

**Findings of evaluation of self-evaluation
procedures in primary/lower secondary
schools 2001-2003**

Overall findings

***Ministry of Education, Science and Culture
April 2004***

Ministry of Education, Science and Culture

April 2004

Publisher:

Ministry of Education, Science and Culture
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Layout and word processing: Ministry of Education,
Science and Culture

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Introduction

This report contains the principal findings of the first evaluation of self-evaluation procedures in primary/lower secondary schools in the period 2001-2003. The report is sent to local authorities and primary/lower secondary schools. The report may also be seen on the Ministry of Education website www.menntamalaraduneyti.is under Publications.

Art. 49 of the Compulsory Schools Act no. 66/1995 provides that each school shall introduce methods of evaluating the work of the school, including its teaching and administrative methods, communication within the school and relations with outside parties. The article also provides that every five years an evaluation shall be made, on the initiative of the Minister of Education, on the self-evaluation procedures used in schools. The provisions on evaluation of self-evaluation procedures in primary/lower secondary schools were implemented in the autumn of 2001. Evaluation of self-evaluation procedures in 184 primary/lower secondary schools was completed in the spring of 2003.

The objective of the evaluation was to appraise the status of self-evaluation, self-evaluation procedures and the practice of self-evaluation in individual schools. The criteria laid down for evaluation of self-evaluation procedures are that the self-evaluation be formal, inclusive, reliable, collaborative, improvement-oriented, performance-oriented, institution-oriented, individual-oriented, descriptive and analytical, and be made public (see Annex 1).

In order to provide guidance for schools in their self-evaluation work, the Ministry of Education pushed a booklet, *Sjálfsmat skóla* (Schools' Self-Evaluation) in the spring of 1997. This deals with the purpose and objectives of self-evaluation, states criteria for self-evaluation of schools, and contains a checklist and guidelines for the form of the self-evaluation report.

The criteria on which evaluation of self-evaluation procedures in schools is based are also published in the general section of the National Curriculum Guide for primary/lower secondary schools (www.menntamalaraduneyti.is under Publications), and they were explained to schools by a letter sent to all primary/lower secondary schools before the evaluation commenced.

Evaluations 2001-2003

During the evaluation period 2001-2003 evaluations were made of the self-evaluation procedures of 184 primary/lower secondary schools in all constituencies. For various reasons it was not possible to carry out an evaluation in a handful of schools. In accord with legal provisions, the Ministry of Education advertised, and then appointed outside parties to carry out the evaluations (see further details on schools in Annex 3 and evaluators in Annex 4).

Evaluation of schools' self-evaluation procedures was based on, among other things, data from the relevant school, site visits to the school and interviews with administrators, teachers, and representatives of other staff and students, as applicable.

In carrying out evaluations for each school, the evaluators recorded their findings on computerised questionnaires designed by the Ministry. Essentially, there was a single questionnaire or tool, which covered the status of self-evaluation in each school. Thus three versions of the questionnaire were prepared, taking account of how far the school had progressed in its self-evaluation work.

The questionnaire for schools which had carried out a systematic self-evaluation comprised 42 questions, with two or more possible answers. The content was based upon the ten criteria (see Annex 1), and the questionnaire was made up of four main sections: 1. The status of self-evaluation in the school, 2. The school's self-evaluation procedures, 3. Self-evaluation practice, and 4. Overall findings.

Where a school had tried out self-evaluation of certain aspects of the school's work, a shorter questionnaire was used, comprising seven questions. This was made up of two parts: 1. The status of self-evaluation in the school, and 2. Overall findings.

Where a school had not done any work on self-evaluation or had only begun preparation of systematic self-evaluation, the evaluators recorded their findings on the third, and shortest, questionnaire, comprising four questions in two parts: 1. The status of self-evaluation in the school, and 2. Overall findings.

In all cases the evaluators notified the principal of the relevant school of the findings of the evaluation before they were submitted to the Ministry, so that the principals had the opportunity to comment on the content. At the end of each evaluation period, the Ministry published an interim report on the status of self-evaluation in the schools where evaluations had been made. This was sent, along with the Ministry's comments, to the local authority where the relevant school was located. Copies were sent to the schools.

1. 1. Status of self-evaluation in the schools

Seventy-two of the 184 primary/lower secondary schools where evaluations were carried out in 2001–2003 had an official plan in writing for self-evaluation; this represents 52% of the schools.

A systematic self-evaluation has been carried out in 69 of the schools where an evaluation was made.

Systematic self-evaluation means an evaluation carried out in an organised fashion in accord with an action plan, and with procedures determined in advance. The procedures used may be based upon a criteriaised self-evaluation system, or upon a composite or adapted system. The intention was that the systematic self-evaluation be in progress when the evaluation was carried out.

The status of self-evaluation in the schools proved to be as follows:

Status of self-evaluation	No. of schools	%
Systematic self-evaluation of all main factors	29	16%
Systematic self-evaluation of some factors	40	22%
Some experiments in self-evaluation	71	38%
Preparation of systematic self-evaluation begun	27	15%
No work on self-evaluation	10	5%
Other	7	4%
Total	184	100%

Of the 69 schools which had carried out a systematic self-evaluation, 29 had published a self-evaluation report. The reports cover either all principal aspects of the school's work, or specified aspects. A self-evaluation report was in preparation in 18 of the 69 schools, and 22 had not published self-evaluation reports.

Thus a total of 57 of the 184 schools had published a self-evaluation report; this represents 31% of the schools.

As self-evaluation procedures and practice were under evaluation, those schools which had done no work on self-evaluation, had only made some experiments in self-evaluation, or had commenced preparation of systematic self-evaluation, were automatically deemed to have an unsatisfactory performance; these schools numbered 115. Hence the following two sections of the report deal only with those 69 schools which had carried out a systematic self-evaluation of all or some aspects of the school's work.

2. Self-evaluation procedures

Of the 69 schools which had carried out a systematic self-evaluation, 29 based their self-evaluation procedures on a composite, adapted system. Forty schools used self-evaluation procedures build upon a criteria based system.

Of those 71 schools where isolated experiments had been made with self-evaluation with regard to aspects of the school's work, 61 used a composite and adapted system. The self-evaluation of ten schools was build on criteria based systems.

With regard to whether the 69 schools' self-evaluation systems met the criteria laid down by the Ministry of Education for self-evaluation systems (see Annex 1), findings were as follows:

The self-evaluation system is deemed:	Yes	%	No	%	Total
Formal	54	78%	15	22%	69
Inclusive	55	80%	14	20%	69
Reliable	69*	100%	0	0%	69
Collaborative	58	84%	11	16%	69
Improvement-oriented	55	80%	14	20%	69
Performance-oriented	43	62%	26	38%	69
Institution-oriented	60	87%	9	13%	69
Individual-oriented	64	93%	5	7%	69
Descriptive	27	39%	42	61%	69
Analytical	59	86%	10	14%	69
Made public	32	46%	37	54%	69

* Yes or partly yes

According to the Ministry's criteria, 29 of the 69 schools which had carried out systematic self-evaluation were deemed to have satisfactory procedures, 37 to have partially satisfactory procedures, and three to have unsatisfactory procedures.

3. Self-evaluation practice

In the 69 schools which had carried out a systematic self-evaluation, preparation and publicity were found to be satisfactory in 50 schools, and partially satisfactory in 16 schools. In three schools preparation and publicity were deemed unsatisfactory.

In 39 of the 69 schools which had carried out a systematic self-evaluation, the implementation of improvements was in accord with the action and development plan made after the self-evaluation. Ten schools had evaluated whether the objectives of the action and development plan had been achieved.

In 19 schools of the 69 which had carried out systematic self-evaluation, criteria had been drawn up for what improved performance in individual fields entailed. In 47 cases, individual-oriented self-evaluation was utilised in human resources administration.

The practice of self-evaluation overall was deemed satisfactory in 24 schools of the 69 which had carried out systematic self-evaluation, and partially satisfactory in 41 schools. In four schools the practice of self-evaluation was deemed unsatisfactory overall.

← - - - - **Sniðioð:** Línubil: Nákvæmlega
12 pt

Summary

← Sniðid: Línubil: Nákvæmlega
12 pt

The principal findings of evaluations of self-evaluation procedures in 184 primary/lower secondary schools in the period 2001-2003 are that 69 schools have systematically worked on self-evaluation, or about 37.5% of the schools. Of these, systematic self-evaluation of all principal factors in the school's work has been carried out in 29 schools. Seventy-one schools had made experiments with self-evaluation, and 27 schools had commenced preparations for systematic self-evaluation. Ten schools had done no work on self-evaluation, of just over 5% of the schools.

The following table summarises the findings on evaluation of self-evaluation procedures in primary/lower secondary schools 2001-2003:

The school's self-evaluation procedures are deemed:	No. of schools	%
Satisfactory	29	16%
Partially satisfactory	37	20%
Unsatisfactory	118	64%
Total	184	100%

← Sniðid: Línubil: Nákvæmlega
12 pt

Thus 36% of the schools are deemed to have self-evaluation procedures which are satisfactory or partially satisfactory, while 64% are deemed to have unsatisfactory self-evaluation procedures.

When the practice of self-evaluation was evaluated for the 69 schools which had carried out a systematic self-evaluation, the findings were as follows:

The practice of self-evaluation is deemed:	No. of schools	%
Satisfactory	24	35%
Partially satisfactory	41	59%
Unsatisfactory	4	6%
Total	69	100%

Of the 184 primary/lower secondary schools of which an evaluation was made in this period, 19 schools or 10% fulfilled in every way the Ministry's criteria both for self-evaluation procedures, and for practice of self-evaluation.

With the publication of this report, the first process of the first evaluation period is complete. It is clear that the vast majority of the schools have done work on self-evaluation, while at the time of the

evaluation, some schools had made more progress than others. The trend over the period was that results improved as time progressed, and the proportion of schools which had completed a systematic self-evaluation rose.

Annexes

1. Criteria

The Ministry's criteria which form the basis for evaluation of self-evaluation procedures in schools are that the self-evaluation be:

1. Formal

A description of the procedures for self-evaluation must exist in the self-evaluation report, in the school's syllabus, and possibly in other written documents from the school. This should specify whether a recognised self-evaluation system, or a composite adapted system. The manner in which the self-evaluation is carried out overall must be explained. The description must state who is in charge of the task, who carries it out at any time, and who is included in it.

2. Inclusive

The self-evaluation shall cover all the principal aspects of the school's work, i.e. objectives, administration, study, tuition, study evaluation, students, staff, facilities and outside relations. The schools are not, however, expected to be able to evaluate every aspect in equal detail every year.

3. Reliable

It is important that the self-evaluation be based upon dependable data and reliable measurements. Data from the school's records, such as students' academic records and records of absences, must be available. Schools cannot, however, base the evaluation solely on statistical data. They must also evaluate their work by other means, such as opinion surveys among various groups, such as students, staff, parents, schools to which students have transferred, the public, employers and graduates of the school.

4. Collaborative

All staff must be involved, in one way or another, with the self-evaluation. In the planning and preparation of the self-evaluation, the scope of the project must be explained to all staff. General accord must also be achieved with regard to the practice of the evaluation. Division of tasks must be clear, as must management and responsibility. At this stage, participation in the self-evaluation by students, parents and other stake-holders must be borne in mind.

5. Improvement-oriented

The self-evaluation report must include an action and work plan for the improvements in the school's work which are to be implemented following the self-evaluation. Information must also be provided on how the objectives of the improvement plan are to be achieved. Criteria of what is entailed by improved results must be defined.

6. Performance-oriented

The school shall work on evaluating whether the school's objectives have been achieved, and what the school's work has achieved on the basis of the criteria it has drawn up for itself. These criteria may refer, for instance, to such factors as academic performance, well-being, good conduct, absences and drop-out rate.

7. Institution- and individual-oriented

The self-evaluation must focus both on the institution itself and on the individuals within it. For example, evaluations may be made of the school's performance in comparison with other schools, e.g. in national criteria examinations, and in evaluation of administration and tuition.

8. Descriptive

The self-evaluation report must include a concise description (text, figures, tables) of the school's work. The description must relate to the establishment of objectives.

9. Analytical

The self-evaluation report must include an analysis of strengths and weaknesses, applied systematically to each aspect of the evaluation, and then in the final summary.

10. Made public

It must be determined in advance who is to have access to specified aspects of the self-evaluation, while a self-evaluation report must be published. It must be ensured in this context that legal provisions are honoured, for instance with regard to the handling of personal data.

2. Evaluation tool

The Ministry of Education has designed a computerised questionnaire on which evaluators record their findings. The questionnaire has been prepared in three versions, according to the status of self-evaluation in each school. The main questionnaire comprises 42 questions, to be answered by the evaluators of the school has worked on a systematic self-evaluation. The questionnaire comprises five main sections:

I. Status of self-evaluation – the objective is to elicit information on the status of work on self-evaluation in the school.

II. Self-evaluation procedures – the objective is to elicit information on the system used by the school. The criteria are that the evaluation be formal, inclusive, reliable, collaborative, improvement-oriented, performance-oriented, institution-oriented, individual-oriented, descriptive and analytical, and be made public. Questions are posed on each of these factors.

III. Practice of self-evaluation – the objective is to elicit information on how successful the self-evaluation has been in practice.

IV. Overall findings – the objective is to elicit the final findings of the evaluators, on the one hand with regard to self-evaluation procedures, and on the other with regard to the practice of the self-evaluation. In order to answer this section, the evaluators base their answers on parts II and III respectively (see above).

V. Report – The objective is that a brief summary (not more than one A4 page) be made of the findings, together with comments and other information from the evaluators.

If the school has only made isolated experiments with self-evaluation of certain aspects of the school's work, the evaluators fill out a questionnaire which comprises seven questions. If no work has been done on self-evaluation, or if preparation of self-evaluation has commenced, a shorter questionnaire is used. In all cases the evaluators submit a brief report with the questionnaire.

3. Schools assessed 2001 - 2003

Autumn 2001

Reykjavík constituency

1. Austurbæjarskóli, Reykjavík
2. Ártúnsskóli, Reykjavík
3. Fellaskóli, Reykjavík
4. Grandaskóli, Reykjavík
5. Hagaskóli, Reykjavík
6. Hlíðaskóli, Reykjavík
7. Klébergsskóli, Reykjavík
8. Ölduselsskóli, Reykjavík
9. Réttarholtsskóli, Reykjavík
10. Suðurhlíðarskóli, Reykjavík
11. Vesturbæjarskóli, Reykjavík

Southwest constituency

12. Engidalsskóli, Hafnarfjörður
13. Flataskóli, Garðabær
14. Lækjarskóli, Hafnarfjörður
15. Setbergskóli, Hafnarfjörður
16. Smáraskóli, Kópavogur
17. Snælandsskóli, Kópavogur
18. Valhúsaskóli, Seltjarnarnes

Northeast constituency

19. Brekkuskóli, Akureyri
20. Dalvíkurskóli, Dalvík
21. Giljaskóli, Akureyri
22. Grenivíkurskóli, Grýtubakkahreppur

23. Grunnskólinn í Hrísey, Hrísey
24. Hrafnagilsskóli, Eyjafjarðarsveit
25. Húsabakkaskóli, Dalvík
26. Oddeyrarskóli, Akureyri
27. Valsárskóli, Svalbarðsstrandahreppur

Spring 2002

Reykjavík constituency

28. Árbæjarskóli, Reykjavík
29. Breiðagerðisskóli, Reykjavík
30. Foldaskóli, Reykjavík
31. Hamraskóli, Reykjavík
32. Háteigsskóli, Reykjavík
33. Húsaskóli, Reykjavík
34. Hvassaleitisskóli, Reykjavík
35. Ísaksskóli, Reykjavík
36. Korpuskóli, Reykjavík
37. Landakotsskóli, Reykjavík
38. Langholtsskóli, Reykjavík
39. Laugalækjarskóli, Reykjavík
40. Laugarnesskóli, Reykjavík
41. Melaskóli, Reykjavík
42. Rimaskóli, Reykjavík
43. Seláskóli, Reykjavík
44. Seljaskóli, Reykjavík
45. Tjarnarskóli, Reykjavík
46. Vesturhlíðarskóli, Reykjavík
47. Vogaskóli, Reykjavík
48. Öskjuhlíðarskóli, Reykjavík

Southwest constituency

49. Álftanesskóli, Bessastaðir
50. Digranesskóli, Kópavogur
51. Hofstaðaskóli, Garðabær
52. Lindaskóli, Kópavogur
53. Mýrarhúsaskóli, Seltjarnarnes
54. Víðistaðaskóli, Hafnarfjörður
55. Waldorfskólinn, Kópavogur
56. Öldutúnsskóli, Hafnarfjörður

Northeast constituency

57. Árskógarskóli, Dalvík
58. Barnaskólinn, Ólafsfjörður
59. Gagnfræðaskólinn, Ólafsfjörður
60. Glerárskóli, Akureyri
61. Grunnskólinn í Bárðardal, Þingeyjarsveit
62. Grunnskólinn í Grímsey, Grímseyjarhreppur
63. Lundarskóli, Akureyri
64. Síðuskóli, Akureyri
65. Stórutjarnarskóli, Þingeyjarsveit
66. Pelamerkurskóli, Hörgárbyggð

Autumn 2002

Reykjavík constituency

67. Álftamýrarskóli, Reykjavík
68. Breiðholtsskóli, Reykjavík
69. Engjaskóli, Reykjavík

Southwest constituency

70. Hvaleyrarskóli, Hafnarfjörður
71. Kársnesskóli, Kópavogur
72. Kópavogsskóli, Kópavogur
73. Varmárskóli, Mosfellsbær

South constituency

74. Ásgarðsskóli, Kjósarhreppur
75. Barnaskólinn í Vestmannaeyjar
76. Brautarholtsskóli, Skeiða- og Gnúpverjahreppur
77. Flúðaskóli, Hrunamannahreppur
78. Gaulverjaskóli, Gaulverjabæjarhreppur
79. Gerðaskóli, Reykjanesbær
80. Grunnskóli, Mýrdalshreppur
81. Grunnskólinn á Hellu, Rangárþingi ytra
82. Grunnskóli Bláskógabyggðar, Laugarvatn
83. Grunnskólinn í Austur-Landeyjum, Rangárþing eystra
84. Þykkvabæjarskóli, Rangárþing ytra
85. Grunnskólinn í Fljótshlíð, Rangárþing eystra
86. Grunnskólinn í Grindavík
87. Grunnskólinn í Hveragerði
88. Grunnskólinn í Sandgerði, Reykjanesbær
89. Grunnskólinn í Þorlákshöfn, Ölfushreppur
90. Hamarsskóli, Vestmannaeyjar
91. Heiðarskóli, Reykjanesbær
92. Holtaskóli, Reykjanesbær
93. Hvolsskóli, Rangárþing eystra
94. Kirkjubæjarskóli, Skaftárhreppur
95. Laugalandsskóli, Rangárþing ytra
96. Lágafellsskóli, Mosfellsbær

97. Ljósafossskóli, Grímsnes- og Grafningshreppur
98. Myllubakkaskóli, Reykjanesbær
99. Njarðvíkurskóli, Reykjanesbær
100. Reykholtsskóli, Bláskógabyggð
101. Seljalandskóli, Rangárþing eystra
102. Þingborgarskóli, Hraungerðishreppur
103. Villingaholtsskóli, Villingaholtshreppur

Spring 2003

Northwest constituency:

104. Andakílsskóli, Borgarfjarðarsveit
105. Árskóli, Sveitarfélagið Skagafjörður
106. Brekkubæjarskóli, Akranes
107. Broddanesskóli, Broddaneshreppur
108. Drangnesskóli, Kaldrananeshreppur
109. Finnbogastaðaskóli, Árneshreppur
110. Grundaskóli, Akranes
111. Grunnskóli, Akrahreppur
112. Grunnskóli, Bolungarvík
113. Grunnskóli, Húnaþing vestra
114. Grunnskóli, Önundarfjörður
115. Grunnskóli, Vesturbyggð
116. Grunnskólinn, Hólar
117. Grunnskólinn, Blönduós
118. Grunnskólinn á Borðeyri
119. Grunnskólinn, Hellissandur
120. Grunnskólinn, Hofsós
121. Grunnskólinn á Hólmavík
122. Grunnskólinn, Ísafjörður
123. Grunnskólinn á Suðureyri

124. Grunnskólinn, Tálknafjörður
125. Grunnskólinn á Þingeyri
126. Grunnskólinn, Borgarnes
127. Grunnskólinn, Búðardalur
128. Grunnskólinn, Grundarfjörður
129. Grunnskólinn í Ólafsvík
130. Grunnskólinn, Stykkishólmur
131. Grunnskólinn, Tjarnarlund
132. Heiðarskóli, Leirársveit
133. Höfðaskóli, Skagaströnd
134. Húnavallaskóli, Torfalækjarhreppur
135. Kleppjárnsreykjaskóli, Borgarfjarðarsveit
136. Laugargerðisskóli, Kolbeinsstaðahreppur and Eyja- og Miklaholtshreppur
137. Lýsuhólsskóli, Snæfellsbær
138. Reykhólaskóli, Reykhólahreppur
139. Súðavíkurskóli, Súðavíkurbhreppur
140. Varmahlíðarskóli, Sveitarfélagið Skagafjörður
141. Varmalandsskóli, Borgarbyggð

South constituency

142. Barnaskólinn, Eyrarbakki and Stokkseyri

Southwest constituency:

143. Hjallaskóli, Kópavogsbær

Autumn 2003

Evaluations were made of the self-evaluation procedures of the following schools in the autumn of 2003:

Northeast constituency

144. Borgarhólsskóli, Húsavík
145. Brúarásskóli, Norður Hérað
146. Fellaskóli í Fellahreppur
147. Grunnskóli, Borgarfjörður
148. Grunnskóli, Fáskrúðsfjörður
149. Grunnskóli, Mjóafjörður
150. Grunnskóli, Reyðarfjörður
151. Grunnskóli, Siglufjörður
152. Grunnskóli, Skútustaðahreppur
153. Grunnskóli, Svalbarðshreppur
154. Grunnskólinn, Bakkafjörður
155. Grunnskóli, Eskifjörður
156. Grunnskólinn á Raufarhöfn
157. Grunnskóli, Stöðvarfjörður
158. Grunnskólinn á Þórshöfn
159. Grunnskólinn, Djúpivogur
160. Grunnskólinn, Egilsstaðir and Eiðar
161. Grunnskólinn, Breiðdalur
162. Hafralækjarskóli, Húsavíkurbær and Þingeyjarsveit
163. Hallormsstaðaskóli, Austur- Hérað
164. Hlíðarskóli, Akureyri
165. Litlulaugaskóli, Þingeyjarsveit
166. Nesskóli, Fjarðabyggð
167. Seyðisfjarðarskóli, Seyðisfjörður
168. Vopnafjarðarskóli, Vopnafjörður
169. Öxarfjarðarskóli, Kelduneshreppur

South constituency

170. Grunnskólinn Hofgarði, Sveitarfélagið Hornafjörður
171. Hafnarskóli; Sveitarfélagið Hornafjörður
172. Heppuskóli, Sveitarfélagið Hornafjörður

173. Hrollaugsstaðaskóli, Sveitarfélagið Hornarfjörður
174. Nesjaskóli, Sveitarfélagið Hornarfjörður
175. Vallaskóli, Sveitarfélagið Árborg

Southwest constituency:

176. Garðaskóli, Garðabær
177. Salaskóli, Kópavogur
178. Stóru-Vogaskóli, Vogar

Reykjavíkur constituency

179. Borgaskóli; Reykjavík
180. Fossvogsskóli, Reykjavík
181. Hólabrekkuskóli, Reykjavík
182. Ingunnarskóli; Reykjavík
183. Víkurskóli, Reykjavík
184. Waldorfskólinn Sólstafir, Reykjavík

4. Evaluators

Evaluations of self-evaluation procedures in each school were carried out by two to three people, who together had experience in self-evaluation, the work of primary/lower secondary schools, and quality control. The evaluations were carried out by individuals, companies and public agencies; each evaluation team made an evaluation in at least three schools. The evaluations were carried out by the following:

Autumn 2001:

1. Auður Kristinsdóttir and Steinunn Helga Lárusdóttir
2. Anna Lilja Sigurðardóttir and Helga M. Steinsson
3. Erna M. Sveinbjarnardóttir and Sigurjón Mýrdal
4. Inga Bára Þórðardóttir, Jóhanna G. Kristjánsdóttir and Sýlvía Guðmundsdóttir
5. Kristín Jónsdóttir and Ólafur H. Jóhannsson
6. Lovísa Kristjánsdóttir and Védís Grönvold
7. Trausti Þorsteinsson and Vignir Einarsson

Spring 2002:

1. Anna Lilja Sigurðardóttir and Katrín Frímannsdóttir
2. Ársæll Guðmundsson and Vignir Einarsson
3. Deloitte & Touche
4. Jóhanna G. Kristjánsdóttir and Sýlvía Guðmundsdóttir
5. KPMG Ráðgjöf
6. Lovísa Kristjánsdóttir and Védís Grönvold
7. Iceland University of Education Research Institute

Autumn 2002:

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2. IMG - Ráðgarður
3. Jóhanna G. Kristjánsdóttir and Sýlvía Guðmundsdóttir
4. KPMG Ráðgjöf
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