

The Upper Secondary School Act

No. 80, 11 June 1996

The Upper Secondary School Act

CHAPTER I

Scope

Article 1

This Act shall cover school activities at upper secondary level, which shall commence at the conclusion of compulsory school and extend to university level, cf. Article 2 of Act No. 55/1974 on the School System. Upper secondary school shall be the collective designation of those schools covered by this Act. They include comprehensive schools, industrial-vocational and technical schools, and grammar schools, as well as schools providing specialised training at upper secondary level. Individual educational institutions may have special names, connected for instance with their location, tradition or special function. A Regulation shall be issued on special schools operating in accordance with this Act.

CHAPTER II

Objectives

Article 2

The objective of upper secondary schooling is to encourage the overall development of pupils in order to prepare them as well as possible for active participation in a democratic society. The upper secondary school shall prepare pupils for employment and further study.

The upper secondary school shall strive to develop responsibility, broad-mindedness, initiative, self-confidence and tolerance in its pupils, train them in disciplined and independent working practices and critical thought, instruct them in appreciation of cultural values and encourage them to seek knowledge continuously.

CHAPTER III

School Year

Article 3

The instructional year in upper secondary school shall not be less than nine months in duration. It shall include at least 145 days of instruction. The Minister of Education, Science and Culture shall, in a Regulation, set more detailed provisions on the school year and holidays.

CHAPTER IV

Administration

Article 4

The Minister of Education, Science and Culture is ultimately responsible for affairs covered by this Act and for the National Curriculum Guide, supervision of school activities and instructional materials, advice on instruction and developmental work in upper secondary schools, and the collection and distribution of information on school activities. The Minister shall issue a Regulation on the implementation of the individual aspects named above.

The Minister shall make proposals for financial allocations to each school in the annual National Budget and monitor their financial situation, in addition to making sure that the premises and facilities of upper secondary schools are satisfactory.

Article 5

An upper secondary school co-operation committee, comprised of principals and headmasters, headed by the Minister of Education, Science and Culture or his alternate, shall discuss issues common to upper secondary schools and co-ordinate their activities.

Article 6

The Minister of Education, Science and Culture shall appoint a School Board for each upper secondary school for a four-year term at a time. The Minister may authorise a local authority or authorities to have the same School Board for two or more schools.

A School Board shall be comprised of five members. Two of them shall be appointed by nomination of the local authority or authorities and three others, without specific nomination, shall as a rule be residents of a local authority which is a party to the operation of the school. The board shall choose its own chairman for one year at a time. Alternates shall be appointed in the same manner. There shall be two non-voting observers, one nominated by the teachers of the school and the other by the school pupils' association. Observers shall be nominated for one year at a time. The principal shall attend meetings of the School Board as a non-voting member. He shall serve the board in an executive function.

In the case of special schools the Minister may, in a Regulation, derogate from the rules concerning the composition of the School Board.

Article 7

The School Board shall determine the emphases in school activities. Each year it shall draw up an annual operating and financial plan for the school for a three-year period which is subject to the approval of the Minister of Education, Science and Culture. At the beginning of each year the School Board shall prepare a budget in accordance with the final budget provisions and ensure that it is followed. The School Board shall at least semi-annually, i.e. in February and August, provide the Ministry of Education, Science and Culture with an account of the financial position of the school.

The School Board shall decide the amount of enrolment fees and material fees to be paid by pupils at the commencement of the school term or year. The amount shall take into account expenditure for various instructional and paper materials with which pupils are provided by the school without specific charge and which is necessary for school operations. The enrolment fee shall, however, never exceed ISK 6 000 per school year. A surcharge of 15% may be set on enrolment fees for pupils allowed to enrol outside of the period advertised for enrolment. Material fees shall be collected from pupils receiving practical instruction and the amount shall represent one-third of the actual cost of materials provided to pupils by the school and necessary for their studies. Material fees may not exceed ISK 25 000 per school year or ISK 12 500 per term. Accounts shall be kept of these finances. The same rules shall apply to their auditing as to other operations. The Minister shall set more specific rules on enrolment and material fees.

A School Board may establish a special school fund. Such funds shall be provided with statutes of establishment, which shall be incorporated and published in the Official Journal.

The Minister shall issue a Regulation on the composition and activities of School Boards.

Article 8

The principal shall direct school activities. He shall be responsible for day-to-day administration and operations of the upper secondary school and shall ensure that school operations comply with the Acts, Regulations, National Curriculum Guide and other provisions currently in force. He is responsible for ensuring that the school budget is followed and shall take the initiative in drawing up the school curriculum guide and for improvement work within the school.

The school council shall assist the principal in directing the school. The principal shall chair the school council which shall, in addition to him, be comprised of representatives of teachers and pupils, as well as the assistant principal and course director, in schools having such personnel. Detailed provisions on the composition of the school council, its role, term and working practices

may be prescribed in a Regulation.

Article 9

A general teachers' meeting in an upper secondary school shall discuss the formulation of policy on school operations, the structure of studies, instructional practices, including evaluation, and other activities and submit its proposals to the School Board and school council. A teachers' meeting shall be held no less frequently than four times each school year. The principal must hold a teachers' meeting if the teachers' representatives on the school council or one-third of the school's permanent teachers so request.

More detailed provisions on the role of the teachers' meeting shall be prescribed in a Regulation.

Article 10

In each upper secondary school a pupils' council shall be elected to look after the pupils' interests. The pupils' council shall have the right to express an opinion and make proposals concerning study objectives, study materials and the organisation of instruction in their respective schools. A general pupils' association in each school shall set rules as to the composition, role and working practices of the pupils' council.

Fees to the pupils' funds are decided by the school pupils' association, which shall look after the collection and administration of these sums. The accounts of the pupils' association shall be subject to the same auditing as are other school finances.

CHAPTER V

Staff

Article 11

The number of staff and the division of their responsibilities depends upon the size and type of school and its current financial allocations.

The Minister of Education, Science and Culture shall appoint a principal for a five-year term at a time upon receiving the recommendation of the School Board in question. A teacher who is appointed principal shall be granted leave from his teaching position during the period he serves as principal. The principal shall hire the assistant principal, director of studies, department heads, teachers, student counsellors, resource centre staff and other school personnel in consultation with the School Board.

Should an applicant for a teaching position not be fully qualified to teach at upper secondary school level, his application shall be treated in accordance with the provisions of Act No. 48/1986, Restricting Use of the Titles Compulsory School Teacher, Upper Secondary School Teacher and Principal and of their Rights.

Eligibility for the positions of principals and teachers of upper secondary schools shall be as provided for in the provisions of the current Act restricting the use of the title of upper secondary school teacher and their rights. Provisions on the qualifications and role of study counsellors and resource centre staff shall be set in a Regulation. Provisions on the qualifications and role of other personnel may be set in a Regulation.

The Minister shall set, in a Regulation, provisions on the roles of principals, teachers and other school personnel as appropriate.

Article 12

Should a teacher, who has worked for at least five years, request a special study leave for the purpose of improving his knowledge and teaching ability he must submit to the School Board and Ministry of Education, Science and Culture a request for study leave together with an account of how he intends to spend this study leave period. The Ministry may grant him a study leave of up to one year with full salary.

The Minister of Education, Science and Culture may provide a teacher taking advantage of study leave with a grant to cover the costs of travel and residence abroad for the purposes of his study leave if he is using such to pursue regular study at an approved educational institution or for a

study trip, provided he is not receiving comparable support from any other party. Upon completion of their study leave, teachers are obliged to send the Ministry a report of their work during the study leave period.

The provisions of this Article shall also apply to principals and other school administrators. The Minister shall issue a Regulation on the implementation of teachers' study leave.

Article 13

Preventive medical services shall be available in all upper secondary schools. If there is a primary health care centre located near the school it shall be entrusted with the provision of preventive medical services.

District physicians shall oversee these services on behalf of the health authorities and see to it that the facilities and working conditions of both pupils and staff are satisfactory. The staff of preventive medical services in schools shall cooperate closely with the principal on its implementation.

Article 14

Counselling and advice on studies and career choices, as well as on personal matters affecting their studies and school attendance, shall be available to pupils in upper secondary schools. This service shall be provided by study counsellors, teachers and other personnel, as appropriate.

CHAPTER VI Admission requirements

Article 15

Anyone who has completed compulsory school study or received an equivalent basic education shall be entitled to commence study in upper secondary school.

The admission of pupils to individual programmes of study in upper secondary school is determined by the requirements of the study in question. Minimum requirements for individual subjects and subject areas upon the conclusion of compulsory school and for on-the-job training, where such is required, shall be prescribed in a regulation. A principal may, after an assessment has been made, grant a pupil who has reached the age of 18 years admission to specific programmes of study in upper secondary school even though he or she does not fulfil the minimum requirements upon completion of compulsory school.

Pupils who fail to achieve the prescribed qualifications upon completing compulsory school shall be offered preparatory study or study in special sections at upper secondary level. Admission of pupils to upper secondary school is the responsibility of the principal.

CHAPTER VII Organisation Of Study

Article 16

The programmes of study in upper secondary school are divided into vocational, academic, artistic and general programmes. All programmes of study shall lead to the possibility of further education, either directly or through subsequent additional study possibilities.

Vocational programmes include study in the certified trades and other vocational study. Pupils following vocational programmes shall also have the possibility of additional study in preparation for university-level study. The certified occupations offered shall be prescribed in a Regulation.

Academic programmes shall provide preparation for university-level study. There are three academic programmes: in languages, social sciences and natural sciences.

Artistic programmes provide preparation for further study in the fine arts or music in special schools or schools at university level. General programmes provide preparation for study in academic, artistic and vocational programmes and may also form part of such study.

The establishment of new programmes of study is subject to the approval of the Minister of Education, Science and Culture.

The Minister shall issue a Regulation on the implementation of the provisions of this Article.

Article 17

The programmes of study in upper secondary school shall be organised in accordance with the overall objectives of the study. They shall be comprised of a programme core, area of specialisation and options. The proportions of each shall be prescribed in the National Curriculum Guide and may vary from one programme to another.

The programme core is compulsory study for the programme. It includes the special subjects of the programme as well as subjects to provide general education and prepare the pupil for participation in society.

The area of specialisation provides further specialisation within the programme. It is organised so as to form a coherent whole, either through the grouping together of courses or in larger cohesive units with a theoretical focus. Vocational study and approved artistic study at upper secondary school level may be assessed for credit as an area of specialisation in academic programmes of study, subject to the requirements prescribed in the National Curriculum Guide.

Optional subjects, which are defined in the National Curriculum Guide for upper secondary school and are taught in the school concerned, provide pupils with the opportunity to acquaint themselves with artistic, vocational and academic areas of their choice.

Article 18

The Minister of Education, Science and Culture may authorise the establishment and provision of preparatory study in upper secondary school. Preparatory study shall be organised as one-year's study for pupils who have failed to attain the prescribed level of achievement in compulsory school final examinations. The Minister shall set specific rules concerning preparatory study and the conditions for its establishment.

Article 19

Handicapped pupils, falling within the definition of the handicapped in Article 2 of the Handicapped Affairs Act, No. 59/1992, at upper secondary school level shall be provided with instruction and special study support. Specialist assistance and necessary facilities shall be provided for them as deemed necessary in the evaluation of the Ministry of Education, Science and Culture.

Handicapped pupils shall pursue their studies with other pupils wherever practicable. The Minister of Education, Science and Culture may authorise the establishment of special sections for handicapped pupils in upper secondary school. The Minister shall issue a Regulation with specific provisions for the instruction and study of handicapped pupils in upper secondary school.

Article 20

Pupils whose mother tongue is not Icelandic shall be entitled to special instruction in Icelandic. The Minister of Education, Science and Culture may authorise the establishment of special basic study in Icelandic in upper secondary school for these pupils. Icelandic pupils who have resided abroad for extended periods and have as a result limited knowledge of their mother tongue shall be entitled to special instruction in Icelandic. The right of these pupils to instruction in Icelandic, its organisation and evaluation of the study, shall be prescribed in detail in a Regulation. The right of deaf pupils to special instruction in Icelandic shall also be prescribed in a Regulation.

CHAPTER VIII Curriculum guides and evaluation

Article 21

The National Curriculum Guide issued by the Minister of Education, Science and Culture is the main guide on school operations. Here the objectives of upper secondary school are further developed, the objectives of individual programmes of study and subjects are defined and the conclusion of study prescribed. The National Curriculum Guide shall contain general rules on the rights and obligations of pupils, as well as on the handling of disputes.

The National Curriculum Guide shall prescribe the structure of individual programmes of study,

cohesion of study and the normal length of study for each programme. It determines the minimum number of instructional periods in individual subjects and their general content.

The National Curriculum Guide shall make provision for evaluation, including examinations and reports. It shall stipulate what requirements pupils must fulfil to be considered to have completed individual courses in a study programme satisfactorily and the minimum pass requirements for specific final examinations. It shall stipulate how often pupils may repeat examinations and include rules on the right of pupils to see their own examination papers.

The National Curriculum Guide contains provisions concerning the evaluation of on-the-job training, if such is a part of the study, the transfer of credit when pupils changes schools, and the requirements for transferring from one programme of study to another. The National Curriculum Guide shall contain guidelines concerning school curriculum guides and evaluation of school activities.

Notification of the entry into force of the National Curriculum Guide or part of it shall be published in the Official Journal.

Article 22

Each school shall publish a school curriculum guide with information on the studies offered, the length and contents of course units and the distribution of subjects over the terms and/or years of study. It shall also provide information on the emphases in school operations, methods of instruction, evaluation and management practices, such as quality management.

In its school curriculum guide a school shall indicate how it intends to achieve the objective of upper secondary school to encourage the overall development of pupils in order to prepare them as well as possible for active participation in a democratic society. The school curriculum guide shall be approved by the School Board upon receiving the opinion of a general teachers' meeting. The School Board shall monitor the implementation of the school curriculum guide.

Article 23

Each upper secondary school shall introduce procedures for the evaluation of school activities, including instructional and management practices, relations within the school and connections with external parties. At five-year intervals an outside party shall carry out an assessment of the school's self-evaluation methods.

Article 24

Regular evaluation of pupils in upper secondary school is carried out by teachers and department heads. Evaluation shall be based on the objectives of school activities as provided for in the National Curriculum Guide and the school curriculum guide.

Final examinations in upper secondary schools, such as the university entrance diploma (*stúðentspróf*) and final examinations in vocational programmes of study, which may confer the right to further study or employment qualifications, shall be administered on a national basis in certain subjects as prescribed specifically in a Regulation. Specific provision shall be made in a Regulation for the implementation of these national examinations in upper secondary school, as well as for journeyman's examinations.

CHAPTER IX Vocational study

Article 25

Vocational study shall further the general education of pupils, prepare them for specific jobs and give them an understanding of the role of enterprises and workers in industry. The study is at the same time intended to encourage pupils to maintain and extend their knowledge through continuing education or further study.

Vocational study shall be divided between the school and the workplace or take place exclusively in the school. Study shall be both theoretical and practical and shall form as cohesive a whole as possible in order to enable pupils to better understand the connection between its theoretical and

practical aspects. Emphasis shall be placed on having the content of study reflect the current needs of the employment sector concerning the professional qualifications of workers.

Article 26

The Minister of Education, Science and Culture shall set up a Co-operation Committee for Vocational Study at upper secondary level for a four-year term at a time. The Committee shall be comprised of 18 representatives, 12 of whom shall be nominated by the following parties in industry: five from the Icelandic Federation of Labour (ASÍ), one of whom shall be a representative of apprentices, one from the Federation of State and Municipal Employees (BSRB), five from the Confederation of Icelandic Employers (VSÍ) and one from the Association of Co-operative Employers. Effort shall be made to select representatives from as many sectors of industry as possible. In addition, one representative from the Union of Local Authorities in Iceland and two representatives appointed jointly by teachers' and school administrators' associations, one of whom shall be a teacher in a vocational subject and the other an administrator in a vocational school, shall sit on the Committee, as well as three representatives appointed without nomination. The Minister shall appoint the chairman of the Committee.

The organisations of employers, workers and local authorities shall bear the cost of participation by their representatives on the Co-operation Committee while the Ministry of Education, Science and Culture shall bear the cost of participation of representatives of the Minister and provide the Committee with secretarial services.

Article 27

The Co-operation Committee for Vocational Study at upper secondary level shall strengthen connections between school and industry and advise the Minister of Education, Science and Culture on policy for vocational study and on the setting of general rules on the organisation and implementation of vocational study. The Committee shall make proposals on the arrangement of occupations into occupational groups in consultation with employers' and workers' associations in the occupations concerned, priorities in vocational education and special experiments and developmental projects.

The Committee shall set its own rules of procedure which shall take effect upon confirmation by the Minister.

Article 28

The Minister of Education, Science and Culture shall appoint, for a four-year term at a time, an Occupational Council for occupational groups or individual occupations. The Occupational Council shall be comprised of representatives nominated by employers' and workers' associations in the occupations concerned and one representative of the Minister. Alternates shall be appointed in the same manner. All occupations for which instruction is offered at upper secondary level shall be entitled to representation in an Occupational Council and care shall be taken to maintain a balance between representatives of employers and employees. The chairman shall be elected from among the representatives for a two-year term at a time. Should it not prove possible to appoint an Occupational Council the Minister may temporarily appoint special working groups to perform the functions of the Occupational Council.

The organisations of employers and workers shall bear the cost of participation by their representatives in the Occupational Council while the Ministry of Education, Science and Culture shall bear the cost of participation of representatives of the Minister and of specialist assistance in compiling curriculum guides.

Article 29

The Occupational Council shall define the needs of the occupations regarding the knowledge and skills of workers and set out the objectives of vocational study.

The Occupational Council shall make proposals concerning the structure of vocational study and curriculum in special subjects of the vocational study programme in question, as well as on the form and methods of evaluation, including journeymen's examinations, and monitoring the quality of instruction and instructional materials. It shall also make proposals on the division of study

between the school and the workplace, and on rules concerning workplace instruction, approval of workplaces which may accept apprentices for on-the-job training or on apprenticeship contracts, and the facilities and teaching staff of schools offering vocational programmes of study.

The Occupational Council shall take the initiative in proposing alterations to the structure of study and advise the authorities on questions concerning education in those occupations which fall under its jurisdiction.

After receiving the proposals of the Occupational Council the Minister of Education, Science and Culture shall publish a curriculum guide for the special subjects in the vocational study as part of the National Curriculum Guide for upper secondary school, as well as rules on the implementation of vocational study in individual occupations.

Article 30

To encourage optimal cooperation between school and industry and support their initiatives in developing vocational study, a School Board may establish one or more advisory committees for the school including representatives from local industry, taking care to maintain a balance between representatives of employers and employees. Schools shall invite Occupational Councils to nominate representatives to the local advisory council.

Article 31

The Minister of Education, Science and Culture may, upon receiving the opinion of the Occupational Council and parties involved in school operations, designate an upper secondary school or section of an upper secondary school as a core school, for a longer or shorter period of time. A core school shall, in consultation with an Occupational Council, take the initiative in developing instructional materials, study structure and instructional methods for vocational study and shall assist other schools and enterprises in improving instruction and training in the area concerned.

A contract, concluded between the Minister and the institution assuming the role of core school, shall define the project, its management, the duration of the contract and how the project shall be assessed. Interested parties in industry may be party to such a contract.

Article 32

Practical work and on-the-job training at the workplace shall be based on the provisions of the National Curriculum Guide and rules concerning workplace instruction in the occupation concerned. A special on-the-job training contract for workplace instruction shall be concluded between a school and workplace or an apprenticeship contract between the pupil and employer. The apprenticeship contract shall be signed at the commencement of workplace instruction and confirmed within one month. It shall specify the trial period and duration of the contract. Provisions concerning wages and other benefits shall be in accordance with currently applicable collective bargaining agreements for apprentices in the occupation concerned.

A Regulation, issued by the Minister of Education, Science and Culture, shall contain provisions concerning contracts for on-the-job training. It shall also provide for the format, confirmation and registration of apprenticeship contracts, as well as for the termination of contracts and handling of disputes which may arise concerning the implementation of the contract. Before such Regulation is issued the opinion of the industrial partners and pupils' associations shall be solicited.

CHAPTER X

Adult education and continuing education

Article 33

The Minister of Education, Science and Culture may authorise upper secondary schools to offer study in Seniors' Departments. Study in Seniors' Departments shall be the equivalent of individual courses of study in upper secondary school, but the organisation of study and instructional practices shall take into account the maturity of the students.

For instruction in such study programmes pupils shall pay a fee amounting to approximately one-

third of the wage cost of the instruction. The Minister of Education, Science and Culture shall set rules providing for the share of the cost of materials to be borne by students in Seniors' Departments. More detailed provisions on these operations shall be prescribed in a Regulation.

Article 34

An upper secondary school may, with the approval of the Minister of Education, Science and Culture, offer continuous education courses or other type of study in consultation or co-operation with occupational associations, trade unions, employers or other interested parties, for instance in the form of itinerant courses.

All costs resulting from such courses shall be kept separate from other school operations and shall be covered in full by those parties arranging the courses with the school or by participants' fees.

A contract shall be concluded between the school and its partners providing for the arrangement and ensuring the payment of all costs.

Article 35

An upper secondary school may, with the approval of the Minister of Education, Science and Culture, establish, in consultation or cooperation with local authorities, occupational associations, trade unions, employers or other interested parties, an Adult Education Centre, cf. Articles 33 and 34. The partners shall conclude an agreement on the activity. More detailed provisions on these operations shall be prescribed in a Regulation.

CHAPTER XI

Resource centre

Article 36

Every upper secondary school shall have a resource centre. Its role is to serve as information centre for pupils and teachers. It shall be equipped with books and audio-visual materials, together with other resource materials connected with the subjects taught in the school. The accommodations of the resource centre shall include provision for study facilities with access to reference works in the resource centre.

The activities of the school resource centre shall emphasise the training of pupils in independently seeking information and using data banks.

CHAPTER XII

Establishment and construction of upper secondary schools

Article 37

The national government or one or more local authorities may take the initiative in establishing a new upper secondary school; the approval of the *Alþingi* [Icelandic parliament], however, is required for its actual establishment. This provision does not, however, apply to schools which may be established in accordance with the provisions of Article 41.

Should the national government and a local authority or authorities act jointly to establish an upper secondary school, an agreement shall be concluded between the parties on any new construction, provision of equipment and furnishings, or renovation of property which the national government and local authorities agree to carry out for the sake of the upper secondary school. It shall include, for instance, provisions on the direction of the project, speed of construction and payment flow.

Local authorities, who participate in operations of an upper secondary school, may be charged with the preparation and supervision of construction operations.

An agreement on the construction shall be signed by the Minister of Education, Science and Culture and the Minister of Finance, on the one hand, and the local authority or authorities on the other.

The Minister of Finance shall inform the Budget Committee of such agreements.

The cost of building construction, work on the grounds and initial equipment and furnishings for upper secondary schools and pupils' residences at such schools shall be divided between the parties with the National Treasury covering 60% of the estimated costs in accordance with reference guidelines (normal cost) when a local authority or authorities look after the preparation and

direction of the project. That part of the cost not paid by the National Treasury shall be borne by the local authority or authorities. Building lots for upper secondary schools shall be provided by local authorities without encumbrance or charge. When the National Treasury is responsible for the preparation of a project and directs the operation, without the participation of the local authority or authorities, such authority or authorities shall pay 40% of the normal cost and the National Treasury the remainder. The Ministry may negotiate another basis for cost-sharing where equipment for vocational instruction are involved, subject to the approval of the Budget Committee.

Should *Alþingi* approve the establishment of a school without the participation of the local authority or authority, all initial capital investment cost shall be borne by the National Treasury.

Where residences are built in connection with an upper secondary school, the type of accommodations and furnishings may take into account the possibility of utilising the facilities as hotel accommodations outside of the normal school year. A special agreement shall be reached between the parties involved in the construction on any extra cost involved as a result. A special agreement shall be made on the use of residence accommodations outside of the normal school year in consultation with the Ministry of Education, Science and Culture, and shall be confirmed by the School Board.

The Minister of Education, Science and Culture shall, in consultation with the Union of Local Authorities in Iceland, set guidelines for the size and type of accommodations for upper secondary schools and concerning the preparation of projects in accordance with this Article. The Ministry of Education, Science and Culture shall, in consultation with the Union of Local Authorities in Iceland, set guidelines for initial capital investment and facilities (norms) to use in determining the share of parties in construction costs.

Article 38

School structures covered by this Act shall be the property of the national and local authorities in proportion with the initial capital investment to be paid by each or which each has paid, in the case of older buildings.

Should upper secondary school facilities be put to other use than for purposes of upper secondary study the owners must conclude an agreement to that effect. Should the property be sold to either owner it shall be assessed by persons appointed for the purpose by a court.

CHAPTER XIII

Upper secondary school operations

Article 39

The National Treasury shall pay in accordance with this Act the operating costs of upper secondary schools. Each school shall be an independent operating unit and receive special budget allocations. The Minister of Education, Science and Culture shall make proposals for budget allocations for each school on the basis of its approved instructional and financial estimates for a three year period. These estimates shall be reviewed annually to take into consideration the student numbers of each school.

The National Treasury shall bear all wage costs due to instruction, administration and other activities. The Minister of Education, Science and Culture shall issue a Regulation laying down the rules for calculating school instructional costs (calculation model). Such calculations shall take into account the number of pupils, duration and type of study, number of instructional periods weekly provided for by the National Curriculum Guide, costs resulting from collective bargaining agreements and other factors as applicable. Such Regulation shall also include guidelines for contributions to activities other than instruction.

In addition to wage costs, the National Treasury shall bear other costs of school operations as well as maintenance of buildings and equipment. The contribution to operating costs shall be paid to the school in accordance with the provisions of an agreement thereto concluded with the Ministry of Education, Science and Culture. The School Board is authorised to transfer funds from the

operating cost allocations of the budget to wage costs, if necessary, or vice versa. Major maintenance projects for upper secondary schools owned by the National Treasury shall be financed with special budget allocations for the purpose in accordance with a specific maintenance schedule for a three-year period at a time drawn up by the Minister. Preparations for maintenance projects in upper secondary schools are subject to the same provisions as other such projects carried out by the national government.

A special financial officer may be hired to handle school accounts and finances who shall be responsible to the principal.

Article 40

Where it is deemed necessary to operate pupils' residences in connection with secondary schools operated by the national government, the National Treasury shall bear the cost of supervision and general operations. The pupils themselves shall bear part of the specific costs of the residence and food services in accordance with specific rules thereon set by the Minister of Education, Science and Culture.

The principal shall supervise the operation of the pupils' residence and food services.

CHAPTER XIV
Miscellaneous provisions

Article 41

Private parties or organisations may establish and operate schools at upper secondary level. The Minister of Education, Science and Culture may authorise such schools by virtue of Acts or Regulations concerning upper secondary schools and their operations if they fulfil the conditions set in a Regulation.

Private schools shall not be entitled to receive grants from public funds. *Alþingi* shall determine the contribution to such schools from the National Treasury. Should private schools receive contributions from public funds the parties responsible for their operations shall conclude an agreement with the Minister concerning these allocations and school operations, administration and property, as appropriate.

Article 42

Workers' and employers' associations may be party to the establishment and/or operation of an upper secondary school or a section thereof. An agreement shall be concluded providing for such participation between the parties involved and, in such case, their contribution and participation in school management.

Article 43

School facilities may be utilised for social activities outside of normal school hours, provided remuneration is made to cover at least the cost of electricity, heating, cleaning and supervision. The School Board shall set general guidelines for the use of school facilities.

Any profit from the rental of school and residence facilities in accordance with Article 40 shall be used for the renewal of buildings and equipment.

Article 44

The Minister of Education, Science and Culture may authorise upper secondary schools to undertake experiments with certain aspects of school activities by exempting them from the provisions of this Act and Regulations issued by virtue of it.

Financial contributions for such experimental activities shall be determined by *Alþingi* in each case. Reasonable time limits shall always be set for such experiments and provision made for assessment upon their conclusion.

Article 45

Annual budget allocations shall be made to the Upper Secondary Schools' Developmental Fund; the Fund shall be administered by the Minister of Education, Science and Culture, who shall set rules for making grants therefrom.

Article 46

The Minister of Education and Culture shall report to the *Alþingi* at three-year intervals on upper secondary school operations in Iceland.

CHAPTER XV**Entry into force, repealed Acts, etc.***Article 47*

This Act shall enter into force 1 August 1996 and be fully implemented upon the commencement of the school year 2000-2001.

*Article 48***Temporary provisions****I**

The provisions of Article 24, on national final examinations in upper secondary school, shall not be fully implemented until the school year 2000-2001.

II

The provisions on vocational study in Articles 25-32 shall be fully implemented within four years of the entry into force of this Act. The Minister of Education, Science and Culture shall, in a regulation, prescribe a schedule for the implementation of these provisions, after consulting the Cooperation Committee for Vocational Study at upper secondary level, cf. Article 26. This said Articles shall be reviewed following an evaluation of their implementation if such is considered necessary.

III

During the two year period following the entry into force of this Act, the Minister of Education, Science and Culture may authorise applicants to take journeyman's examinations in a certified trade without completing previous school study. After the expiry of that period no such examinations may be taken without previous school study.

The requirements for sitting an examination shall be as follows:

- a. a certificate attesting that the person concerned has worked in the trade for a ten-year period under the direction of a master tradesman,
- b. a certificate from a master tradesman to the effect that he or she considers the applicant qualified to take a journeyman's examination,
- c. the opinion of the journeymen's association and Occupational Council concerned.

If the applicant passes the examination he shall be issued with a journeyman's certificate which does not, however, confer the right to enter master's study.