

November 2021



# Education Policy 2030

First Action Plan 2021-2024

## **Action 1: Integrated school services based on multi-tiered support contributing to the learning and prosperity of children and young people**

The aim of integrated school services is to provide counselling, guidance and support for the work of schools as well as for students and parents. The definition of school services varies according to the level of the education system, and access to services and counselling varies both within and between levels and municipalities, which is a situation that risks creating inequalities.

There is a need to coordinate standards for school services provided at different school levels as concerns access, service levels and implementation; increase the use of digital solutions in the provision of services; and emphasise interdisciplinary cooperation between school, social and health services in the interests of students, irrespective of their place of residence and taking into account the provisions of the new Act on children's prosperity.

The introduction of multi-tiered support necessitates the revision of working practices and of the means of providing support in schools and after-school programmes, as well as an increased emphasis on interdisciplinary cooperation, early intervention, evidence-based methods, and the use of data to ensure that all students prosper in school and to enhance the quality of the education system.

**Objectives:** To ensure that all students have access to integrated school services based on the provision of multi-tiered support. This should include the integration of the services with other types of services provided in the interest of children's prosperity irrespective of their place of residence.

### Key terms:

**Integrated school services** provide support for students and their parents, as well as for the staff and the operation of schools. The aim of school services is to ensure that pedagogical, psychological, developmental and sociological knowledge is put to the best possible use, and to strengthen the role of schools as professional institutions.

**Integration of services in the interest of children's prosperity** refers to organised and continuous services provided for the purpose of a child's prosperity and by those service providers best placed to meet the child's needs in each case.

**Multi-tiered support** is the integrated organisation of teaching, working practices and means of providing support in schools, promoting equal opportunities for all. Interdisciplinary teams of teachers and support professionals organise, and evaluate the performance of, teaching, mental health provision and support in schools, based on the principle of continuous improvement. Screenings for learning, behavioural, social and emotional difficulties are performed at regular intervals, with an emphasis on effective and evidence-based approaches.

**Prosperity services** are all services to be provided by central or local authorities according to law, and which contribute to strengthening and/or ensuring the prosperity of a child. Prosperity services range from universal services, accessible to all children and/or parents, to further individualised services at the three levels of the education system, including in the fields of education, health, law enforcement, social services, and child protection.

## **Main activities:**

1. Setting quality standards for minimum services provided within school services and covering all school levels in each geographical area, and creating a plan to gradually increase the number of people having access to school services in the interests of equality in education.
2. Setting up a team to supervise the introduction of multi-tiered support at all school levels. Introduction will be initiated by a pilot project conducted in a limited geographical area.
3. Making preparations for the establishment of a national knowledge centre with a professional focus for the purpose of, among other things, supporting the introduction of prosperity services in schools and school services.
4. Revising regulatory provisions in the field of education in the light of the Act on the Integration of Services in the Interest of Children's Prosperity.
5. Presenting the results of a demonstration project on the revision of rules regarding the use of funds in compulsory schools, and introducing a new procedure for the use of funds by local authorities to support education for all.

**Responsibility:** Ministry of Education, Science and Culture

**Implementing bodies:** Ministry of Education, Science and Culture, Ministry of Social Affairs, Ministry of Transport and Local Government, school operating entities, the Icelandic Regional Development Institute, the Directorate of Education, the Municipal Equalisation Fund, the inter-ministerial steering group on children's affairs

**Priorities:** Responsibility for and coordination of service provision systems; efficient use of funds; everyone's wellbeing; mental health promotion; preventive work; nationwide education; early intervention; continuous improvement and quality assurance; education according to everyone's needs; a diverse educational community; knowledge and courage; competence development of education professionals; diversity; students' voices

## Action 2: Countrywide school development

The implementation of Education Policy 2030, and school development aligned with its objectives, will take place primarily through the work of teachers and other professionals in schools and after-school programmes, as well as through their cooperation within and between schools, and across school levels, municipalities, and groups of students. It is important for schools at the preschool, compulsory and upper secondary levels to be provided with support for implementing well-defined school development projects in line with the Education Policy. The task of following this up has been entrusted to a new school development team set up within the Ministry of Education, Science and Culture.

Grants for school development and innovation projects constitute a new priority which is intended as a way to stimulate, within the schools themselves, advances that implement the priorities of the education policy, create more equal opportunities for students in all regions, and encourage all schools to engage in innovation in school development, thereby creating a powerful, countrywide learning community.

In recent years, a number of municipal councils have provided funding for innovation and improvement in schools. Until now, most of the funding for innovation and improvement in education has been provided by competitive funds, including the Innovation Fund for Schools and the Educational Materials Development Fund, as well as the newly instituted Education Research Fund.

Plans call for an annual appropriation for school development projects in preschools, compulsory schools and upper secondary schools in accordance with the priorities of Education Policy 2030. A part of each grant will be earmarked for communication activities, and the products of each project will be presented at special Education Policy closure events to ensure that the knowledge is spread out and used for nationwide improvement.

An important aspect of this is to ensure that the involvement of central and local authorities is supportive, not prescriptive. Experts and professionals in Icelandic schools know the needs of their workplaces better than anyone else. Considerable trust will be placed in these experts and professionals to undertake the projects through cooperation within and between schools, and to present the projects and communicate their results in targeted ways.

**Objectives:** To promote vigorous school development through a variety of projects instigated by teachers, school leaders, other professionals, and students, and based on the priorities of Education Policy 2030.

### **Main activities:**

1. Beginning in the school year 2022–2023, schools will receive annual funding for school development projects in accordance with the conclusions of negotiations between the State and the local governments on shared priorities and the public financing of school development activities within the schools themselves as a way of supporting the implementation of Education Policy 2030, and on the proportion of funding to be provided by each level of government.
2. A steering group composed of the representatives of the Ministry, the Municipal Equalisation Fund and local governments will be set up to prepare the launch of the programme, handle its presentation and communicate with schools, and assume responsibility for the general management and monitoring of the programme.
3. In order to enable more efficient support for school development and innovation, the Innovation Fund for Schools will be strengthened through increases in funding of ISK 10 million annually in 2022, 2023 and 2024, conditional on the alignment of the Fund's grant strategy with the priorities of Education Policy 2030.
4. A common information site will be created to disseminate the products of development projects from all over the country and information about the knowledge gained.

**Responsibility:** Ministry of Education, Science and Culture

**Implementing bodies:** Ministry of Education, Science and Culture, local authorities, the Municipal Equalisation Fund, school leaders, teachers, and other professionals in schools and after-school programmes

**Priorities:** Nationwide education; continuous improvement and quality assurance; education according to everyone's needs; a diverse educational community; knowledge and courage; competence development of education professionals; diversity; students' voices

### **Action 3: Targeted support for students with a diverse linguistic and cultural background**

Increased migration and the effects of globalisation on education and in the labour market have created new challenges for Icelandic society. Preschools, compulsory schools and upper secondary schools have seen a considerable increase in the number of students with a diverse linguistic and cultural background in recent years, and it is imperative for the education system to have the capacity to respond to this and provide these students with support appropriate to their needs and their background. Targeted support can be of crucial importance, not only for the individuals themselves but also for society as a whole.

There is an urgent need for the Icelandic school system to better meet the educational and social needs of these children and young people. Studies indicate that students with a diverse linguistic and cultural background have below-average educational achievements and are at increased risk of early school leaving at the upper secondary level.

The production of educational materials for students with a diverse linguistic and cultural background has not kept up with these recent developments, and there are indications that the number of professional development courses for teachers and other professionals in schools and after-school programmes must be increased to respond to the challenges faced by schools. According to the results of the OECD TALIS survey on the practices and perceptions of teachers and school leaders at the lower-secondary level, conducted in 2018, the proportion of teachers seeking training in the teaching of students with a multicultural background increased from 9% in 2013 to 19% in 2018. It is important for the content of teacher education and the professional development of teachers and other education professionals to take account of the challenges brought by a multicultural student population.

At all school levels, measures will be introduced to implement the policy of targeted support for students with a diverse linguistic and cultural background. Those measures are related to other activities of the Education Policy.

**Objectives:** To ensure that the Icelandic education system meets the learning and social needs of students with a diverse linguistic and cultural background, at all school levels and in all types of school, in order to ensure that they enjoy the same opportunities as their peers, that they become proficient in Icelandic, and that they are able to participate actively in learning and playing activities and in Icelandic society.

**Main activities:**

1. Working toward a sizeable increase in the production of educational materials for students with a diverse linguistic and cultural background, including basic materials in Icelandic as a second language that take into account the age and abilities of the student, and support materials for students and teachers.
2. Making teaching and expert counselling for students with a diverse linguistic and cultural background available in all regions of the country and at all school levels regardless of the age of the students.
3. Increasing the emphasis on the participation, wellbeing and Icelandic proficiency of students with a diverse linguistic and cultural background at the compulsory, secondary and tertiary levels, through increased support and counselling.
4. Ensuring that the content of teacher education, of the education of other professionals in schools and after-school programmes, and of professional development courses takes account of changed needs for increased knowledge and expertise supporting the education and teaching of a diverse student population.
5. Creating an outlet where relevant information on the Icelandic education system and on after-school, sport and youth programmes, as well as on the recognition of education and skills acquired previously, is made available in multiple languages.
6. Improving and developing placement tests in Icelandic and foreign languages, including with reference to the standards of the European Language Framework. Improving the quality of Icelandic language teaching for adult immigrants through an overhaul of its structure, performance criteria and the allocation of study support.



**Responsibility:** Ministry of Education, Science and Culture

**Implementing bodies:** The Directorate of Education, Ministry of Education, Science and Culture, school operating entities, institutions providing teacher education

**Priorities:** Education according to everyone's needs; nationwide education; early intervention; educational and vocational guidance; continuous improvement and quality assurance; a diverse educational community; the advancement of Icelandic; education for all; responsibility for and coordination of service provision systems; competence development of education professionals; teacher education; recruitment

## Action 4: Increase the number of licensed teachers

Increasing the number of licensed teachers is a long-term task that requires cooperation between the two government levels. There is a need to increase teacher training enrollment and student retention, and to take steps to ensure that new teachers see work in Icelandic schools as a permanent career.

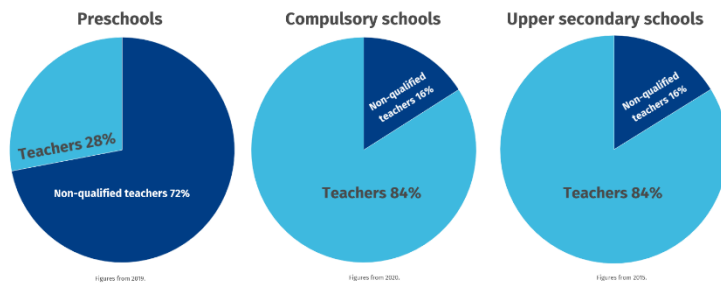
The rising average age of teachers, and the high rate at which new teachers abandon the profession, are detrimental to learning and teaching at all levels of the school system. Schools in sparsely populated areas are a special point of concern, considering that they generally have a higher percentage of non-qualified teachers than more urban areas.

In 2019, fewer than 27% of those occupied in the teaching, care or education of children in preschools were in possession of a preschool teacher licence, to be compared with the legally mandated 67%. In 2020, around 16% of those teaching at the compulsory level were non-qualified teachers. The average age of teachers continues to rise, especially at the upper secondary level.

In 2019 the government launched an initiative aiming to increase the number of teacher graduates, make teacher training more efficient, and increase the number of teachers specialised in professional supervision and guidance, which is a strategy to provide targeted support to new teachers during the initial years of their careers.

Enrollment in teacher training institutions has risen considerably after the initiative was launched, but there are clear indications that even stronger enrollment growth is necessary to support the country's education system.

**Objectives:** To ensure that preschools, compulsory schools and upper secondary schools are staffed with fully licensed teachers to safeguard the quality of learning and teaching and to meet society's needs.



The proportion of non-qualified teachers was 16% at the compulsory level in 2020 and 72% at the preschool level in 2019. These percentages have remained stable for a number of years. At the upper secondary level the proportion of non-qualified teachers was over 16% in 2015.

## Main activities:

1. Establishing a teacher population projection, including a mapping of the number of subject teachers and the number of teachers of trade, vocational and technical subjects. Analysing regional teacher shortages and researching ways to remedy these.
2. Assessing what has been achieved by the initiative on teacher recruitment launched in the autumn of 2019 in consultation with stakeholders, including teacher trainees.
3. Making professional supervision and guidance for new teachers permanent.
4. Activating the provision on special temporary relief for the repayment of student loans of the Act on the Icelandic Student Loan Fund for the specific purpose of increasing teacher training enrollment, remedying regional teacher shortages, and reducing the rate at which young teachers abandon the profession.

**Responsibility:** Ministry of Education, Science and Culture

**Implementing bodies:** Ministry of Education, Science and Culture in cooperation with higher education institutions, the Icelandic Teachers' Union, and school operating entities

**Priorities:** Teacher training and recruitment; competence development of education professionals; nationwide education; continuous improvement and quality assurance; a diverse educational community

## **Action 5: Competence of education professionals**

The existence of well educated and competent teachers, school leaders and other professionals is the foundation of any excellent education system. The content of teacher education and opportunities for professional development in schools must take into consideration the needs of society, including its emphasis on sustainability, digital skills, cultural literacy, and environmental awareness. A solid scientific basis, the existence of a learning community and active participation are prerequisites for successful professional development. The action aims to learn from other nations' successes, encourage collaborative projects and exchanges of teachers and other professionals in schools and after-school programmes, and disseminate new knowledge.

**Objectives:** To ensure that the competence of teachers, school leaders and other professionals in schools and after-school programmes is such as to meet the growing competence demands and changing needs of society. To strengthen the link between teacher education and professional development in order to increase the wellbeing and performance of students, promote reform, heighten job satisfaction, and improve the quality of the education system.

## Key terms:

**Learning community:** Those who are part of a learning community learn from each other and in collaboration with each other in order to improve the outcome of their work. The strengthening of the learning community is an effective way to enhance the professional development of teachers, and supports the efforts of schools to implement reforms and improve their results.

**Professional development:** Professional development is a continuous process of conscious structured learning that leads to improvement and a positive outcome. It is directly linked to the daily work of teachers with their students, and is organised around the actual tasks of the profession. It has a clear purpose and aim, and its objective is to increase the skills and knowledge of school staff and improve professional quality. It takes place within a professional learning community, constitutes a self-evident and integral part of the day-to-day work of school professionals, and has the cultural characteristics of an evolving society. The term covers formal studies; the induction of novice teachers; courses; research into aspects of the teacher's own work; participation in development projects; counselling; the attending of conferences; the reading of professional literature; school visits, etc. Targeted professional development boosts teachers' job satisfaction, impacts the results of their work, and reduces the likelihood of burnout and of quitting the profession.

## Main activities:

1. The Ministry of Education, Science and Culture will gather data on the professional development of teachers, school leaders and other professionals, and on study leaves taken, for the purpose of satisfying the professional development needs attendant to the new education policy.
2. Every school is to draw up a professional development plan based on criteria for the general and specific competencies of teachers and school leaders and on specified educational needs.
3. *Menntaflétta*, a professional development hub for educators operated as a collaborative project between the School of Education of the University of Iceland, the University of Akureyri and the Icelandic Teachers' Union, is to be made permanent through continued work on professional development courses for teachers and other professionals in schools and after-school programmes.
4. Teachers and school leaders are to be given increased opportunities to acquire knowledge on reading and creativity in a wide sense, including financial, cultural and media literacy, based on high-quality interdisciplinary research, and to participate in development work that builds a strong learning community.

**Responsibility:** Ministry of Education, Science and Culture

**Implementing bodies:** Institutions providing teacher education, the Icelandic Teachers' Union, school leaders at the preschool, compulsory and upper secondary levels, Ministry of Education, Science and Culture

**Priorities:** Nationwide education; competence development of education professionals; educational and vocational guidance; science and research; trade, vocational and technical education; mental health promotion; everyone's wellbeing; responsibility for and coordination of service provision systems; continuous improvement and quality assurance; diversity; knowledge and courage; a diverse educational community; validation of competence

## Action 6: Critical thinking, creativity and understanding

Reading and writing proficiency is an important prerequisite for other types of literacy and supports critical thinking, creativity and understanding. A highly important aspect of the work to increase the performance of all students is to improve literacy, both fundamental reading skills and literacy in a wider sense.

Studies point to impaired reading comprehension, in particular among boys; criticism has been raised regarding the teaching of Icelandic in compulsory and upper secondary schools; and students have voiced a clear wish for greater emphasis on other types of literacy, including environmental, media, cultural, health, and financial literacy. Activities within this action also take into consideration the [Parliamentary Resolution on strengthening Icelandic as an official language](#).

**Objectives:** To improve the literacy and Icelandic proficiency of students, increase their reading comprehension, and expand their knowledge of different types of literacy.

### Main activities:

1. Providing systematic support for the teaching and training of reading skills in preschools, compulsory schools and upper secondary schools, including through improved access to counselling and evaluation tools for reading comprehension, writing, and Icelandic as second language, in close cooperation with teachers. Implementing measures directed specifically at boys. Mapping and supporting the digital skills of school professionals.
2. Publishing new criteria for the minimum proficiency of Icelandic teachers, based on the Regulation on a teacher competency framework, as a means of enhancing teacher education and the professional development of teachers.
3. Revising the competency criteria for Icelandic and the subject area of Icelandic in the National Curriculum Guide for Compulsory Schools, and implementing these.
4. Strengthening the professionalism of school and public libraries through grants, information efforts and increased cooperation.

**Responsibility:** Ministry of Education, Science and Culture

**Implementing bodies:** The Directorate of Education, Ministry of Education, Science and Culture, institutions providing teacher education, school operating entities, local authorities

**Priorities:** Literacy; the advancement of Icelandic and Icelandic sign language; nationwide education; a diverse educational community; diversity; students' voices; expectations for students; expectations for parents; digital living; creativity and critical thinking; continuous improvement and quality assurance; libraries; education according to everyone's needs; early intervention



## **Action 7: Shaping Iceland's national skills strategy through active consultation**

A consultative forum will be set up to allow the education system and economic actors to agree on how to shape a national skills strategy to systematically build the skills required to tackle future challenges, while at the same time ensuring welfare, the creation of economic value and competitiveness. The development of the policy therefore relies on the crucial dialogue between public authorities and stakeholders on access to a wide range of education programmes, their organisation and financing, and the clear roles of all those involved in adult education. A memorandum of cooperation on mutual objectives will be signed. The development of the policy will take into account existing analyses and data, including regarding the performance of the education system, skills projections, demographic changes, and the evolution of the labour market. A special emphasis will be placed on continuing education and lifelong learning; adult education; access to trade, vocational and technical education; and the professional development of school staff. The consultative forum will follow up the implementation of the policy.

**Objectives:** For public authorities and stakeholders to agree on priority areas within the education system and the economy that support the systematic development of skills to tackle future challenges while ensuring welfare, the creation of economic value and competitiveness.

## Main activities:

1. Setting up a consultative forum to reflect the broad cooperation of public authorities, stakeholders and those participating in adult education. The role of the forum will be to set the main priorities for the systematic development of competencies to ensure that the skills acquired through education and work are adequate to meet future challenges.
2. Developing a policy and setting priorities for the future development of skills. Focus areas will include: the skills needed; ways of providing support for mobility between different systems of education and work; and how to ensure access to education for disadvantaged groups.
3. Signing a memorandum of cooperation on the delivery of the main priorities, where the parties agree on the systematic development of competencies over the next 10 years, to be implemented by policy actors at the levels of schools, education providers and businesses.
4. The consultative forum will follow up the project through dialogue and biannual status reviews.

**Responsibility:** Ministry of Education, Science and Culture

**Implementing bodies:** A consultative forum composed of the representatives of the Ministry of Social Affairs and Children, the Ministry of Industries and Innovation, the Prime Minister's Office, the Ministry of Justice, the Directorate of Education, the Icelandic Confederation of Labour (ASÍ), SA Confederation of Icelandic Enterprise, the Icelandic Teachers' Union, the Federation of State and Municipal Employees (BSRB), the Association of Educational and Vocational Guidance Practitioners, the Association of Local Authorities in Iceland, the Icelandic Disability Alliance (ÖBÍ), school leaders at the upper secondary and tertiary levels, upper secondary school students and people attending continuing education, the Icelandic Confederation of University Graduates (BHM), Leiknar/Kvasir – the Education and Training Service Centre (FRÆ), private education providers, immigrant associations/the third sector

**Priorities:** Education according to everyone's needs; nationwide education; a diverse educational community; diversity; trade, vocational and technical education; educational and vocational guidance; continuous improvement and quality assurance; efficient use of funds; digital living; creativity and critical thinking; education for all; students' voices

## **Action 8: Young people's voices – active student democracy at all school levels**

Democracy is the cornerstone of our society. One of the main roles of the education system has been to promote the all-round development of students and their participation in a democratic society in constant evolution. There is a need to strengthen the school community's ability to respond to societal challenges and conflicts in democratic ways and motivate students to exercise real influence.

The Althing recently passed a Parliamentary Resolution on the implementation of the United Nations Convention on the Rights of the Child, emphasising the need for children to be actively involved in decisions and for public authorities to engage in systematic and frequent consultation with children and young people, as well as the implementation of the Convention in the context of schools and after-school programmes. Prior to this, the Reference Framework of Competences for Democratic Culture established by the Council of Europe was approved by all its member states in 2016.

**Objectives:** For public authorities to engage in systematic and frequent consultation with children and young people on education, and take their views into consideration in their decision making. To encourage students to influence their education and public debate. To strengthen democratic competence and active student democracy at all school levels, in both formal and informal learning contexts.

## Main activities:

1. Setting up a digital participatory forum to be shaped through the participation of children in accordance with the Parliamentary Resolution on a child-friendly Iceland, and which will be used to strengthen the communication between children and young people and public authorities.
2. Supporting the increased participation of young people in the work of public committees and boards; strengthening contacts with students, student associations at all school levels, and local youth councils; and reinforcing existing cooperation with organisations such as the National Union of Icelandic Students (LÍS) and the Union of Icelandic Upper Secondary Students (SÍF). Prioritising work to reach disadvantaged groups and facilitate their participation. Initiating a formal consideration of proposals submitted to the Government by the Children's Forum and of other proposals on education reform.
3. Making use of the [Council of Europe Reference Framework of Competences for Democratic Culture](#) in both formal and informal learning, as well as in teacher education. Translating the Framework into Icelandic and publishing it digitally, making it known to the school community, and using it in the context of the revision of National Curriculum Guides.
4. Strengthening democratic education in cooperation with students and professionals in schools and after-school programmes; organising professional development courses on democratic awareness and critical thinking for the latter group; and supporting the adoption of best tools and practices both in Iceland and abroad. Encouraging cooperation between educational institutions on strengthening the democratic and human rights aspects of education, and their participation in the Council of Europe Democratic Schools Network.
5. Drawing up a plan to support the pointed implementation of the United Nations Convention on the Rights of the Child through the provision of information to students and to teachers and other professionals in schools and after-school programmes. Placing a special emphasis on UNICEF's Rights Respecting Schools programme as a part of implementing the principles of a child-friendly Iceland in all municipalities.

**Responsibility:** Ministry of Education, Science and Culture

**Implementing bodies:** Ministry of Education, Science and Culture, Ministry of Social Affairs, the Office of the Ombudsman for Children, Save the Children Iceland, national parents' association *Heimili og skóli*, Youth Work Iceland (Samfés), the National Association of People with Intellectual Disabilities (Þroskahjálp), the Icelandic Disability Alliance (ÖBÍ), schools at all school levels, the Directorate of Education, student associations (including LÍS and SÍF)

**Priorities:** Students' voices; knowledge and courage; creativity and critical thinking; digital living; expectations for students

## **Action 9: High-quality educational materials for every part of the education system**

Access to high-quality educational materials is crucial for good education. It is important to ensure adequate supply of educational materials for preschools, compulsory schools, upper secondary schools and adult education adapted to the differing needs and the diversity of students.

The format and distribution of educational materials is subject to rapid changes, and it is important for a wide variety of high-quality materials adapted to the priorities of the education system to be available at all times. The language of a small nation must be safeguarded, including by the publication of high-quality educational materials. The value of this for the preservation of the Icelandic language and for strengthening literacy is undisputed.

A priority area will be to set up an e-book programme that can be used to develop and disseminate digital educational materials, thereby improving access for diverse groups of students and for all school levels.

**Objectives:** To improve the quality, diversity and access of educational materials for students at the preschool, compulsory school and upper secondary levels, as well as within adult education, with a particular priority being digital learning materials in Icelandic and in Icelandic sign language as well as materials for students with a diverse linguistic and cultural background.

## **Main activities:**

1. Strengthening the Educational Materials Development Fund and the Educational Materials Fund in order to facilitate innovation and diversity in the development of educational materials and the systematic publication of high-quality materials. Ensuring that grants from the funds are allocated based on quality criteria and that they support the priorities of Education Policy 2030.
2. Developing official quality criteria for educational materials, including guidelines for the introduction of digital solutions, having regard to data protection and other considerations.
3. Developing a central digital hub for learning materials for all levels of the education system, and an information centre for the utilisation and introduction of those materials.
4. Increasing the access of preschools to materials published by the Directorate of Education and the access of upper secondary schools to materials for students in vocational programmes.
5. Promoting increased access of adults with a foreign background to suitable educational materials, including in Icelandic as second language, in accordance with the European Language Framework. Ensuring that such materials can also be used in the teaching of other age groups.

**Responsibility:** Ministry of Education, Science and Culture

**Implementing bodies:** Ministry of Education, Science and Culture, the Directorate of Education, school operating entities

**Priorities:** Assessment and educational materials; National Curriculum Guides supporting the education policy; education according to everyone's needs; a diverse educational community; literacy; lifelong learning; digital living; continuous improvement and quality assurance; efficient use of funds

