

**Expected outputs/outcomes in lifelong guidance**

<p><b>I Citizen Perspectives: 1.1. Learning/study</b></p>	
<p>Learning / Study skills Lifelong learning Further education Continuing education</p>	
<p><b><i>Lifelong learning</i></b></p> <p>Lifelong learning centres provide courses and <b>counselling</b> for a particular geographical region in the country. Eight lifelong learning centres have been established, with one in each of the main regions of the country. They co-operate with schools at upper secondary and higher education level and with municipalities, employers’ and employees’ organisations and private enterprises. A part of the courses are offered as distance learning courses. Lifelong learning centres offer courses in Icelandic for adult immigrants.<b>IS1</b></p> <p>Great emphasis has been put on continuing education during the last few years. The Ministry of Education introduced a five-year plan in 1998 to strengthen lifelong learning, according to which it is the joint responsibility of the government and social partners to ensure everybody’s rights and obligations to education throughout life. Several initiatives have already been taken to ensure these objectives. Increased emphasis by labour unions on the right to paid educational leave and/or subsidised courses could also change the scene considerably. Several measures are already in place or being planned.<b>IS3</b></p>	
<p><b><i>Continuing education and training for young school leavers and adults</i></b></p> <p>Continuing education is an extensive sphere in Icelandic society and is provided by various parties such as public authorities, private institutions, companies and organisations. The continuing education and training dealt with in this chapter mostly concerns educational and training opportunities defined in laws and regulations and/or financially supported by public authorities. The educational opportunities provided by public authorities are open to all, although with certain restrictions in some cases. They are intended to serve everyone according to their needs, especially young school leavers and adults who want to improve their basic education, general knowledge or professional capabilities, or who want to cultivate their hobbies.</p> <p>Continuing adult education and training is provided both as general adult education for unqualified young people and adults and as continuing</p>	

<p>vocational training for young people and adults who are already qualified for a given profession. <i>This information on the CEDEFOP web is very dated (at least 6 or 7 years old).</i><b>IS1</b></p>	
<p>Motivation</p>	
<p>Communication</p>	
<p>Placement</p>	
<p>Work-based learning</p>	
<p><b><i>Workplace learning</i></b></p> <p>Educational promotion in workplaces . Last winter (2004-2005), the Education and Training Service Centre ran the “Encourage Education at the Workplace” course, which is a 100 hour distance learning package on advisory services, for representatives from companies and institutions. The course is intended to train participants to advise colleagues about ways to develop their skills, e.g. by providing information about available courses and about ways to get the services of training and employment advisors. It is hoped that the training will establish contact people in companies who can inform and encourage general staff to participate more actively in lifelong learning. <b>IS1</b></p>	
<p><b><i>Workplace counseling</i></b></p> <p>Counselling in the workplace by guidance counsellor Fjóla María Lárusdóttir on the web of the Education and training centre <b>IS1</b></p>	
<p><b><i>Career counselling /counselling</i></b></p> <p>Public and private institutions at the upper secondary and higher education level generally offer educational counselling. The educational counselling services consist for example of assisting in choosing courses, organising studies, informing about study and career opportunities and supporting learners in the event of failure. Many services also assist students with their personal problems. Lifelong learning centres also offer educational counselling. <b>IS1</b></p>	
<p>Guidance and counselling/counselling</p>	

<p><b>I Citizen Perspectives:</b> <b>1.2. Career Management</b></p>	
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<b><i>Career development</i></b>	
<p><b>Brochure on validation published by the Education and training centre</b></p> <p><b>Career development:</b> Having an overview of competence can strengthen the position of the individual and give the employer a better view on the employee's competence. This can lead to new possibilities for the individual for example increased responsibility and new projects that are related to his/her competence. Decision of learning and profession: A precise overview of competence can come in handy when choosing a learning path or applying for a job, precisely when it is important to take a well informed decision. <b>IS1</b></p>	
Career management <i>(Including the ability to make effective transitions and plan progression)</i>	
Occupational thinking <i>(Organize and differentiate occupational information)</i>	
<b><i>Employment</i></b>	
<p><i>Gathering of information on the employment situation in Iceland.</i> The Directorate of Labour shall at regular intervals gather information on the employment situation, unemployment and employment prospects relating to individual parts of the country. It shall also monitor the composition of the workforce in Iceland. The Directorate of Labour shall also make regular surveys of the demand for labour and the outlook in occupational sectors so as to make it possible to assess the employment prospects of students in various lines of study and to improve the counselling regarding employment available to senior school and university-level students. <b>IS1</b></p> <p>This Act provides for labour market measures. 'Labour market measures' refers to labour exchange services, the assessment of job-seekers' competence and the structure of remedial measures designed to enhance job-seekers' capacity for work. 'Job-seeker,' for the purposes of this Act, refers to any person who applies to participate in labour market measures. Article 2. <i>Aim.</i> The aim of this Act is to provide individuals with the appropriate assistance to enable them to become active participants in the labour market. This Act is also intended to promote equilibrium between the supply of, and the demand for, labour in Iceland. <b>IS2</b></p> <p>The labour market council in each area shall submit a report on the employment situation to the board of the Directorate of Labour in November each year, together with proposals on the labour market measures that it recommends should be prioritised the following year. In addition, the labour market councils shall act in an advisory capacity to the relevant service centre of the Directorate of Labour regarding the structure and choice of labour market remedies. The Minister of Social Affairs may entrust other tasks to the labour market councils in accordance with the aim and scope of this Act, after receiving the comments of the board of the Directorate of Labour. <b>IS2</b></p>	
<b><i>Employability</i></b>	

Ministry of Social affairs: In the new labour market measures act from 2006: This Act provides for labour market measures. 'Labour market measures' refers to labour exchange services, the assessment of job-seekers' competence and the structure of remedial measures designed to enhance job-seekers' capacity for work. 'Job-seeker,' for the purposes of this Act, refers to any person who applies to participate in labour market measures. **IS1**

*Assessment of job-seekers' capacity for work.* When a job-seeker applies to participate in labour market measures, his/her capacity for work shall be assessed by an advisor at the Directorate of Labour. A job-seeker shall submit all information available regarding his/her capacity for work so as to make it possible to help him/her to obtain suitable employment and give him/her the opportunity of participating in individual labour market remedies. Then, under an agreement with the job-seeker, a schedule will be drawn up covering his/her employment search and participation in appropriate labour market remedies on the basis of the assessment. At the same time, the job-seeker is to be provided with guidance regarding other services if it is considered necessary that he/she seek assistance in other public service systems prior to, or concurrently with, the services provided under this Act. **IS1**

*Structure of labour market remedies.* The Directorate of Labour shall be responsible for the structure of labour market remedies, which shall be divided into the following categories: a. individual courses, such as courses on drawing up employment search schedules or self-improvement and courses to improve competence in particular areas; b. vocational remedies, i.e. job introductions, vocational training and trial engagements; c. counselling, provided concurrently with participation in courses and trial engagements; d. study remedies; e. employment-related rehabilitation and f. employment-related rehabilitation for specific groups. The Directorate of Labour may enter into service agreements on participation by job-seekers in individual labour market remedies which other service providers will be in charge of carrying out. After receiving the comments of the board of the Directorate of Labour, the Minister of Social Affairs shall issue regulation containing further provisions on the structure of labour market remedies, e.g. on the types of courses to be held and what types of study are to be regarded as constituting labour market measures. **IS1**

*Gathering of information on the employment situation in Iceland.* The Directorate of Labour shall at regular intervals gather information on the employment situation, unemployment and employment prospects relating to individual parts of the country. It shall also monitor the composition of the workforce in Iceland. The Directorate of Labour shall also make regular surveys of the demand for labour and the outlook in occupational sectors so as to make it possible to assess the employment prospects of students in various lines of study and to improve the counselling regarding employment available to senior school and university-level students. **IS2**

Job satisfaction	
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Skills match <i>(User Skills and Task Match)</i> <i>(USTM)</i>	
Correspondence between VET and labour market competences	
<p style="text-align: center;"><b>Competence</b></p> <p><i>Assessment of job-seekers' capacity for work.</i> When a job-seeker applies to participate in labour market measures, his/her capacity for work shall be assessed by an advisor at the Directorate of Labour. A job-seeker shall submit all information available regarding his/her capacity for work so as to make it possible to help him/her to obtain suitable employment and give him/her the opportunity of participating in individual labour market remedies. Then, under an agreement with the job-seeker, a schedule will be drawn up covering his/her employment search and participation in appropriate labour market remedies on the basis of the assessment. At the same time, the job-seeker is to be provided with guidance regarding other services if it is considered necessary that he/she seek assistance in other public service systems prior to, or concurrently with, the services provided under this Act. <b>IS1</b></p> <p><b>Brochure on validation published by the Education and training centre</b>  <i>Validation is defined as:</i> Validation of non-formal and informal learning is based on the idea that learning does not only take place inside the formal school system but in all kinds of situations and in all kinds of contexts <i>and</i> Documentation of competence is the foundation of the validation process. The individual documents his/her competence through the guidance of a counsellor so that he/she can identify his/her strengths, make a career decision and get an overview of his/her competence. <i>Later in the brochure the following question is asked:</i> What is the use of highlighting and validating competence?</p> <p>For the community  Competence validation can increase the formal educational level in society. Most countries in Europe make great demands on the competence of their citizens. It benefits the whole community if citizens become aware of their competence and feel the need to develop it further. By recognizing competence, the society is motivating people to further develop their competence. Through recognition it can be avoided that those who have been on the labour market for a long time will have to start from scratch in their learning and repeat the parts they already have accomplished through experience.</p> <p>For the individual  The individual receives <b>guidance</b> to identify and document his competence. Through that process an overview will be compiled that can be used in many ways, depending on the goal of the individual. <i>And</i></p> <p><b>Career development:</b> Having an overview of competence can strengthen the position of the individual and give the employer a better view on the employee's competence. This can lead to new possibilities for the individual for example increased responsibility and new projects that are related to his/her competence. <b>Decision of learning and profession:</b> A precise overview of competence can come in handy when choosing a learning path or applying for a job, precisely</p>	

when it is important to take a well informed decision. <b>IS1</b>	
Action plan	
Decision making skills	
Decision learning	
Competence profile	
<b>Knowledge</b>	
<b>Training for people without qualifications</b>	
<p><i>Alþýðusamband Íslands –ASÍ-</i> (The Icelandic Federation of Labour) (32) has its own training organisation, called <i>Menningar- og fræslusamband alþýðu - Mfa</i>. It offers various courses, often in cooperation with other schools. The courses are mainly aimed at unskilled workers, and often more at improving their general knowledge e.g. in languages and computer literacy, rather than giving them more vocational qualifications. Until now only a fraction of workers have attended these courses.<b>IS3</b></p>	
<b>On-the-job trainers</b>	
<p>To be allowed to train apprentices on-the-job a master craftsmen’s qualification in the respective trade is a prerequisite so that the apprentices will acquire a broad knowledge of the field in question. Each certified trade has its own controlling body with the role of overseeing the apprentices get sufficient training. There is however no formal rule stipulating that on-the-job trainers get continuous training themselves.<b>IS3</b></p>	
Transition	
Work-based learning	
Workplace learning	

<b>I Citizen Perspectives: 1.3.</b>	
<b>Personal Support</b>	
Life planning skills	
Self-esteem	
Self-knowledge, Self-awareness, Self-reliance,	
Development of self motivation	
Life management	

<b>II Social Inclusion Policy</b>	
Equal opportunities	
Gender	
Immigrant	
<b>Social equity</b>	

At adult education level, an independent institution, *Hringsjá*, offers job training and preparation for further learning to people over the age of 18 with disabilities as rehabilitation, (no severe developmental disabilities however). The unit is run by the Association of Societies of the Disabled, *Öryrkjabandalag Íslands* but financed by the Ministry of Social Affairs. In 2005 the programme offers training to 44 up to 50 people and includes such subjects as computers, business studies, social studies, book keeping, languages, mathematics, artistic appreciation and expression, job experience and study techniques. The study is organised as a three term programme and taught by part-time teachers who come from business, industry and upper secondary schools. The centre also runs short courses, mostly the use of computers and book-keeping for about 100 individuals a year. **IS1**

### ***Inclusion***

*Notification of cessation of employment searches.* Persons who have applied to participate in labour market measures and have made use of the services of the Directorate of Labour in employment searches according to this Act shall inform the Directorate of Labour without unreasonable delay when they stop actively seeking employment. Notification shall be given in a verifiable manner, stating the reason why the employment search was stopped. **IS2**

*Structure of labour market remedies.* The Directorate of Labour shall be responsible for the structure of labour market remedies, which shall be divided into the following categories: a. individual courses, such as courses on drawing up employment search schedules or self-improvement and courses to improve competence in particular areas; b. vocational remedies, i.e. job introductions, vocational training and trial engagements; c. counselling, provided concurrently with participation in courses and trial engagements; d. study remedies; e. employment-related rehabilitation and f. employment-related rehabilitation for specific groups. The Directorate of Labour may enter into service agreements on participation by job-seekers in individual labour market remedies which other service providers will be in charge of carrying out. After receiving the comments of the board of the Directorate of Labour, the Minister of Social Affairs shall issue regulation containing further provisions on the structure of labour market remedies, e.g. on the types of courses to be held and what types of study are to be regarded as constituting labour market measures. **IS2**

*Participation by a job-seeker in labour market measures.* A job-seeker shall follow the schedules regarding his/her employment searches and participation in the appropriate labour market remedies under Article 11 and do everything in his/her power to improve his/her working capacity in order to become active participant in the labour market. Amongst other things, a job-seeker shall be obliged to attend interviews with an advisor at the Directorate of Labour as provided for under Article 14 and to participate in the labour market remedies on offer to him/her. In addition, a job-seeker shall inform the Directorate of Labour of any changes that may occur regarding his/her working capacity or other circumstances without unreasonable

delay. **IS2**

*Monitoring of a job-seeker's participation in labour market measures.*

Advisors at the Directorate of Labour shall monitor to ensure that job-seekers follow their schedules regarding employment searches and participation in the appropriate labour market remedies as provided for under Article 11. They shall call job-seekers to regular interviews according to each individual job-seeker's needs. At these, they shall examine the job-seeker's schedule regarding employment searches and participation in labour market remedies and revise him/her when necessary. When necessary, they shall be able to request information from a job-seeker to verify his/her employment searches and participation in labour market remedies.

A comprehensive review of a job-seeker's circumstances shall take place not later than three years after he/she first applies to participate in labour market measures, if he/she is still unemployed.

The Directorate of Labour may deny a job-seeker service under this Act if he/she does not follow his/her schedule regarding employment search and participation in labour market measures, including repeatedly refusing to participate in individual labour market remedies, failing to seek assistance from other service providers under the third paragraph of Article 11 or neglecting to provide the Directorate of Labour with the necessary information regarding his/her working capacity or changes that may occur regarding his/her working capacity or other circumstances. **IS2**

*Collaboration with other service providers.* In consultation with a job-seeker, advisors at the Directorate of Labour shall seek collaboration with other service providers when a job-seeker needs the service of other professional in order to achieve results in improving his/her working capacity with the intention of becoming active participant in the labour market. Furthermore, advisors at the Directorate of Labour shall work closely with other service providers when a job-seeker uses their service or when other service providers seek their assistance. Advisors at the Directorate of Labour shall notify the relevant service providers of cases where job-seekers do not follow their schedule regarding employment searches and participation in labour market remedies when compliance with the schedules is one of the conditions of the service agreement. **IS2**

Active citizenship

### **III Economic Impact**

#### ***Workforce/Labourforce development***

*Gathering of information on the employment situation in Iceland.* The Directorate of Labour shall at regular intervals gather information on the employment situation,

unemployment and employment prospects relating to individual parts of the country. It shall also monitor the composition of the workforce in Iceland. The Directorate of Labour shall also make regular surveys of the demand for labour and the outlook in occupational sectors so as to make it possible to assess the employment prospects of students in various lines of study and to improve the counselling regarding employment available to senior school and university-level students. **IS1**

The labour market council in each area shall submit a report on the employment situation to the board of the Directorate of Labour in November each year, together with proposals on the labour market measures that it recommends should be prioritised the following year. In addition, the labour market councils shall act in an advisory capacity to the relevant service centre of the Directorate of Labour regarding the structure and choice of labour market remedies. The Minister of Social Affairs may entrust other tasks to the labour market councils in accordance with the aim and scope of this Act, after receiving the comments of the board of the Directorate of Labour. **IS2**

*Publication of information on the employment situation in Iceland.* The Directorate of Labour shall publish a report at the beginning of each year on the situation on the domestic labour market, including information on unemployment, the employment outlook and the need for labour in specific occupations and the issue of work permits to foreign workers. **IS2**

*Private labour exchanges.* Enterprises, individuals and non-governmental organisations may act as intermediaries regarding employment engagements, providing that this is done at the employer's expense. **IS2**

Reliable figures about employer's expenditure on education and training are not obtainable. One estimate indicates that companies with more than 10 employees pay about IKR 800 million (Eur 9 million) annually for on-the-job courses. Other estimates indicate that 0.27% of companies' turnover was invested in lifelong learning (38). According to a survey in 2000, *Samtök iðnaðarins* (the Federation of Industries) estimated that apprenticeship training costs at least 264 million IKR (Euro 3 million) annually (39) **IS3**

## **Employment**

*Gathering of information on the employment situation in Iceland.* The Directorate of Labour shall at regular intervals gather information on the employment situation, unemployment and employment prospects relating to individual parts of the country. It shall also monitor the composition of the workforce in Iceland. The Directorate of Labour shall also make regular surveys of the demand for labour and the outlook in occupational sectors so as to make it possible to assess the employment prospects of students in various lines of study and to improve the **counselling** regarding employment available to senior school and university-level students. **IS1**

*Applications to participate in labour market measures.*

Job-seekers aged from 16 to 70 years may apply to participate in labour market measures. Applications shall be made in writing, on special forms and accompanied by materials as considered necessary by the Directorate of Labour, e.g. a certificate issued by a specialist physician in cases where the applicant has reduced working capacity. Applications shall include full information regarding the applicant's fitness for work, supported by satisfactory materials. Where the applicant is under the age of 18, his or her parent or guardian shall endorse the application by signing it. An application to participate in labour market measures shall constitute a registration with the Directorate of Labour's labour exchange and a request for assistance from the directorate's advisors in seeking employment. The Directorate of Labour may request information from other parties in connection with individual applications when it considers necessary. **IS2**

**Labour market measures.** Article 10. *Labour exchange services.* The Directorate of Labour shall maintain a register of job vacancies on offer in Iceland, which constitutes a single employment area. Records in the register shall include details of what the job involves, the demands made of applicants and other matters of significance. The Directorate of Labour shall also handle labour exchange services in the European Economic Area under the Agreement on the European Economic Area. The Directorate of Labour shall assist all those aged between 16 and 70 who have an unrestricted right to engage in employment in Iceland with job searches. The directorate shall make information on job vacancies available to job-seekers and help them to find suitable jobs. When it is considered that a job-seeker meets the conditions stated in a job vacancy advertisement, the Directorate of Labour shall provide assistance in establishing contact between the job-seeker and the employer who is looking for a worker. The Directorate of Labour shall also assist employers who seek general information about the labour supply or assistance with engaging workers. **IS2**

*Assessment of job-seekers' capacity for work.* When a job-seeker applies to participate in labour market measures, his/her capacity for work shall be assessed by an advisor at the Directorate of Labour. A job-seeker shall submit all information available regarding his/her capacity for work so as to make it possible to help him/her to obtain suitable employment and give him/her the opportunity of participating in individual labour market remedies. Then, under an agreement with the job-seeker, a schedule will be drawn up covering his/her employment search and participation in appropriate labour market remedies on the basis of the assessment. At the same time, the job-seeker is to be provided with guidance regarding other services if it is considered necessary that he/she seek assistance in other public service systems prior to, or concurrently with, the services provided under this Act. The services provided by advisors at the Directorate of Labour shall take account of the individual needs of each and every job-seeker. Furthermore, they shall take account of the employment prospects in Iceland at any given time. Where

<p>a job-seeker is aged under 18, consideration shall be given to the provisions of the Child Protection Act and the Act on Working Environment, Health and Safety in the Workplace when drawing up employment search schedules and schedules for participation in labour market remedies. Participation in labour market measures may be made subject to the condition that the job-seeker seeks the assistance of other services, either first or at the same time. <b>IS2</b></p>	
Competitiveness	
Economic development	
<p><b><i>Community development</i></b></p> <p>Migration to the capital area. The trend of people moving from the countryside towards the capital area, apparent all through the 20th century, is an important factor in education. People, especially those who want university qualifications, move, sometimes when they are still in secondary school. Many steps have been taken to try to reverse the situation. Thus the availability of (at least) basic upper secondary education, distance learning and courses at the continuing education centres have increased the offer of studies outside the capital area by a great deal. In the spring of 2002 the <i>Alþingi</i> (Parliament) passed a plan on the development of the country-side with a strong emphasis on education, especially vocational education. Distance learning will be further developed with the aim of making it possible for people to stay at home for a longer time. <b>IS3</b></p> <p>For the <b>community</b></p> <p>Competence validation can increase the formal educational level in society. Most countries in Europe make great demands on the competence of their citizens. It benefits the whole community if citizens become aware of their competence and feel the need to develop it further. By recognizing competence, the society is motivating people to further develop their competence. Through recognition it can be avoided that those who have been on the labour market for a long time will have to start from scratch in their learning and repeat the parts they already have accomplished through experience. <b>IS1</b></p>	
Community-capacity building	
Regional development	
Human capital	
Cost effectiveness	
Cost – Benefit	
<p><b><i>Efficiency</i></b></p> <p><b><i>Efficient investment in education and training</i></b></p> <p><b><i>Labour market efficiency</i></b></p> <p><b>Education and Training Service Centre.</b> The Education and Training Service Centre ehf. was established in December 2002 by the Icelandic Confederation of Labour (ASÍ) and the Confederation of Icelandic Employers (SA). The role of the Centre is to be a collaborative forum of the founding parties for adult education and vocational training in co-operation with other education bodies operating under the</p>	

<p>auspices of the member associations of ASÍ and SA. The Centre targets those who have not completed the upper secondary level of education. This target group comprises 40% of people in the labour market, although the ratio varies between years and regions. The objective is to enable individuals who have not graduated from the upper secondary level to obtain an education and improve their position in the labour market. <b>IS1</b></p>	
<p>Prolongation of studies The length of studies</p>	
<p>Student retention</p>	
<p><b>Drop-out</b></p> <p>Parliament of Iceland: Althingi. Counsellors have often been solicited in assisting drop outs. A resolution concerning the enhancement of school and career guidance was passed in spring 2007. The main aim of the resolution is to enhance school and career counselling so that dropout from upper secondary schools may be reduced. In 2006 a new legislation passed on labour market measures (see ministry of social affairs). <b>IS1</b></p> <p>Public and private institutions at the upper secondary and higher education level generally offer educational counselling. The educational counselling services consist for example of assisting in choosing courses, organising studies, informing about study and career opportunities and supporting learners in the event of failure. Many services also assist students with their personal problems. Lifelong learning centres also offer educational counselling. <b>IS1</b></p> <p>"Fjölsmiðjan" is a grant-aided institution which operates a centre for education, training and production for young people aged 16 to 24, who have dropped out of education and not found a place for themselves on the labour market. The objective is to provide a range of training and education for the young people who work there, for which they are paid a salary equivalent to unemployment benefits. <i>A school and career counsellor works at Fjölsmiðjan.</i> <b>IS1</b></p> <p><b>Education and Training Service Centre.</b> The Education and Training Service Centre ehf. was established in December 2002 by the Icelandic Confederation of Labour (ASÍ) and the Confederation of Icelandic Employers (SA). The role of the Centre is to be a collaborative forum of the founding parties for adult education and vocational training in co-operation with other education bodies operating under the auspices of the member associations of ASÍ and SA. The Centre targets those who have not completed the upper secondary level of education. This target group comprises 40% of people in the labour market, although the ratio varies between years and regions. The objective is to enable individuals who have not graduated from the upper secondary level to obtain an education and improve their position in the labour market. <b>IS1</b></p>	

Transition	
Third age Older workers Retirement	

**References/ Iceland:**

**IS1. . Official documents on adult guidance / counselling in Iceland.**

IS2. Labour Market Measures Act: <http://eng.felagsmalaraduneyti.is/legislation/nr/3370>

IS3. Vocational education and training in Iceland. Sort description. Dóra Stefánsdóttir. Cedefor Reference Series. December 2002. Retrieved from [http://www2.trainingvillage.gr/etv/publication/download/panorama/5141\\_en.pdf](http://www2.trainingvillage.gr/etv/publication/download/panorama/5141_en.pdf)

**IS4. GREINING Á STARFI: NÁMS- OG STARFSRÁÐGJAFAR Í GRUNNSKÓLUM REYKJAVÍKUR DESEMBER 2006.**