

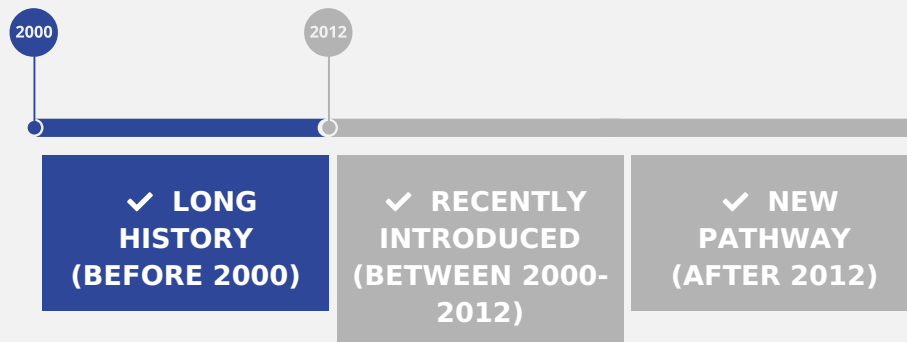
Apprenticeship

Starfsnám
 Iceland

Reference year 2019

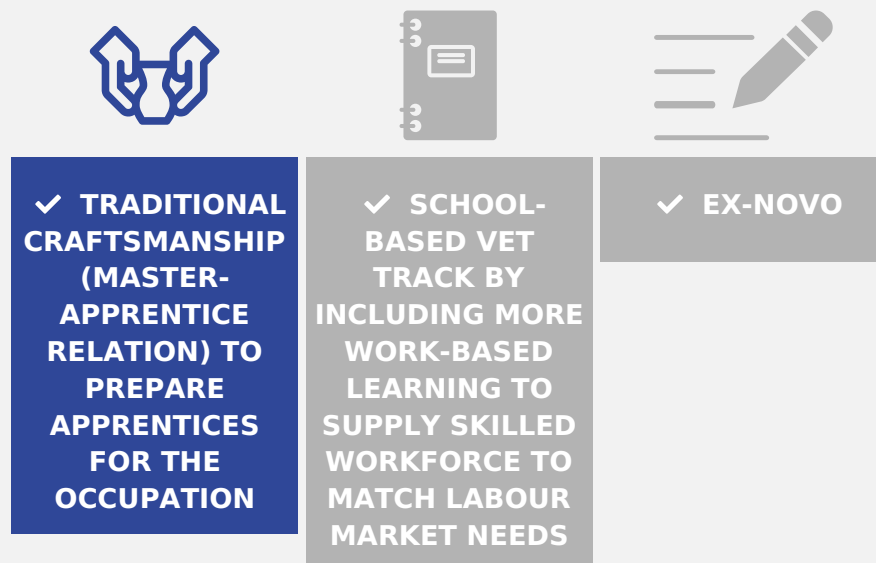
① Scheme history

Q1. When was the scheme introduced?



The first legislation regulating apprenticeship learning was introduced in 1893.

Q2. How did the apprenticeship scheme originate?





✓ OTHER

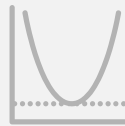
Due to its historical association, Iceland took over the Danish apprenticeship system when a VET system was set up. The first legislation regulating apprenticeship learning was introduced in 1893. About half of all learners in initial vocational education and training (IVET) train as apprentices.

2 Beneficiaries

Q3. Does the legal basis define the minimum and maximum age limits for enrolment of the target group of this scheme?



✓ MINIMUM
AND MAXIMUM
AGE LIMITS
DEFINED



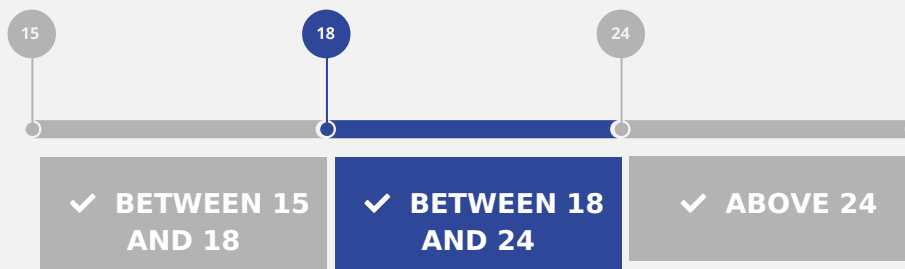
✓ MINIMUM
AGE LIMITS
DEFINED ONLY



✓ OTHER

No minimum or maximum age is defined. According to the Upper Secondary School Act no. 92/2008, art. 32, any learner who has completed elementary school or equal basic education or has reached the age of 16 has the right to enrol in an upper secondary school.

Q4. What is the average age of learners in practice?



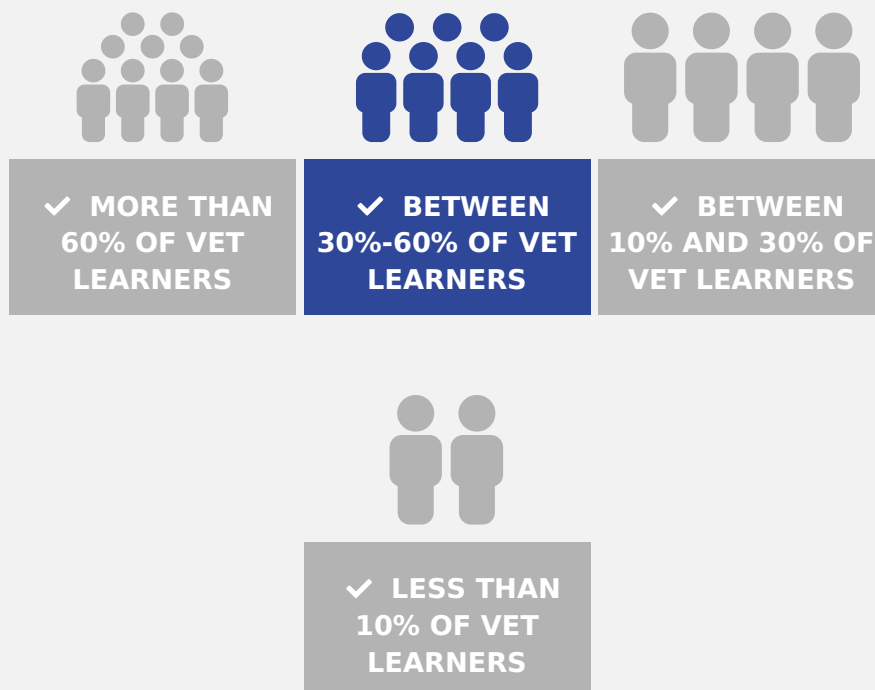
Learners are found in all three age groups, but most are in the 18-24 bracket (Statistics Iceland)

Q5. How many learners are enrolled in this scheme?

In 2017 a total of 6,344 learners were enrolled in VET studies at upper secondary school level.

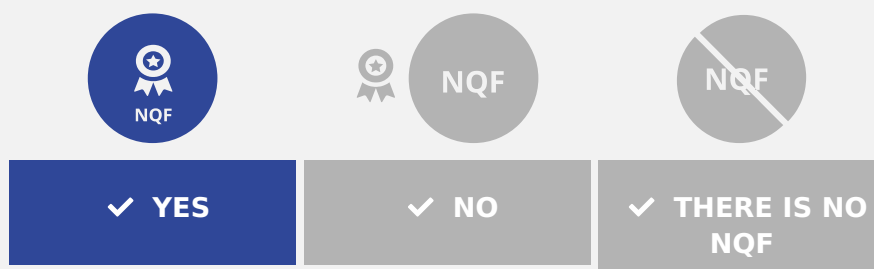
Source: Statistics Iceland.

Q6. What is the share of apprentices enrolled in this scheme in relation to all VET students for the corresponding educational level(s)?



3 Qualifications

Q7. Are the qualifications included in the National Qualification Framework (NQF)?



ISQF Level 3 (EQF level 4).

Q8. Is the scheme included in the ISCED 2011 mapping?



✓ YES

✓ NO

Programme No. 03.04.

Q9. Are the qualifications offered only through apprenticeships?



✓ QUALIFICATION
CAN ONLY BE
OBTAINED
THROUGH THIS
APPRENTICESHIP
SCHEME



✓ THE SAME
QUALIFICATIONS
CAN BE
ACHIEVED ALSO
THROUGH OTHER
SCHEMES (I.E.
SCHOOL-BASED
VET)

Vocational programmes are only taught as apprenticeships for all certified trades.

In non-certified trades, there is some workplace training in most cases and apprenticeship as defined by Cedefop.

Q10. Which is the type of qualification obtained through the apprenticeship scheme?



✓ FORMAL VET
QUALIFICATION
(WHICH DOES
NOT INDICATE
THE PATHWAY)



✓ FORMAL VET
QUALIFICATION
(WHICH
INDICATES THE
PATHWAY)



✓ FORMAL
APPRENTICESHIP
QUALIFICATION
(JOURNEYMAN,
ETC.)



✓ OTHERS

A completed apprenticeship results in a journeyman's certificate within a specific occupation.

Q11. Does the scheme provide direct access to higher education?



✓ YES



✓ NO

People with qualifications from apprenticeships need some supplementary education in general subjects to enter higher education.

Q12. What is the typical duration of the apprenticeship programme?

The duration of apprenticeships varies considerably by fields.

Within the certified trades alone (where a journeyman's licence is required to work) the longest apprenticeship scheme (culinary fields) is 126 weeks and the shortest are 24 weeks (f.i. dressmaking and tailoring).

Others common durations are 48, 60, 72, 96 weeks.

4 Governance

Q13. Is there any organization at the national level with roles in co-ordinating the scheme?



✓ YES



✓ NO

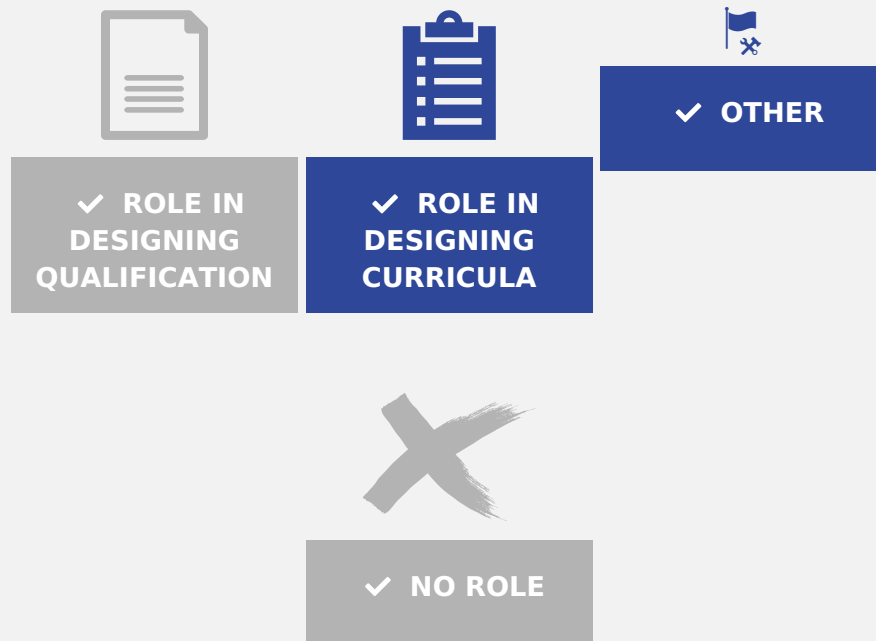
The occupational councils, operating at sector level, are composed of representatives of

the relevant social partners, i.e. trade unions and employers' associations, and professional associations. The councils define the quality, competence, skills and knowledge requirements and work descriptions.

New study programmes are proposed by the upper secondary schools, in cooperation with the occupational councils, often at the initiative of the latter.

The Directorate of Education (State institution) liaises between the two and the Ministry of Education, Science and Culture confirms new study programmes.

Q14. What is the role of chambers, employers' and employees' representatives, sectoral councils (if existent), in shaping apprenticeship content, as per regulation?



The social partners regulate issues concerning apprenticeships through collective agreements (e.g. wage levels) and through the occupational councils. According to the Upper Secondary School Act no. 92/2008, it is the task of the councils to:

- To propose general study objectives and define the needs for knowledge and skills on which to base study programme descriptions for the occupations concerned and which form part of the general part of the National Curriculum Guide for Upper Secondary Schools, and to make proposals for learning outcomes;
- To devise criteria for the division of study programmes into school-based and work-based learning;
- To make proposals regarding the structure and content of examinations in individual occupations;
- To keep a record of companies and workplaces that meet the requirements for providing work-based learning;
- To make proposals for study programme descriptions for individual study programmes, intended as guidelines for upper secondary schools

Q15. What is the role of chambers, employers' and employees' representatives in implementing the apprenticeship scheme, as per regulation?



✓ ROLE IN
FINAL
ASSESSMENT OF
APPRENTICES



✓ ROLE IN
ACCREDITATION
OF COMPANIES



✓ ROLE IN
MONITORING OF
THE IN-COMPANY
TRAINING



✓ OTHER



✓ NO ROLE

The social partners have an indirect role in, i.a., the accreditation of companies. See above (Q36, Q38), on the role of the occupational councils, which are comprised of representatives of the relevant social partners and professional organizations

5 Training at the workplace

Q17. Is it compulsory to alternate training between two learning venues (school and company)?



✓ YES



✓ NO

VET may be both school-based and apprenticeship-based.

For all apprenticeships, however, time in the hosting enterprise constitutes an integral part of the programme.

Q18. Is the in-company training defined as minimum share of the apprenticeship scheme duration?



✓ YES,
EQUIVALENT OR
MORE THAN 50%
OF SCHEME
DURATION



✓ YES,
BETWEEN 20%
AND 50% OF THE
SCHEME
DURATION



✓ YES, LESS
THAN 20% OF
THE SCHEME
DURATION



✓ NO, NO
MINIMUM SHARE
IS COMPULSORY

Curriculum and length of individual apprenticeship programmes are decided by the Ministry of Education based on recommendations from the occupational councils and are subsequently included in the National Curriculum Guide for Upper Secondary schools (see more in Q22).

In the General Curriculum for each trade, the time spent at a workplace is tied down in weeks. This varies greatly between different apprenticeship programmes. The occupational councils will devise criteria for the division of learning between school-based and work-based learning.

Individuals enrolling in VET with relevant previous experience may have this recognised through an APL (accreditation of prior learning) procedure, thus shortening the total duration of their apprenticeship pathway.

Q19. Is there a distinction between the training time and working time for the period spent at workplace, as per regulation?



✓ YES, THE
LEGAL
FRAMEWORK
MAKES THIS
DISTINCTION

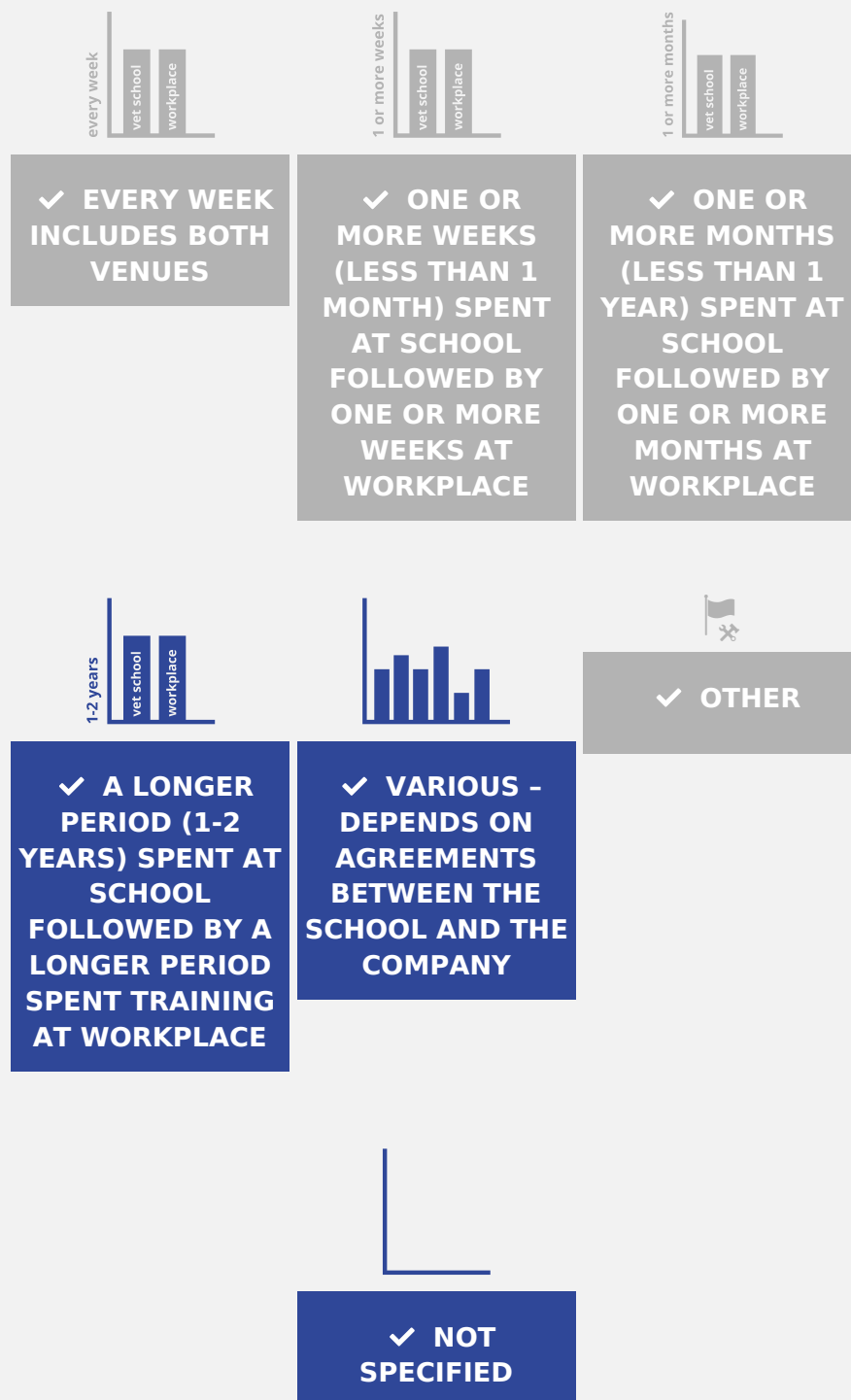


✓ NO, THE
LEGAL
FRAMEWORK
MAKES NO
DISTINCTION

There are learning objectives for the time spent in the placement enterprise, but there is

no distinction between time spent on training and work.

Q20. What is the form of alternation of training between workplace (company) and school?

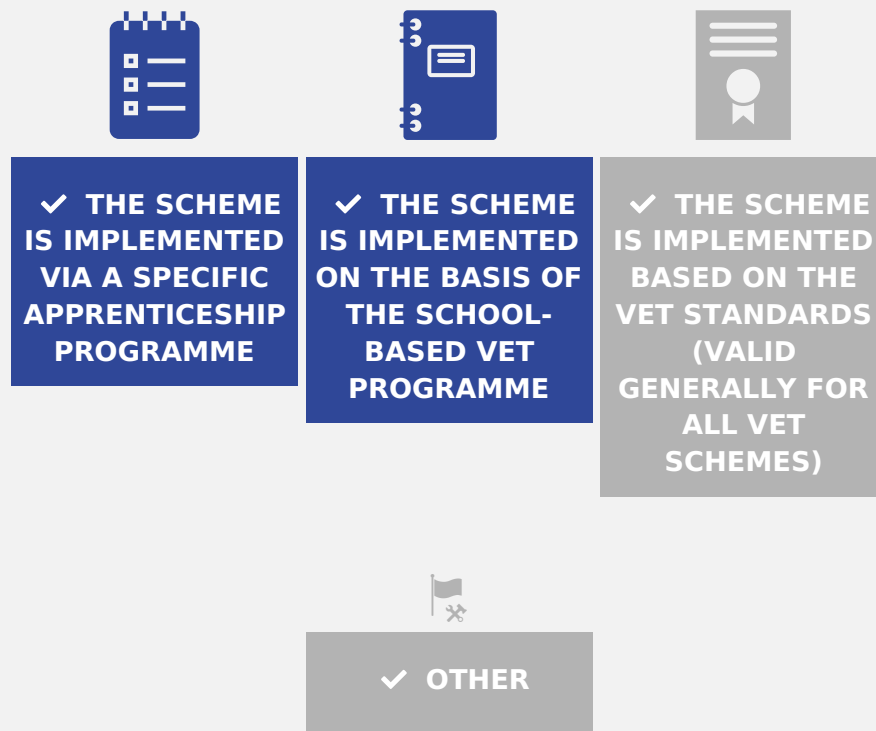


This varies by field.

In some cases, learners start their programme with basic training at the vocational school. This lasts typically from 4 to 6 semesters, after which they sign an apprenticeship contract with an enterprise for the remaining time of the programme.

In other cases, the learners come back to school for a final semester to prepare for the journeyman's exam. In yet other cases, the learners can start working as apprentices before signing up for school.

Q21. What is the basis for the training offered?



VET in Iceland is dual system where apprenticeship schemes are a required part of the programmes, even though apprenticeships are mostly independent of the school.

In some sense, the school part and the work-based part of the program are run in parallel.

VET programmes at the upper secondary level in Iceland vary considerably, in terms of when and for how long the apprenticeships last.

Q22. Is the company hosting apprentices required by regulation to follow a training plan at the workplace?



✓ YES, THE
TRAINING PLAN
IS BASED ON THE
NATIONAL/SECTOR
REQUIREMENTS
FOR THE IN-
COMPANY
TRAINING



✓ YES, THE
TRAINING PLAN
IS AGREED AT
THE LEVEL OF
SCHOOL AND
COMPANY



✓ NO, IS NOT
REQUIRED
FORMALLY

The apprenticeship contract ensures the learner's right to training.

The occupational councils (see Q25 above) will set objectives for the workplace training.

Q23. What are the requirements on companies to provide placements, as per regulation?



✓ HAVE TO
PROVIDE A
SUITABLE
LEARNING
ENVIRONMENT



✓ HAVE TO
PROVIDE A
MENTOR / TUTOR
/ TRAINER



✓ OTHER

The Regulation on Workplace Training 840/2011 stipulates, i.a., that:

- The hosting enterprise must appoint a supervisor trained in mentoring new recruits, who possesses good skills in human relations and has an overview of aims and functions at the workplace.
- The hosting enterprise is responsible for providing an adequate training environment for the apprentice.
- The hosting enterprise must possess adequate facilities, professional expertise and learning opportunities, along with machinery, tools and equipment which the profession requires.
- The hosting enterprise must have at least one employee who is trained (possesses qualifications at journeyman's level) in the relevant field.

Enterprises must be approved by the occupational councils (see above) to train apprentices, based on the demands listed above. Enterprises that do not fulfil these obligations may forfeit the right to train apprentices.

It is voluntary for enterprises, however, to decide whether they want apprentices or not.

Q25. Are there any sanctions on companies that do not provide training to apprentices at the workplace?



✓ YES



✓ NO

There are no sanctions for enterprises which do not train apprentices.

6 Contract and compensation

Q26. What is the status of the learner?



✓ ONLY
STUDENT



✓ ONLY
EMPLOYEE



✓ APPRENTICE
IS A SPECIFIC
STATUS
(STUDENT AND
EMPLOYEE
COMBINED)



✓ OTHER

“Apprentice” is a specific status but has in many ways the same rights and obligations as an employee (e.g. concerning insurance).

Q27. Is there any written arrangement between the learner and company, required as per regulation?



✓ YES

✓ NO

The contract stipulates status (as apprentice), pay, working hours, insurance and the right to receive training and to attend school.

Q28. What is the nature of the written arrangement?



✓ APPRENTICESHIPS
ARE AN
ORDINARY
EMPLOYMENT
CONTRACT

✓ APPRENTICESHIPS
ARE A SPECIFIC
TYPE OF
CONTRACT

✓ ANOTHER
TYPE OF FORMAL
AGREEMENT,
NOT A CONTRACT

Formally, apprentices are employed by the hosting enterprise.

Q29. Where is the contract or the formal agreement registered?



✓ AT THE
SCHOOL

✓ AT THE
MINISTRY OF
EMPLOYMENT

✓ AT THE
CHAMBERS



✓ **AT THE
MINISTRY OF
EDUCATION**



✓ **OTHER**

The vocational school registers the contract. The contract is also managed by educational provider/organization as a proxy for the Ministry of education (outsourced by).

Q30. Do apprentices receive a wage or allowance?



✓ **YES, ALL
APPRENTICES
RECEIVE A WAGE
(TAXABLE
INCOME)**



✓ **YES, ALL
APPRENTICES
RECEIVE AN
ALLOWANCE
(NOT A FORM OF
TAXABLE
INCOME)**



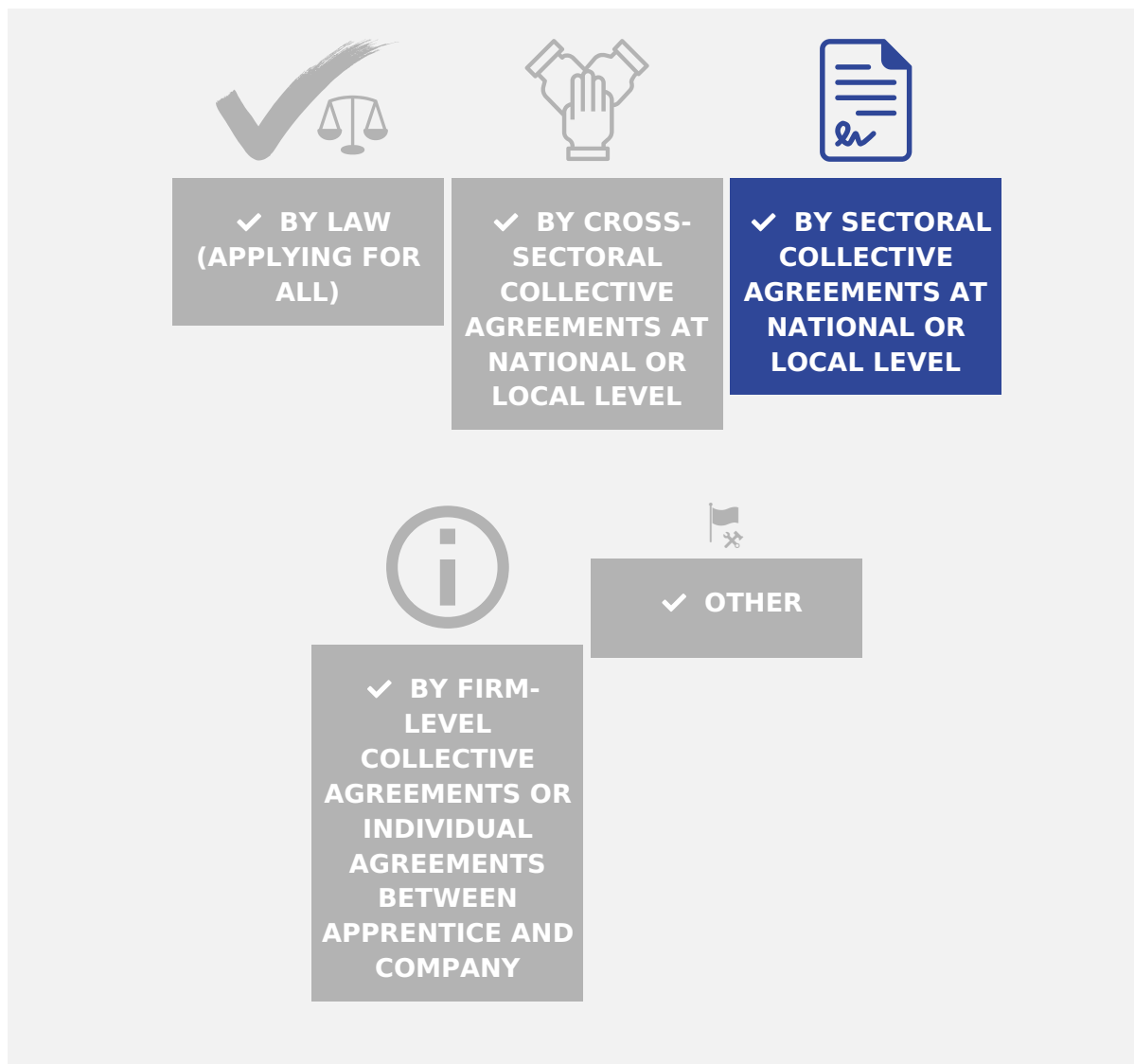
✓ **APPRENTICES
RECEIVE A
REIMBURSEMENT
OF EXPENSES**



✓ **NO FORM OF
COMPENSATION
IS FORESEEN BY
LAW**

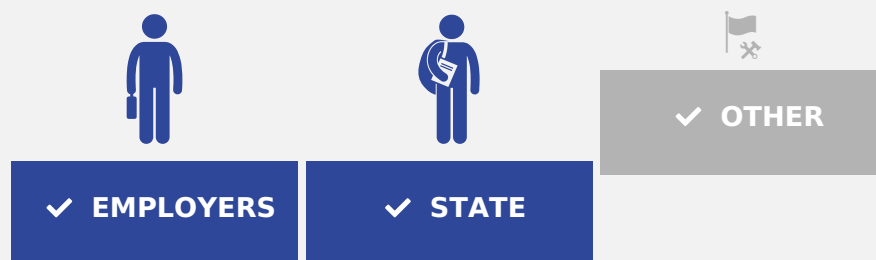
During their in-company training, apprentices are paid wages like all other employees, according to a special pay scale for apprentices. This income is taxable.

Q31. How is the apprentice wage (taxable income) set?



7 Financing and incentives

Q32. Who covers the cost of the wage or allowance of the apprentice?



Wages to the apprentice are paid by the employer, who can apply for a subsidy from a State-financed workplace training fund.

Q33. What are the sources of financing of the direct costs for the in-company training part of the apprenticeship scheme?



✓ SINGLE
EMPLOYERS
HOSTING
APPRENTICES



✓ SECTORAL
FUNDS



✓ STATE



✓ OTHER

Employers are responsible for paying apprentices' wages during the apprenticeship. However, since 2012 enterprises that offer work-based learning (incl. apprenticeships) can apply for grants (see Q13).

Q34. Are there any financial incentives for companies that offer apprenticeship places?



✓ YES,
SUBSIDIES



✓ YES, TAX
DEDUCTIONS



✓ YES, OTHER
INCENTIVES



✓ NO
FINANCIAL
INCENTIVES

Since 2012 enterprises that offer work-based learning (including apprenticeships) can apply for grants from the Workplace Training Fund (Act no. 71/2012). The main purpose of this fund is to assist enterprises to meet the extra costs incurred by hosting learners and apprentices, thus encouraging them to offer placements.

In 2018 the fund supported 15,328 learner-weeks by altogether approximately €1.5 million.

Q35. Does the wage or allowance of the apprentice cover both the time spent at school and in the company?



✓ YES



✓ NO, IT
COVERS ONLY
THE TIME SPENT
IN THE COMPANY

Q36. Are there any incentives for learners?

✓ YES, GRANTS
PAID TO
LEARNERS TO
TOP UP THEIR
REMUNERATION



✓ YES, GRANTS
PAID TO
LEARNERS
RELATED TO
OTHER COSTS
(TRAVEL, FOOD
ETC.)

✓ YES,
RECOGNITION OF
PRIOR LEARNING
/ FAST-TRACK
OPPORTUNITIES



✓ YES, OTHER
TYPES OF
INCENTIVES

✓ NO