



# Exploring Iceland's Education System

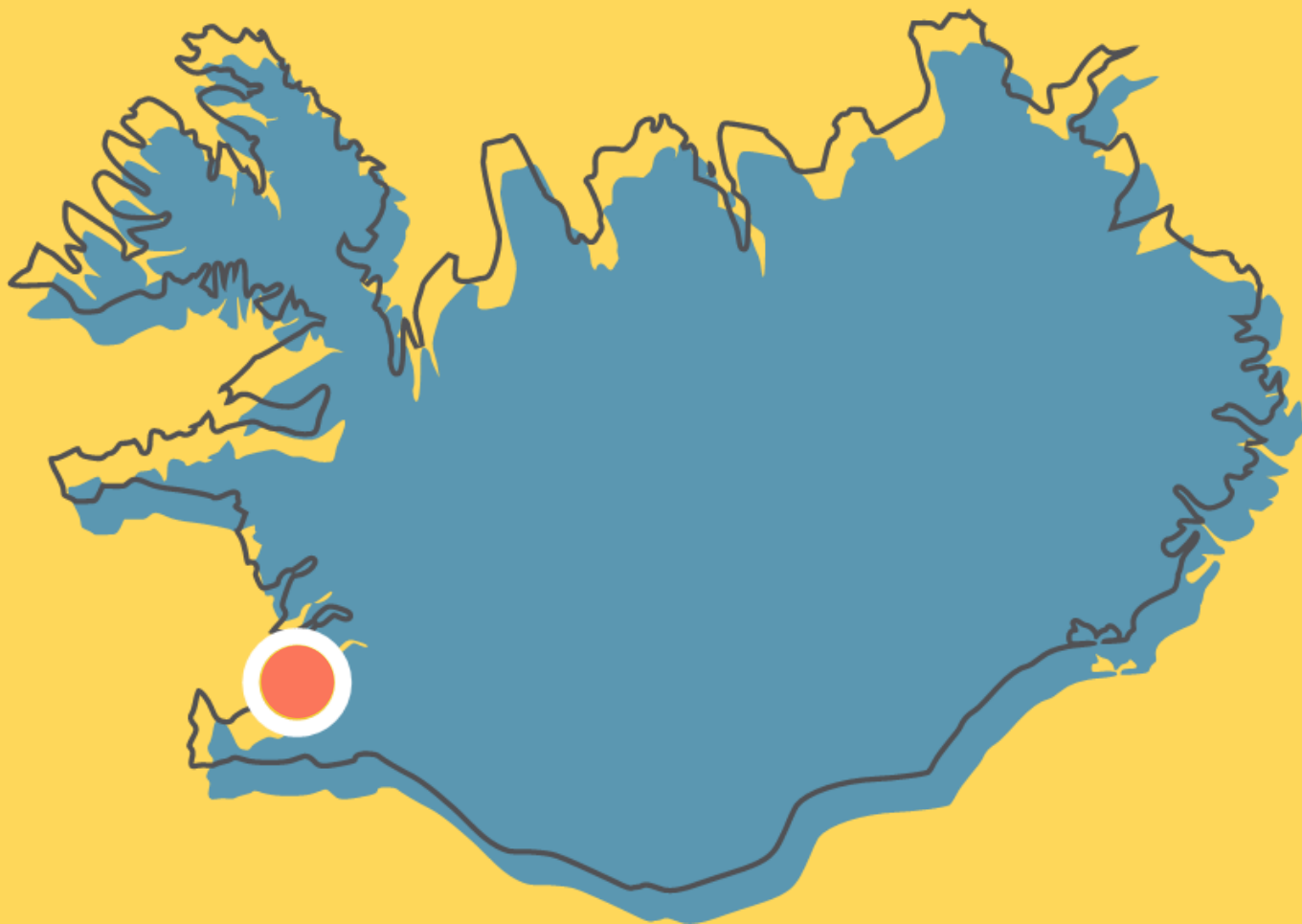
*Insights and Inspiration from the Reykjavik education policy*

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Reykjavik city - Department of Education and Youth

Dortmund – 4.12.2024







Population - **400.000**  
Language – **Icelandic**  
Immigration – **17.2%**  
Capital – Reykjavik – **140.000**



# The Educational System in Iceland

The system is divided into four levels

## Preschools:

2-5 years of age.

## Compulsory Schools:

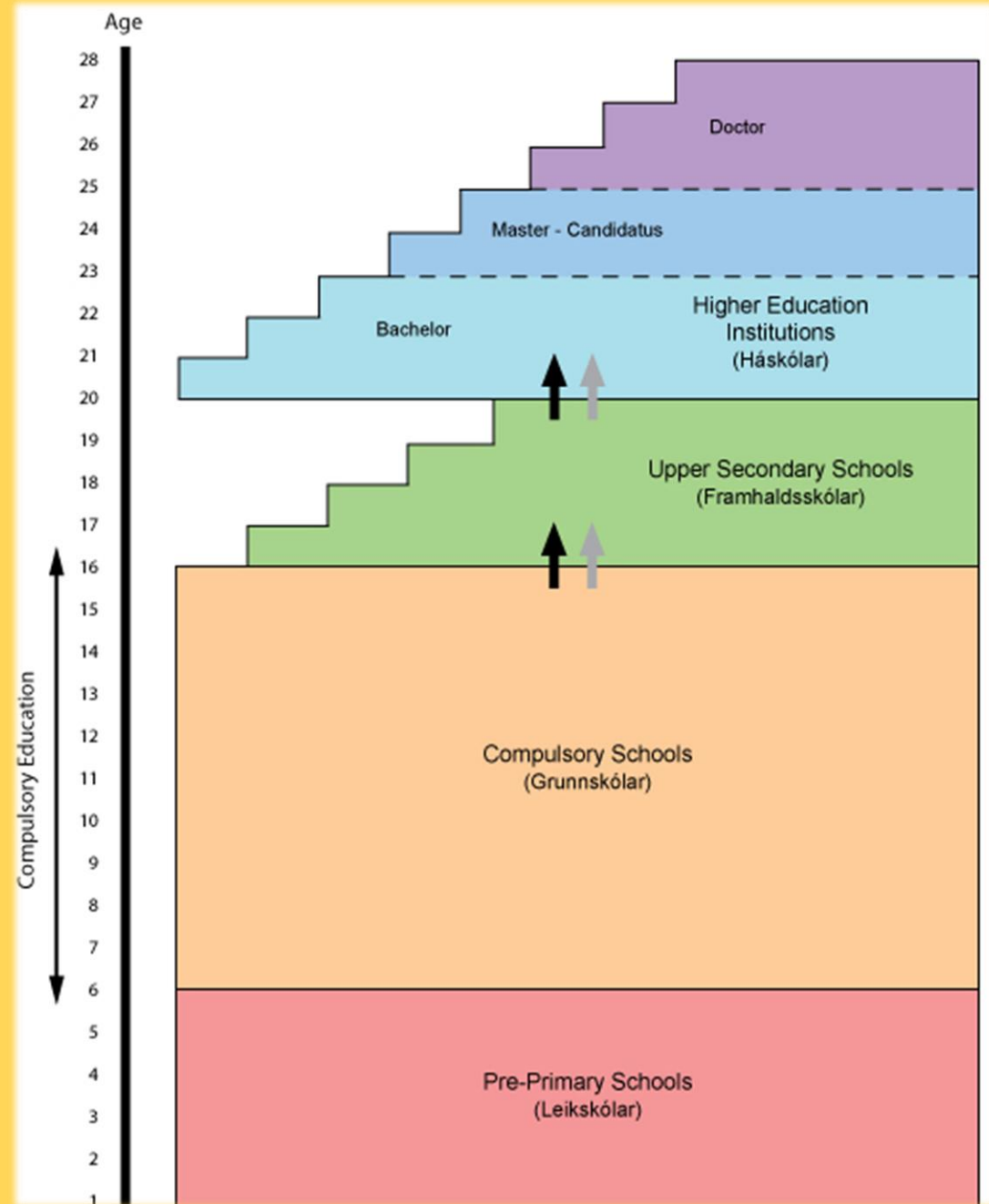
6 – 16 years of age.

## Upper-secondary Schools:

16 – 19 years of age.

## Universities:

from 19/20 years of age.





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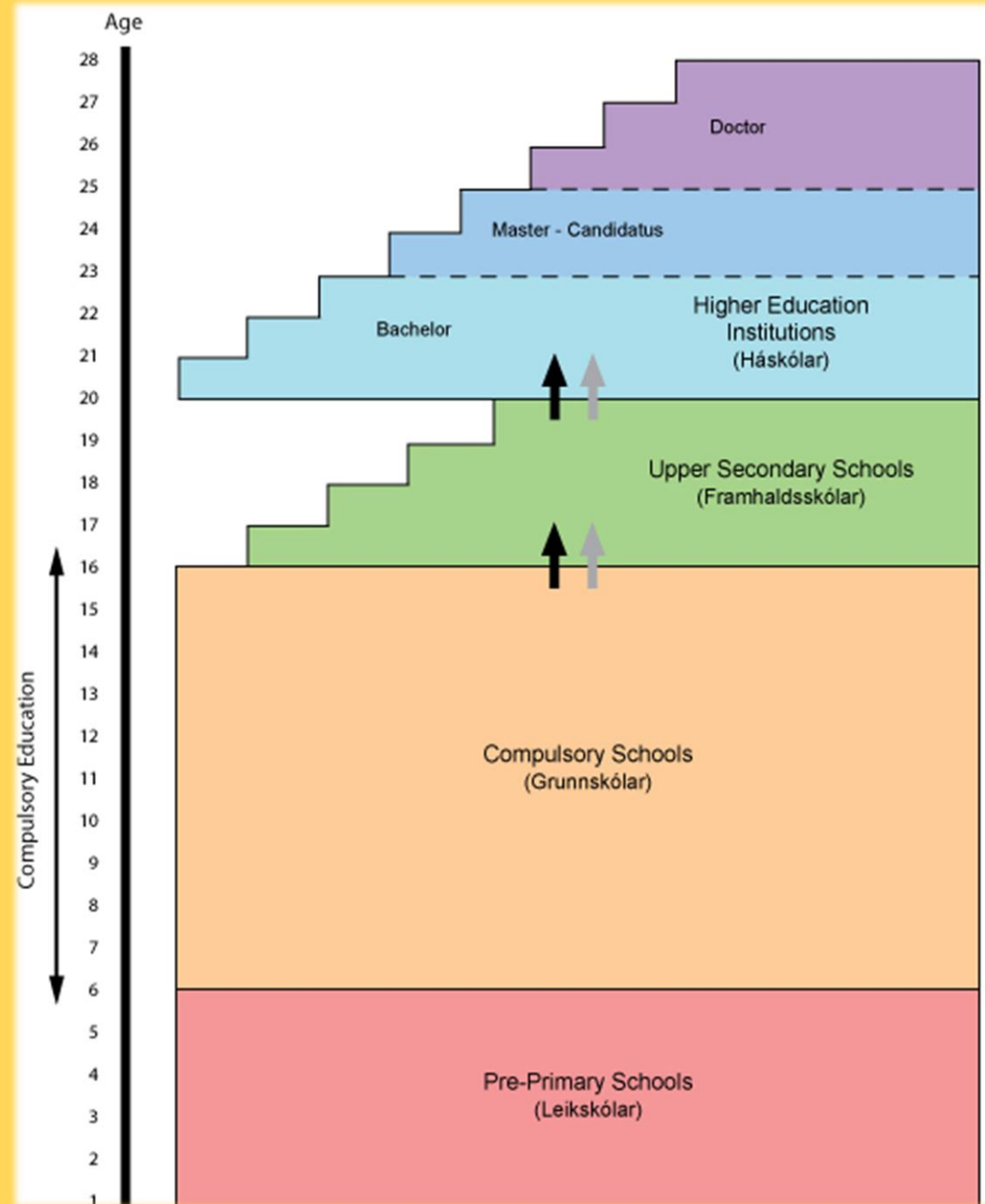
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from 19/20 years of age.



# Reykjavík's Department of Education and Youth

**22.000 children 0-16 years**

**5.500 teachers/educators and other staff working in Preschools – Compulsory schools – Leisure centres School music bands**



# Reykjavik's Pre-schools (Play-schools)



68 preschools (Play-schools) run by the city

- 5.323 children from around 18 months to 5/6 years
- 2071 staff in 1784 full-time equivalent (FTE) positions
- 395 pre-school teachers

17 independent preschools

- 1.058 children from around 18 months to 5/6 years

# Reykjavik's compulsory schools



38 compulsory schools run by the city

- 14.629 children from 6-16 years
- 2644 staff in 2312 full-time equivalent (FTE) positions
- 1275 teachers



6 independent compulsory schools

- 894 students 6-16 year

Very inclusive school system

- 2 special schools
- 7 units for children with autism
- 99,2% inclusion



# After school activities and youth centres



- 37 after school programmes
  - 6-9 years old
  - 4.600 children



- 25 youth centres
  - 10-15 years old
  - 4 of the 25 youth centres for children with special needs.



- Overview of staff in leisure centres
  - 874 staff in total
  - 435 FTE in total
  - 144 FTE in youth centres
  - 251 FTE in after school activities
  - 35,6% with pedagogical education

# Developing the Reykjavík Education Policy 2030

Initiated by the Reykjavik City Council in January 2017

Wide ranging consultation and democratic, participatory approach

- 10.000 participants
- Children, parents, teachers, public, academics, NGOs...
- Crowdsourcing among the public



# The question leading the work

What skills do we want our education system to have provided our children by 2030?



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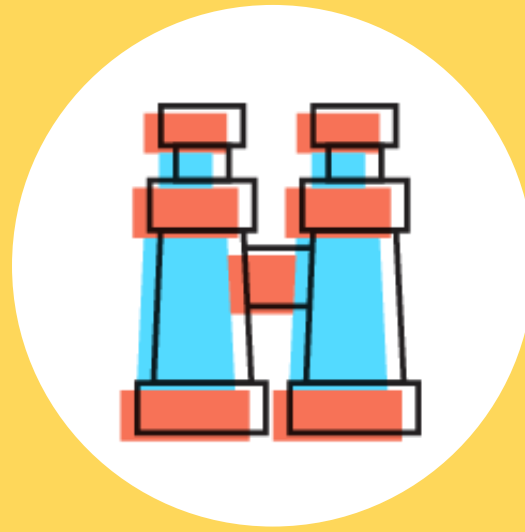
What skills do we want our education system to have provided our children by 2030?

Formal and non-formal  
education



# The vision

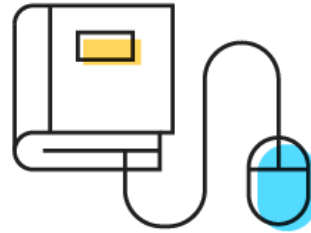
Children and youth engage in dynamic educational experiences in the city's schools and leisure centres that allow them to realise their dreams and have a positive impact on society and the environment.



# Core Skills



**Social skills**



**Literacy**



**Empowerment**



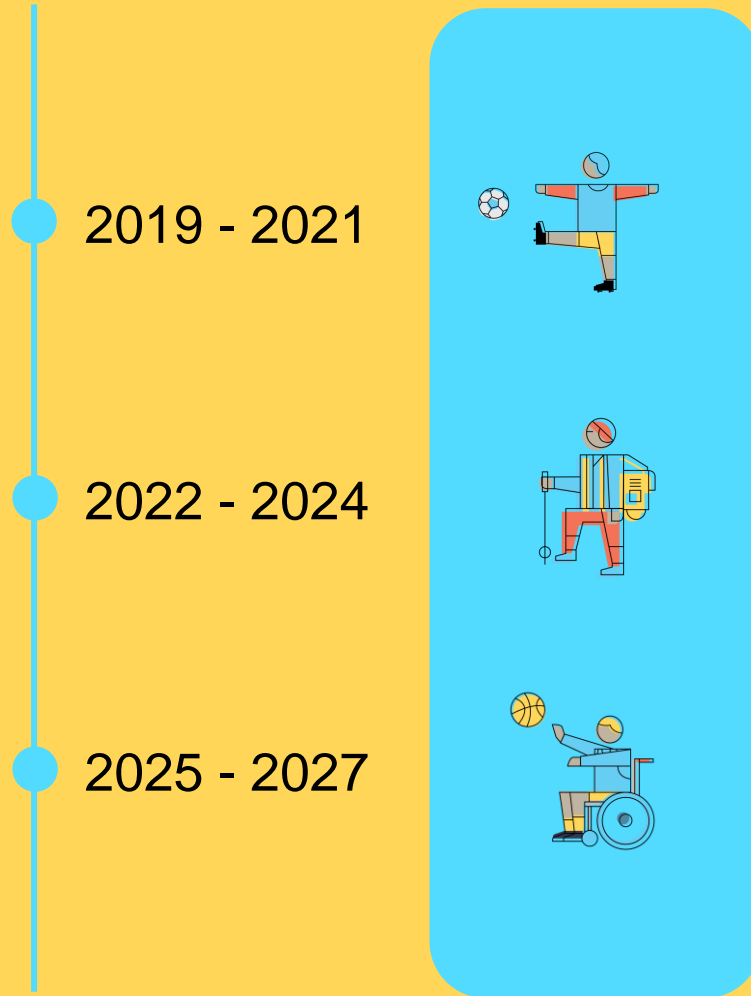
**Creativity**



**Health**



# Actions that support implementation





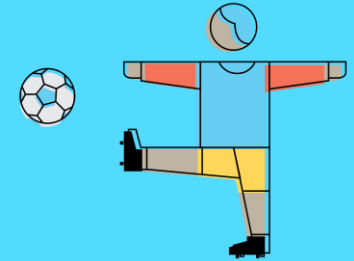
# Actions that support implementation

2019 - 2021

2022 - 2024

2025 - 2027

- Development and Innovation Fund
- Center for Educational Innovation
- Comprehensive use of digital technology
- Reading Skills – Literacy
- Change financial allocation models
- Increase emphasis on natural sciences, outdoor learning, and creativity
- Ensure access to arts and vocational education
- Facilities and equipment
- Increase the number of professionally trained staff
- Strengthen professional development and collaboration with the University of Iceland, School of Education







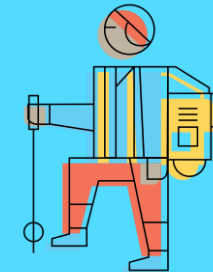
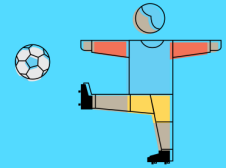
# Actions that support implementation

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- Targeted education for all children
- Self-empowerment, social skills, and democracy
- Cultural diversity
- Literacy in a broad context
- Health and well-being
- Innovation and progress in learning and play
- Professional collaboration and development
- Utilization of digital technology
- Facilities and equipment





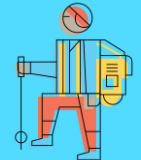
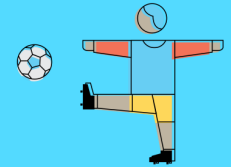
# Actions that support implementation

- 2019 - 2021
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Inclusion/Multiculturalism/Prosperity

Literacy in a broad sense

Digital transformation





# Actions that support implementation

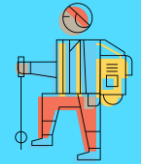
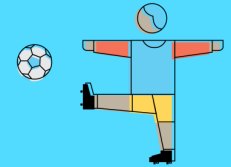
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## Inclusion/Multiculturalism/Prosperity

- Ensure the implementation of the Prosperity Act
- Enhance cultural sensitivity and multicultural competence among staff
- Increase diversity in teaching and instructional methods
- Support and empower parents in their role
- Create opportunities and platforms for fostering social skills, building connections, and encouraging positive interactions among children and teenagers
- Strengthen comprehensive sex education from preschool through age 16.





# Actions that support implementation

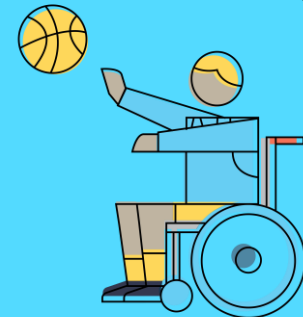
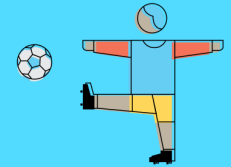
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## Literacy in a broad sense

- Strengthen the skills of pre- and primary school teachers in diverse literacy approaches
- Increase developmental work on structured teaching practices in schools
- Enhance the role of parents in literacy education
- Promote reading and varied work in the Icelandic language
- Improve collaboration between preschools, primary schools, and after-school programs with a focus on literacy





# Actions that support implementation

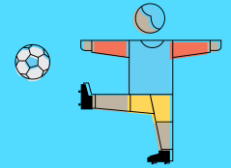
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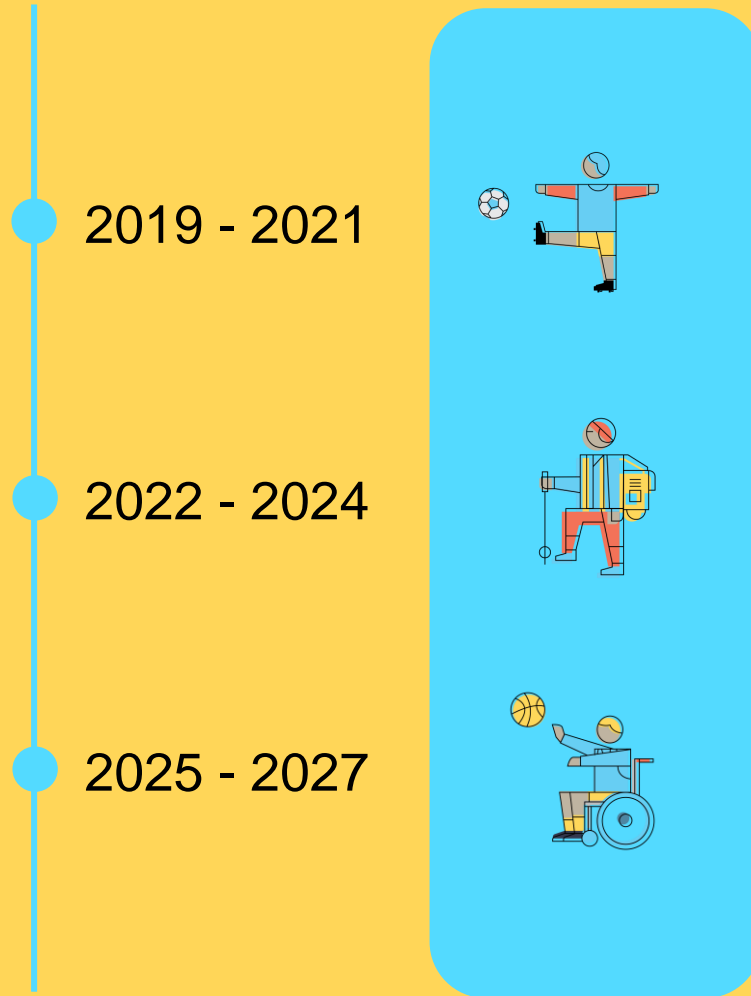
## Digital transformation

- Strengthen children's and parents' competencies in the digital world
- Improve the digital skills of staff
- Offer diverse lifelong learning opportunities related to artificial intelligence

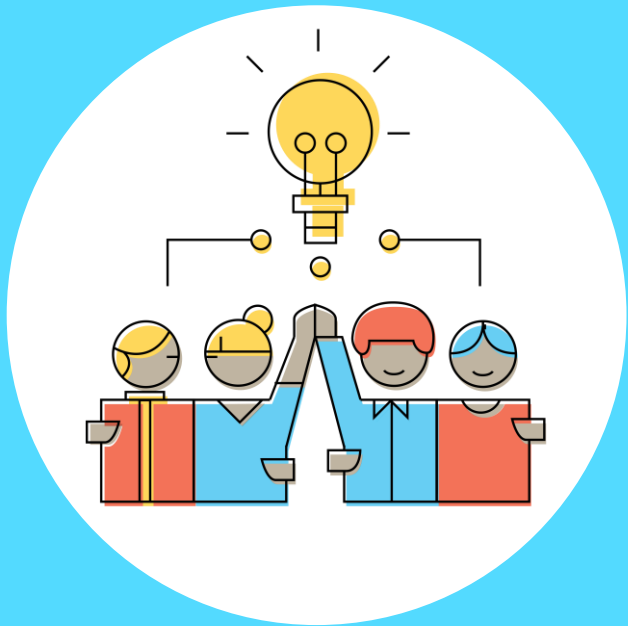




# Actions that support implementation



# Funding for innovation and development – 200 projects each year



- €1.435.000 per year
- 75% for smaller projects in all educational institutions
- 25% for larger cooperative projects
- Implementation a process not a project
  - create a culture that encourages development and innovation
  - build trust to be innovative, take risks, make mistakes, adopt resilience and a growth mindset in a learning community



**Reykjavík**