



# ELVETE – Work Package 2

## Summary Report

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## Executive Summary

MSS, Iceland has collected four cases at three organisations, two of those from very traditional trades. Those were both collected at Sudurnes Comprehensive Collage; carpentry and electrician trades (both are 4-5 years of studies). The third case was collected at Samvinna a rehabilitation centre for people that have for some reasons left the work force and are provided with courses and vocational training in order to find a way for them to re-engage. The fourth case was collected at Icelandic Collage of Fisheries, a young VET organisation that provides short vocational education (2 years).

The conclusions indicate that in three out of four cases collected there is limited collaboration between the educational organisations and the companies of the sector, and influences on curriculum are limited to none. It seems the more formal the trade, the harder it is for employers/companies to influence the curriculum; all changes have to go through formal committees and educational authorities in order to be accepted.

In the case of the rehabilitation centre, the participating companies see it more as social responsibility to take interns and that they would not want to interfere with the shape of the program.

However the fourth case is an example of a VET organisation, Icelandic Collage of Fisheries, which built their initial curriculum in a very close collaboration of companies in the fishing industry sector. Most changes in curriculum are derived from advice from companies in the industry, -also new lines of studies have been created based on the needs of the sector.

## Case Study Summaries

### Case 1 - Sudurnes Comprehensive Collage; Electrician division

The first case was collected at Sudurnes Comprehensive Collage, -a collage that offers formal education both traditional studies and certified trades. The trades include vocational training during a period of time.

The conclusions indicate that there is very limited collaboration between the educational organisations and the companies of the sector, and influences on curriculum are limited. The students need to find companies that are willing to employ them during the training period. It seems the more formal the trade, the harder it is for employers/companies to influence the curriculum; all changes have to go through formal committees and educational authorities in order to be accepted so changes and new methods take quite long time to get accepted. If there is an important change in method or mechanic the committees can be addressed to try to promote a change in the curriculum. Tómas Guðmundsson the owner of TG Electrician Contractors, the company interviewed, said: “the main changes in the curriculum during the last 15 years have been “natural changes” conducted to respond to technical changes, mostly computer related.” There is no formal cooperation between the educational organisation and the VET business other than that the business signs the contract provided by the educational organisation of that the student has worked for the business for the required time that the educational authority has published in the curriculum for this exact trade.

After the financial crisis in Iceland in 2008 there was extremely hard for students to find companies that were willing to take on trainees. The educational committee agreed to change to form of the studies to meet the consequences of the crisis so the students would not be stuck in the middle of their studies, they authorised students to finish the third semester of trade school even if the training period had not been taken in between. This change has been kept in the curriculum but Tómas said that in his opinion it is not good for the studies. He has also had interns from Denmark that have studied by the Danish model which is outlined in that way that students take on semester in school and one training with a company and then the program goes on like that until graduation. Tómas at TG said that the interns that have been taken more training earlier in their studies give a lot better performance and are more confident when they start working. The student interviewed (Emil Þór) however had the opposite opinion and thought it was very good to be able to finish the studies first before doing the training period.

### Case 2 - Sudurnes Comprehensive Collage; Carpentry division

The second case was collected at Sudurnes Comprehensive Collage, -a collage that offers formal education both traditional studies and certified trades. The trades include vocational training during a period of time.

The conclusions indicate that there is very limited collaboration between the educational organisations and the companies of the sector, and influences on curriculum are limited. Normally the educational organisation does not interfere in this process and students are responsible for finding a job in training, however employers sometimes contact the trade schools to seek trainees that the trade schools are willing to recommend for employment, this was the case in this case-study. It seems the more formal the trade, the harder it is for

employers/companies to influence the curriculum; all changes have to go through formal committees and educational authorities in order to be accepted so changes and new methods take quite long time to get accepted.

### Case 3 – Samvinna Rehabilitation Centre

The third case was collected at Samvinna Rehabilitation Centre, -a rehabilitation centre for people that have for some reasons left the work force and are provided with courses and vocational training in order to find a way for them to re-engage. Most of the participants are offered to engage in the studies on the behalf of the unions they belong to, there is an office that handles matters of those that have left the workforce due to the above stated reasons and that office assigns the participants to this program. Also occasionally participants are assigned on the behalf of the municipals in the area.

There are two main themes of studies, Education line and Employment line.

The conclusions indicate that in the case of the rehabilitation centre, the participating companies see it more as social responsibility to take interns and that they would not want to interfere with the shape of the program. The participant interviewed was very satisfied with the program and as a result she has a job in a new line of work that suits her physical abilities better. When asked if the program worked for her as a learner, her answer was: “If one is willing to learn and adapt, this is the ideal program”.

### Case 4 – Icelandic College of Fisheries

The fourth case was collected at Icelandic Collage of Fisheries, a young VET organisation that provides short vocational education (2 years).

The conclusions indicate that there is very limited collaboration between the educational organisations and the companies providing vocational training, however this fourth case is an example of a VET organisation, Icelandic Collage of Fisheries, which built their initial curriculum in a very close collaboration of companies in the fishing industry sector. Most changes in curriculum are derived from advice from companies in the industry; -also new lines of studies have been created meeting the needs of the sector.

The teaching model is built on the Danish model, the studies take four semesters; first and third are taught at school but the second and fourth semesters are conducted in training with employers that work in the field of line the students had chosen.

The company interviewed has assigned a member on the ICF board and regarding teaching material the Business takes on interns from the college. There is a “mentor” assigned to make sure that the intern shows up to work, and to help the intern fill out a file that states that certain tasks have been conducted. Also the mentor gives a very simple valuation regarding those tasks; simply if the intern has met the requirements to complete each assigned task or not. This is not valued as an exam, rather to make sure the intern understands which are the important roles to learn.

As a result of the close collaboration of ICF and the companies in the sector there are two new lines of studies being designed and will be offered from early year 2015. The two lines are Quality line; for those that aim for jobs in the sector handling quality matters, maybe to become quality managers. The other line is called Marel –technician, and is developed in very close collaboration with a company (called Marel) that develops and produces machinery that is used in fish factories. There have been very few people that know how to handle those machines, which are a built as a combination of machinery ant computer technique and therefore it takes quite some special knowledge to be able to handle them. This is a very clear example of an educational program responding to the needs of the businesses in the sector by changing or adding to the curriculum.

**Case Study Comparisons Table**

Criteria	Case Study 1 SCC - Electrician	Case Study 2 SCC - Carpentry	Case Study 3 Samvinna	Case Study 4 ICF	Conclusions
Relevance  (Industry's influence on curriculum)	It seems the more formal the trade, the harder it is for employers/companies to influence the curriculum; all changes have to go through formal committees and educational authorities in order to be accepted so changes and new methods take quite long time to get accepted. According to the business interviewee "the main changes in the curriculum during the last 15 years have been "natural changes" conducted to respond to technical changes, mostly computer related."	It seems the more formal the trade, the harder it is for employers/companies to influence the curriculum; all changes have to go through formal committees and educational authorities in order to be accepted so changes and new methods take quite long time to get accepted.	Companies see it more as social responsibility to take interns and that they would not want to interfere with the shape of the program.	This case is an example of a VET organisation, Icelandic Collage of Fisheries, which built their initial curriculum in a very close collaboration of companies in the fishing industry sector. Most changes in curriculum are derived from advice from companies in the industry; -also new lines of studies have been created meeting the needs of the sector.	It seems the more formal the trade, the harder it is for employers/companies to influence the curriculum. The Icelandic College of Fisheries is out of the four cases the one that is seriously influenced by the industry.
Impact	The experience of the student interviewed for this case is such that he got internship with a	The experience of the student interviewed for this case is such that he felt very lucky to get a broad	The student interviewed for this case study was thankful for the	Students reported very positive to the teaching model, they both pointed out during the	Students show overall satisfaction regarding the working experience. They feel they acquire

	business that works in a very specialised field of electricity and therefore he had to learn almost everything from scratch. He however stated that he was ok with the situation because he felt he was expanding his knowledge a lot and knowing the basics would always be needed.	experience in the training program and he thought that he did excellent job on his certification exams thanks this.	training period, which made it possible for her to change her field of work.	interviews that taking every other semester training in the workplace gave them more confidence and helped make connections into the sector.	increased confidence and get to form connections into the sector they are seeking jobs.
Size (Number of students)	SCC has in the recent years had about 1000 students.  We don't have information of how many are in each division.	SCC has in the recent years had about 1000 students.  We don't have information of how many are in each division.	Samvinna has the capacity to service 50 people at a time.	IDF has had around 15 people pr. semester, as the organisation is very new.	Ranges across case studies from 15 people pr. semester up to 1000 pr. year.
ICT involvement	ICT is used for handing in projects, getting feedback and such.	ICT is used for handing in projects, getting feedback and such.	ICT is used for handing in projects, getting feedback and such. It is more important in the Education line than in the Employment line.	ICT is used for handing in projects, getting feedback and such.	All students give similar respond, ICT is used for handing in projects, getting feedback and such.
Portability	There is a high probability that formal trades are	There is a high probability that formal trades are	As companies see it more as social	The model has good potential for replication.	There is most potential based on the ELVETE

	<p>taught in a similar way throughout Europe. As our results show that there is very limited cooperation between educational organisations and businesses in the sectors we hardly see what could be gained by replicating the model in this line of studies.</p>	<p>taught in a similar way throughout Europe. As our results show that there is very limited cooperation between educational organisations and businesses in the sectors we hardly see what could be gained by replicating the model in this line of studies.</p>	<p>responsibility to take interns and that they would not want to interfere with the shape of the program. We do not see great gain in replicating the program based on the cooperation of the educational organisation and the businesses involved. However the program has been very successful and the model as it is might therefore be valuable to replicate for those reasons.</p>	<p>This would be an ideal program to replicate regarding the impact the companies of the sector have had on the curriculum. Also regarding the methods of involvement.</p>	<p>project to replicate the curriculum model of Case study 4.</p>
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## Appendix 1 – Meeting Report