Recognising competencies acquired in the workplace ~
Applying RPL methods and tools in specific jobs
Recognising competencies acquired in the workplace

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Professional Task Group (PTG) meeting in Iceland.

During the evaluation process of the pilot in Greece.

Participants from the Danish pilot at awards ceremony.
Introduction

The Recognition of the Value of Work (REVOW) project has brought together organisations from four countries across Europe to develop methods and tools that can assist the process of recognising competencies acquired in the workplace. The REVOW project is a Transfer of innovation project supported by funding from the European Commission through the Leonardo Da Vinci programme. The project focused on developing a framework to recognise and validate knowledge and skills acquired on the job and linking the validated competencies to the NQF/EQF.

Recognition of Prior Learning (RPL) is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of a qualification.

RPL takes into account that people learn in different ways and in various arenas. These may include education and training as well as informal learning through work and life experience.

Recognition of Prior Learning (RPL) includes:

(a) Formal recognition, i.e. the process of granting official status to skills and competencies through the award of certificates or grant of equivalence (credit units, validation of gained skills).

(b) Social recognition – the acknowledgement of the value of skills and competencies by social and economic stakeholders.


The main objective of «Recognition of the value of work» (REVOW) project was to establish a framework for the recognition of competencies through a specific process involving people - workers who have professional experience through non-formal and informal learning. The validation of these qualifications linked to the European Qualifications Framework (EQF) and National Qualifications Framework (NQF) will allow individuals to validate their competencies for further development. The certification of these competencies allows individuals to ensure their professional position.

The project aims were to:

- Develop a framework that will enable workers with little formal education to identify and validate their current levels of knowledge and skills.
- Establish competence standards.
- Facilitate a Recognition of Prior Learning, through validation of competencies, that will enable workers to embark on an up-skilling programme or open access to an educational programme.
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- Assist workers to recognise their acquired competencies and provide them with the confidence and direction to participate actively in lifelong learning.
- Allow competencies to be recognised across EU and to improve the mobility of workers through linking the standards used to the National Qualification Framework/European Qualification Framework.

**The target groups of the project are:**
- People (workers) with little formal education.
- Social partners; companies, trade unions, educational providers and policy makers.
- Instructors/assessors, guidance counsellors/advisers, and RPL project managers.

**Project outcomes**
- Project Leaflet.
- Project Website.
- Report on Standard development: General Standards with a strong European dimension.
- Web-based Guidelines on RPL processes for specific jobs (based on the REVOW experience).
- Guideline Brochure describing the REVOW focus for the target groups.
- Summaries of Pilots.
- Final Conference.

_Project products can be found on the REVOW website:_
[www.revow.eu](http://www.revow.eu)

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**Common European Principles and guidelines**

Recognising the importance and relevance of learning outside the formal education and training context, a set of common European principles for identifying and validating non-formal and informal learning were adopted by the European Council in May 2004. Formulated at a high level of abstraction, these principles identified key issues that are critical for developing and implementing methods and systems for validation. The establishment (in 2006) of the cluster on recognition of learning outcomes, in the context of the Education and training 2010 work programme, has made systematic follow-up of the common principles possible. The European principles for validating non-formal and informal learning were designed to strengthen the comparability and transparency of validation approaches and methods across national boundaries.

The factors that can make a validation process for non-formal and informal learning successful are:

- Partnership working and consultation;
- Sufficient financial and human resources;
- Training and guidance for staff involved to support policy and legislation;
- Use of clear reference points such as standards and qualification levels;
- Developing methodologies which are learning-outcomes-based;
- Quality assurance, monitoring and evaluation to ensure fairness and build confidence;
- Learning from others and sharing experiences.

Fundamentally, according to the European Guidelines for Validating Non-formal and Informal Learning (Cedefop, 2009), success requires that validation is broadly accepted as being relevant for reaching overarching political goals like lifelong learning, employability and social inclusion. Success will also require that validation is 'mainstreamed' and becomes an integrated part of qualifications systems: politically, legally, administratively and financially.

**Types of learning**

**Formal learning**
Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

**Non-formal learning**
Learning which is embedded in planned activities not always explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contains an important learning element. Non-formal learning is intentional from the learner's point of view.

**Informal learning**
Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is mostly unintentional from the learner's perspective.


**Recognition of competencies acquired in the workplace**
Recognition 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. All learning is seen as valuable and should therefore be documented, irrespective of where it was acquired. With the validation of non-formal and informal learning, opportunities for adults on the labour market to achieve education and training to further competencies are enhanced.

**Pilot sectors in the project**
The pilot activities took place in four different countries within four different sectors.

Iceland: Sound Engineering
Ireland: Credit Union
Denmark: Social and Health Service Sector
Greece: Vehicle Mechanic / Technician
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Pilot activities have already taken place in the Banking sector (Iceland, Cyprus, Denmark), Social Care Sector (Slovenia) and the Administrative Sector (Sweden) in the VOW project. All of the pilots have based the development of sub-standards on set general standards which have proved to be transferrable between sectors, and a specific RPL methodology focused on competencies acquired in the workplace.

Professional Task Groups (PTG)

In each country, a Professional Task Group (PTG) was formed for consultation and to facilitate developments. The PTGs included stakeholders from trades unions, employers, professional associations, the formal school system, human resource professionals, National Qualifications Authority and from other relevant fields. In each participating country the PTGs have provided valuable support for the development of the project. They have been particularly active in sourcing and commenting on the appropriateness of standards and sub-standards along with assessment and validation for the sector at hand in regard to national employment and training cultures, customs and practices.

Development of general standards

The 12 general competence standards developed in the REVOW project were based on the 10 general standards formulated in the VOW project. The standards cover both professional and personal competencies. On the labour market there is emphasis on the personal competencies an individual possesses in order to be good at his/her job, e.g. communication, organisation, independence and cooperation. The strength of those who have experience from the labour market is very much linked to those functional competencies in addition to direct professional competencies. The 12 general standards used in the REVOW project aim to reflect the above as well as a connection with the NQF/EQF. It was important that the standards created would be fit for purpose and adopted in each of the partner countries. The general standards are transferrable between sectors and the intention is that they serve as a benchmark for the identification of sub-standards for a specific job.
Link to the NQF/EQF

The EQF framework suggests a process, which leads to more transparency and better possibilities for comparison across the European countries. A key point in the REVOW project has been to strengthen the possibility to recognise competencies developed in the workplace, and in this way the EQF focus on learning outcomes (opposite traditional curriculum) has been most valuable, and the strengthening of the standards in relation to EQF has been an important tool to work in that direction. Furthermore the general standards and sub-standards have been identified and linked to the appropriate EQF/NQF levels through cooperation with stakeholders in the PTG in each country.

Development of sub-standards

The sub-standards were developed based on the 12 general standards and job descriptions from the chosen sector in each country in close cooperation with relevant stakeholders presented in the PTGs. Analyses on partner level supported the process through discussions on how to connect sub-standards to the general standards and how to express them in measurable terms. To qualify this discussion a web meeting was held with presentation from and discussion with Dr. Declan Kennedy who is an expert on learning outcomes from Ireland. Descriptions were further based on inspiration from the article “Writing and Using Learning Outcomes: A Practical Guide, by Declan Kennedy, Áine Hyland and Norma Ryan.

A detailed description of the standards and their development can be found in the Report on standards development (www.revow.eu).

In order to ensure the successful adjustment of standards, the following needs to be considered:

- It is important to involve all relevant stakeholders in the RPL process from the beginning. This can contribute to ensuring that the results will be valid within the respective sector.
- A proper analysis of the job in question must be carried out before it is possible to determine the competency standards required to perform that job.
- When describing competencies, the focus should be on learning outcomes, stated in measurable terms.
- Once the key competencies in a job have been identified they become the basis of the sub-standards to be used. This allows the appropriate selection of assessment tools to be used in the validation process.
- Through appropriate assessment methods each employee’s competencies can then be compared to the competency standards that are required for the job in question, from which RPL results can be formulated.
- The employees themselves are central to the process but frequently it may involve peers, supervisors and even customers.
The 12 General Standards to be adapted to different levels on EQF

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K1:</strong> Has sufficient understanding of the local/national/international/societal context within which the sector operates</td>
<td><strong>S1:</strong> Can take part in client/customer relations with empathy/enthusiasm and sensitivity towards the client’s/customer’s needs and communicate respectfully and professionally in the situation</td>
<td><strong>C1:</strong> Is able to relate the individual clients/customers needs to the products and services of the sector based on an independent judgment</td>
</tr>
<tr>
<td><strong>K2:</strong> Has sufficient knowledge and understanding of the products and services of the sector and the company/institution</td>
<td><strong>S2:</strong> Is able to manage the job function with responsibility, precision and punctuality</td>
<td><strong>C2:</strong> Is able to take part in team work and internal/external co-operation acting with responsibility, initiative and development orientation</td>
</tr>
<tr>
<td><strong>K3:</strong> Has basic professional knowledge of the given sector</td>
<td><strong>S3:</strong> Is able to act in respect to basic values within the profession and the sector</td>
<td><strong>C3:</strong> Is able to keep oneself updated on development trends with implications for the job function and shows flexibility and adaptability in this respect</td>
</tr>
<tr>
<td><strong>S4:</strong> Puts the client/customer first by being service-oriented and building trust</td>
<td><strong>S5:</strong> Can express oneself clearly and understandably about sector matters verbally and in writing in native language and foreign language if needed</td>
<td><strong>C4:</strong> Can organize his/hers own work and work in a purposive and independent way</td>
</tr>
</tbody>
</table>

The RPL process used in the REVOW project

The validation of competencies is a step-by-step procedure. In this project, after the design of the standards and sub-standards, and the planning and organisation phases, various methods and tools were used to implement the validation process. Valuable experience was gained from the pilots. A detailed description of the validation process developed in the REVOW project can be found in the REVOW Guidelines on the project website (www.revow.eu). Here we outline some of the main steps, issues, barriers and comments which arose during the validation process in this project, and offer it as a model for others to follow.
Flowchart on the REVOW process

**Preparation**

1. **Sector**
   - Choosing a sector/job
   - Involving stakeholders
   - Goals of RPL

2. **Setting the stage**
   - Professional task group (PTG)
   - Financing
   - Exploring the target group

3. **Standards**
   - General standards of REVOW transferred
   - Forming the substandards
   - Linking to NOF/EQF

4. **Preparing assessment**
   - Criteria for participation
   - Methods and tools
   - Training of RPL staff

5. **Preparing the execution**
   - Working Group
   - Organization
   - Practical tools prepared
   - Quality issues reviewed

**Execution**

6. **Recruitment**
   - Workplace visits
   - Information meeting
   - Screening interviews

7. **Gathering evidence**
   - Portfolio work
   - Self-assessment
   - Supervisor assessment

8. **Assessment**
   - Interview with assessor(s)
   - Assessment methods applied
   - Result analyses

9. **Career Guidance**
   - Feedback obtained from participants
   - Next steps defined
   - Support through the process

10. **Certification**
    - Deciding content
    - Celebration event
    - All stakeholders invited

**Conclusion**

11. **Process Evaluation**
    - Working group
    - PTG
    - Participants

12. **Review**
    - Standards
    - Methods and tools
    - The process
    - Final results

**Next group**

- New group recruited
- Updated process executed in cooperation with stakeholders

**Overview of the REVOW process**

More information about specific aspects of the process can be found at [www.revow.eu](http://www.revow.eu)
Main steps
Initially it is of utmost importance to provide sufficient information for potential participants about the whole process so that they can make an informed decision about participation. General professional guidance should also be made available throughout the whole process.

A PTG should have an active role in deciding the methodology used. That will better guarantee the value of the certificate which is the end-result of the process. The training of assessors and guidance personnel involved should be emphasised. In regards to quality issues the European Guidelines for Validating Non-formal and Informal Learning (CEDEFOP, 2009) are highly recommended.

Methods and issues
At least three methods for validating the competencies of the participants were used in each country. The most common were the competence portfolio, self-assessment, supervisor assessment, interviewing and case studies.

All partner countries used the competence portfolio through group-work led by guidance personnel (2x2 hours). Following was a group session for self-assessment against the sub-standards where assessors were also available for assistance, e.g. clarification of sub-standard terminology (also 2x2 hours). These group sessions allowed the participants to get to know each other and established peer support throughout the process. The documentation of competencies is an important factor for allowing the individual to gather evidence and put his/her competencies into words and serves as a preparation for the assessment phase. The self-assessment against the set standards allows the individual to become familiar with the set criteria and serves also as a preparation for the actual assessment phase. The main issue is transparency of the standards to be used.

The “self-assessment/dialogue with the supervisor” method was used by most countries. It provides an opportunity for feedback to the participant on his/her job competencies and serves also as a valuable resource of evidence for the main assessor. It was interesting to note that generally the supervisors gave higher ratings than the employees’ own self-assessments.

“Case studies” were used by most of the countries and were considered an effective method for assessing the participants’ competencies. Other tools were interviews, observation and simulation.

The methods and tools suggested at the initial stages of the project were considered successful, although some countries had to modify them slightly to their national context.

The results of the REVOW pilot process
Validation of job competencies in four sectors resulted in a total of 85 participants (out of 89 who started) completing the RPL process.
In Iceland: A total of 24 participants with experience within sound engineering validated on EQF levels 3 and 4.

In Ireland: A total of 25 participants with experience within the credit union sector validated. Validation process underway with National Qualifications Authority Ireland. Given that the Financial Regulator has recognised certain academic qualification, which are at Level 6 on the Irish NQF, this would be an important breakthrough as it would make the credit union standards the equivalent of an EQF level 5.

In Greece: A total of 19 participants with experience within the field of vehicle mechanic validated on EQF level 3.

In Denmark: A total of 17 participants with experience within social and health care validated on EQF levels 3 and 4.

After the completion of the process, participants from all countries received a certificate signed by the representatives of each sector and also signed by the partner involved. Some certificates were more detailed than others, including a written review from the main assessor summarising and clarifying the validated competencies.

Certificates were very well received by all participants. They are an important part of the process, forming evidence of the participants’ learning to take further in their lifelong learning. The legitimacy of the certificate should therefore be established at the beginning of validation projects, serving as a motivational factor and a statement of the value of the validation process.

Irish participant, Maureen Byrne, receiving her certificate from David Begg, General Secretary, ICTU.

**Actors and their roles in the RPL process**

- Relevant stakeholders forming the national Professional Task Group (PTG) for the project (such as companies, trades unions, occupational council, representatives from the formal school system, and so on).
- Project manager leading the project based on quality RPL methods and procedures.
- Guidance personnel (in some countries the term adviser, career counsellor or career coach may be used) for guidance and support throughout the process.
- Assessor(s); main assessor is responsible for execution of the assessment phase, assistant
assessor (with specific knowledge and experience) may assist in assessing specific competencies.

**Role of the Professional Task Group (PTG)**
The PTG is responsible for ensuring that the pilot is developed and conducted in line with best practice from a sectoral, academic and adult/vocational education perspective. The PTG provides consultation to the project manager, assessor and counsellor in all aspects of the project. The PTG should also work with the project manager and the working group (project manager, assessor(s) and guidance personnel) to influence key stakeholders and support approaches made to the national qualifications bodies.

**Role of the project manager**
The main role of the project manager is to organise and coordinate the execution of the validation process. During the preparation stage the project manager needs to initiate a close cooperation with relevant stakeholders linked to the sector and work towards a consensus on for example criteria for access, learning outcomes to be measured against and methodology used. During the execution of the process the project manager needs to work closely with the counsellor(s) and assessors (the working group), and see to that everything works according to plan and that quality guidelines are followed.

**Main tasks:**
- coordinate meetings with the professional task group and the working group.
- manage the validation project through cooperation with the professional task group and the working group.
- prepare a project plan and financial plan.
- see to that the information flow is active between stakeholders.
- maintain a clear overview of the process.
- seek solutions if problems arise.
- see to that tasks are followed through and goals are reached according to project plan.
- motivate and support those involved in executing different tasks in the process.
- follow the Common European Principles for the Validation of Non-formal and Informal Learning.

**Role of the guidance personnel**
The main role of the guidance personnel is to assist the individual in the process of identifying competencies and support him/her through the process of validation. The counsellor looks after the interest of the individual and offers guidance through group work and individual interviews. The role of the guidance personnel is separate from that of the assessor.

**Main tasks:**
- provide information about the project in the recruitment phase.
- carry out screening interviews for intake and planning with the participants and establish a plan for the different steps in the process.
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- initiate and supervise the portfolio work where participants document their competencies.
- initiate the self-assessment work.
- give individual interviews, review data and discuss items like: strength, educational approach, educational goals and personal situation.
- motivate and support.
- arrange contact with the assessors.
- provide overall support and counselling during and following the validation process.
- participate in the working group's development/review of the validation tools.
- follow the Common European Principles for the Validation of Non-formal and Informal Learning.

Main tasks:
- take part in designing a self-assessment list based on the standards used.
- take part in organising the assessment phase in cooperation with other assessor.
- inform participants about the process (information meeting).
- guide participants in their self-evaluation.
- review the participant's portfolio and self-evaluation and organise assessment interviews.
- emphasise impartiality, validity and fairness in the assessment process.
- direct assessment interviews.
- direct the confirmation of competencies with emphasis on variable assessment methods.
- provide feedback to participants in a clear and constructive way.
- document the results of the validation accordingly.
- follow the Common European Principles for the Validation of Non-formal and Informal Learning.

Role of the main assessor

The assessor is a specialist in the profession at hand. Many assessors are teachers in the formal school system, but they can also be professionals from the working life. In addition to professional knowledge, the assessor must have a positive mindset towards the concept of validation, have good communication skills and experience and knowledge of evaluation methods and training. The professional task group comes to a consensus on which persons can carry out the assessor role for the profession. The main assessors should have no working relationship with the people to be validated.

Benefits of RPL

Through an RPL process a workplace can develop its human resources operation, strengthening the workplace and giving it a better position in the competitive market. Employees will be motivated to make full use of their competencies and to develop them further. By more accurate matching of employees' competencies and tasks, a company can increase efficiency.
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Through the validation process employees develop more self-confidence, which can increase job satisfaction and thereby decrease staff turnover in a company.

Society as a whole will benefit from the recognition and validation of competencies because if employees know that their competencies will be acknowledged, they will be encouraged to make full use of their skills and work towards reaching their potential. This will increase overall productivity and welfare in the workforce.

More detailed guidelines for the REVOW process can be found on the project website: www.revow.eu

Graphs

Feedback from the participants in the project was obtained through external evaluation. Two questionnaires were developed focusing on participant satisfaction in regards to the project process (charts 1-5) and motivational factors linked to participation in the project and impact of the project (charts 6-9). The results can be reviewed in the following charts.

The following table shows the response rate for every country (as of 31/8/2011) which we consider as satisfactory for the purposes of our study.

<table>
<thead>
<tr>
<th>Country</th>
<th>Sector</th>
<th>Pilot participants</th>
<th>Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>Social &amp; Health Service Sector</td>
<td>18</td>
<td>14</td>
<td>78</td>
</tr>
<tr>
<td>Greece</td>
<td>Auto mechanic workers</td>
<td>18</td>
<td>17</td>
<td>94</td>
</tr>
<tr>
<td>Iceland</td>
<td>Sound technicians</td>
<td>24</td>
<td>16</td>
<td>67</td>
</tr>
<tr>
<td>Ireland</td>
<td>Financial services sector in the non-for profits community-based credit unions</td>
<td>26</td>
<td>19</td>
<td>73</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>86</td>
<td>66</td>
<td>77</td>
</tr>
</tbody>
</table>

(Source: “Evaluation Briefing” by Dr. George A. Koulaouzides)
Question 1
Average level of satisfaction for the design of the validation process

Question 2
Average level of satisfaction for the counsellors

Question 3
Average level of satisfaction for the assessors
Question 4
Average level of satisfaction for the organisational support

Question 5
Overall impression

Question 6
Total score for “Career aspirations”

The career aspirations section is based on the following questions:

- My participation was related to my working life expectations
- I wanted to be able to show that I have more skills to offer to my work
- I wanted to find out whether I am doing better than those with whom I am working
Question 7

Total score for “Social contribution”

The social contribution section is based on the following questions:

- I wanted to be part of a successful project
- I wanted to contribute to a new idea which would help others in my profession in the future
- I like to be involved in assignments which will contribute to the advancement of the status of my profession

Question 8

Total score for “Learning”

The section on learning is based on the following questions:

- I wanted to know more about my profession
- I like being given challenges which stretch me intellectually
- I participated because of the excitement of learning something new

Question 9

Total score for “Recognition of expertise”

The section on the recognition of expertise is based on the following questions:

- I wanted to be recognised for my expertise
- I wanted to know how much further I have developed my expertise
- I participated because I want to be respected for the specialist skills that I bring
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