41 )	<b>Usual completion grade</b> 12-14 ( 42 )
<b>Usual entry age</b> 16	<b>Usual completion age</b> 18-20
<b>Length of a programme (years)</b> from 2 to 4	
<b>Is it part of compulsory education and training?</b> ✗ The programmes start at compulsory school level for most learners, as they still need some preparation for the upper secondary school level.	<b>Is it part of formal education and training system?</b> ✓
<b>Is it initial VET?</b> ✓ The programmes are adapted to each individual's skills and needs and are generally a combination of general and vocational studies.	<b>Is it continuing VET?</b> ✗

<p><b>Is it offered free of charge?</b> <span style="color: red;">✗</span></p> <p>Learners pay a minor registration charge of IKR 20 000 (approximately EUR 150) per term.</p>	<p><b>Is it available for adults?</b> <span style="color: green;">✓</span></p> <p>For general studies the regular (daytime) upper secondary school programmes are available for learners up to 25 years of age but that limit does not apply to VET nor to this particular course.</p>
<b>ECVET or other credits</b>	Up to 240 credits ( 43 )
<b>Learning forms (e.g. dual, part-time, distance)</b>	The programmes are adapted to each individual's skills and needs and are generally a combination of general and vocational studies.
<b>Main providers</b>	Upper secondary schools.
<b>Share of work-based learning provided by schools and companies</b>	Information not available ( 44 )
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	The programmes are adapted to each individual's skills and needs and are generally a combination of general and vocational studies, school-based and in-company practice.
<b>Main target groups</b>	Programmes are available for people with special education needs as well as young people and adults, but are especially meant to provide opportunities for young people with special education needs.
<b>Entry requirements for learners (qualification/education level, age)</b>	Compulsory education and an official confirmation (provided by a health authority) of a special needs' status.
<b>Assessment of learning outcomes</b>	The learners' status is subject to assessment – by formal (such as by examination) or informal means, i.e. via continuous evaluation by teachers of progress made by the learner – throughout his or her study time.
<b>Diplomas/certificates provided</b>	Learners finishing this programme receive an upper secondary school diploma of competence ( <i>hæfnipróf á framhaldsskólastigi</i> ). The composition between general studies and VET varies between individual learners. The diploma is recognised by all relevant authorities but does not entail a professional qualification.
<b>Examples of qualifications</b>	Not applicable ( 45 )



<b>Progression opportunities for learners after graduation</b>	These diplomas can entail the potential for the learners to continue their education, at EQF level 4. However, continuation of studies is subject to various forms of assessment.
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✗
<b>General education subjects</b>	✓ The programmes are adapted to each individual's skills and needs and are generally a combination of general and vocational studies, school-based and in-company practice.
<b>Key competences</b>	✓ The national curriculum guide for upper secondary schools ( 46 ) defines the fundamental pillars of education as literacy, sustainability, democracy and human rights, health and welfare and creativity. These pillars are represented in all curricula, to a varying degree.
<b>Application of learning outcomes approach</b>	✓ The curricula are defined with respect to competences, maturity and knowledge.
<b>Share of learners in this programme type compared with the total number of VET learners</b>	<1% ( 47 )

[43] One secondary school credit equals 18 to 24 hours of work and full-time study equals 60 secondary school credits per school year, or 30 credits per term.

[44] The programmes are adapted to each individual's skills and needs and are generally a combination of general and vocational studies, school based and in-company practice.

[45] These diplomas do not entail professional qualifications.

[46] [https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr\\_frsk\\_ens\\_2012.pdf](https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr_frsk_ens_2012.pdf)

[47] 2014/15

EQF 4

Mainly school- based  
programmes,  
ISCED levels 351, 353

**Initial mainly school- based programmes VET programmes leading to EQF level 4, ISCED levels 351, 353 (Rafvirkjun, hársnyrting, vélstjórn etc.)**

**EQF level** 4

**ISCED-P** 351, 353  
**2011 level**

**Usual entry grade** 11

**Usual completion grade** 13-14

**Usual entry age** 16

**Usual completion age** 20

**Length of a programme (years)** From 2.5 to 4

**Is it part of compulsory education and training?** ✗  
Primary and lower secondary education are compulsory. The duration of primary and lower secondary studies is 10 years.

**Is it part of formal education and training system?** ✓

**Is it initial VET?** ✓  
All programmes at upper secondary level. Master of trades e.g. is at post-secondary non-tertiary level and lifelong learning courses are available outside this system.

**Is it continuing VET?** ✗  
These programmes are all at upper secondary level. However, master of trades e.g. is at post-secondary non-tertiary level and lifelong learning courses are available outside this system.

**Is it  
offered  
free of  
charge?**

✗  
Learners normally pay a minor registration charge of IKR 20 000 (approximately EUR 150) per term. In some programmes learners also pay a minor material fee, a maximum amount of IKR 50 000 (approximately EUR 370), varying between types of programme (e.g. goldsmiths pay more than bakers).

**Is it  
available  
for adults?**



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**ECVET or other credits**

154 to 290 credits ( 48 ), depending on the programme. A journeyman's exam in a certified trade such as an electrician is typically 260 credits (in 4 years), automobile painting is 154 credits (2.5 years) but some food processing trades (e.g. meat processing and baking) are 290 credits (4 years, with 200 credits out of 290 in WBL).

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**Learning forms (e.g.  
dual, part-time,  
distance)**

- school-based learning;
- apprenticeships;
- work practice (practical training at school and in-company practice).

The most common form is a mixture of school-based learning and apprenticeships. Usually a majority of the studies is school based (e.g. 180 credits versus 80 credits in WBL for electricians) but in food processing trades the majority is usually WBL (200 out of 290 credits).

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**Main providers**

- schools
- enterprises

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**Share of work-based  
learning provided by  
schools and companies**

>=70%

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**Work-based learning  
type (workshops at  
schools, in-company  
training /  
apprenticeships)**

- practical training at school
- in-company practice

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**Main target groups**

Programmes are available for young people and adults. The total dropout rate at upper secondary school level is very high but many learners return to VET programmes having started and left general studies earlier.

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<b>Entry requirements for learners (qualification/education level, age)</b>	Completion of compulsory education (primary and lower secondary) is required for admission (entry is also allowed through validation of adult prior learning).
<b>Assessment of learning outcomes</b>	Each course or workplace training module finishes with some sort of an assessment, either theoretical or hands-on. Learners complete their overall studies with a VET exam. They can also opt for a path toward Matriculation exam, in which case the studies may take longer, because they must add general subjects to their list of VET courses.
<b>Diplomas/certificates provided</b>	The most common diplomas are certified trades' school diplomas ( <i>birtfararpróf</i> ) and journeyman's diplomas ( <i>sveinspróf</i> ), granting certain professional rights and rights to further VET studies. Other examples from a vast array of terms used include those of a health care assistant ( <i>sjúkraliði</i> ) and marine engineer ( <i>vélstjóri</i> ), also granting professional rights and rights for further studies post-secondary non-tertiary level.
<b>Examples of qualifications</b>	Mason, hair stylist, health care assistant ( 49 ).
<b>Progression opportunities for learners after graduation</b>	<p>Access to VET taught at post-secondary non-tertiary level depends on the completion of an upper secondary level certificate in the relevant subject and requires work experience, the length of which differs much.</p> <p>Prerequisite for admission to higher education is to pass matriculation exams or possibly have one's experience and prior learning validated towards possible missing parts of the formal matriculation exam.</p>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	<p>✓</p> <p>People who have acquired some skills at e.g. workplaces can get them validated through a formal process, partly operated by education centres run by social partners, which may shorten their study periods towards e.g. a journeyman's exam in a trade. Real competence validations are available in several trades and social partners and the education ministry are gradually expanding the offers.</p>
<b>General education subjects</b>	<p>✓</p> <p>At least the Icelandic language, English and mathematics form a part of all study programmes, to a varying degree between programmes.</p>

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**Key competences** ✓

The national curriculum guide for upper secondary schools ( 50 ) defines the fundamental pillars of education as literacy, sustainability, democracy and human rights, health and welfare and creativity. These pillars are represented in all curricula, to a varying degree.

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**Application of learning outcomes approach** ✓

The programmes are based on the occupational councils' definition of competences, skills and knowledge.

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**Share of learners in this programme type compared with the total number of VET learners** >75% ( 51 )

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[48] One secondary school credit equals 18 to 24 hours of work and full-time study equals 60 secondary school credits per school year, or 30 credits per term.

[49] As described in national context.

[50] [https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr\\_frsk\\_ens\\_2012.pdf](https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adskr_frsk_ens_2012.pdf)


[51] 2014/15

EQF 5


Mainly school-based  
programmes

ISCED 453, 454

**Initial mainly school-based programmes VET programmes leading to EQF level 5, ISCED levels 453, 454 (iðnmeistari, píanóleikari etc.)****EQF level** 5**ISCED-P** 453, 454  
**2011 level****Usual entry grade** 14+ ( 55 )**Usual completion grade** 14+ ( 56 )**Usual entry age** 20+**Usual completion age** 30+**Length of a programme (years)** From 1 to 2**Is it part of compulsory education and training?** ✗  
Compulsory education is up to lower secondary level. This level is post-secondary.**Is it part of formal education and training system?** ✓**Is it initial VET?** ✗  
These programmes are designed for people who have already completed VET studies at upper secondary level.**Is it continuing VET?** ✓  
These programmes are designed for people who have already completed VET studies at upper secondary level.

**Is it offered free of charge?** 

The costs vary between schools, but at post-secondary level learners can be expected to pay up to 1/3 of the direct programme costs, which can be around ISK 40 000 (approximately EUR 300) per term, plus study materials (books, etc.). Other schools only charge an ISK 20 000 (approximately EUR 150) registration fee, per term.

**Is it available for adults?** 

**ECVET or other credits** Around 40 upper secondary school credits ( 57 ).

**Learning forms (e.g. dual, part-time, distance)** Mostly part-time distance learning with several in-school sessions per term.

**Main providers** Schools

**Share of work-based learning provided by schools and companies**  $\geq 10\%$  ( 58 )

**Work-based learning type (workshops at schools, in-company training / apprenticeships)**

- Practical assignments at schools
- Practical assignments in distance-learning

**Main target groups** Programmes are available for people who have already completed VET studies at upper secondary level, typically a journeyman's exam or certain levels in art programmes.

**Entry requirements for learners (qualification/education level, age)** Completion of VET studies at upper secondary level, most often a journeyman's exam, plus a certain basic knowledge of relevant computer software (such as Excel, Word and sometimes AutoCAD). Also, relevant upper secondary level in the case of various art programmes.

**Assessment of learning outcomes** Each course or practical assignment finishes with some sort of an assessment, either theoretical or hands-on.

**Diplomas/certificates provided** Mostly Master of Craft certificates (*iðnmeistarí*) in the relevant trade (plumbers, electricians, hair stylists etc.). Also e.g. upper secondary examination at various fine and applied art levels (e.g. music at levels 6 and 7) (*6. og 7. stig í tónlist*), marine engineers (*vélstjórar*), marine captains (*skipstjórar*).

**Examples of qualifications** Master of plumbing, master of building, pianist, textile artist ( 59 )

<b>Progression opportunities for learners after graduation</b>	<p>Access to VET taught at post-secondary non-tertiary level depends on the completion of an upper secondary level certificate in the relevant subject and requires work experience, the length of which differs much.</p> <p>Prerequisite for admission to higher education is to pass matriculation exams.</p>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	<p>✗</p> <p>Validation of prior learning is not available at this post-secondary VET level.</p>
<b>General education subjects</b>	<p>✓</p> <p>The Master of Craft programmes e.g. are largely based on subjects like management, accounting etc.</p>
<b>Key competences</b>	<p>✓</p> <p>Key competences like sustainability and participation in a democratic society are parts of the curriculum guide.</p>
<b>Application of learning outcomes approach</b>	<p>✓</p>
<b>Share of learners in this programme type compared with the total number of VET learners</b>	>=10% ( 60 )

[57] One secondary school credit equals 18 to 24 hours of work and full-time study equals 60 secondary school credits per school year, or 30 credits per term.

[58] These are mostly Master of Craft programmes, based partly on practical assignments but mostly on general studies of management, accounting, security affairs, etc.

[59] As described in national context.

[60] 2017

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