

# End-of-visit report

## Assessment tool

### Group report

Group No	8	Number of participants	12
Theme	The Guidance in the bordering region of Oresund		
Host country - City	Denmark and Sweden		
Code and name of rapporteur	2007_0101 Susan Fitch		

The end-of-visit report should be regarded as a summary of the participants' discussions and observations. Close attention will be paid to their remarks and suggestions. The template has been designed in such a way as to ensure that all reports have the same structure and are of the same length, which will facilitate comparative analysis as so assist the further dissemination of results and assessment of the programme. The reports will be made available to those in charge of Community programmes at the national and European levels and they may also be published.

#### Important:

the report

- ☞ should be typewritten (preferably in electronic format);g☞ should be sent to Cedefop with one copy to the national liaison officer of the host country and one copy to the national liaison officer of your home country no later than three weeks after the end of the visit;
- ☞ should be written in the language of the group;
- ☞ should be drafted on the last day of the study visit by the whole group;
- ☞ should be finalised and signed by a representative member of the group (rapporteur).

Thank you  
Cedefop  
Programme coordinator

### Community study visits programme for those responsible for vocational training



# 1 Evaluation of the programme

## 1.1. Approach to the theme (Agenda and specific content. Balance of the time spent on theoretical and practical sessions)

### Day 1 Visit to Cirius Offices

Good introductory session to the theme of the study visit. Comprehensive information. Set the scene well. Participants had the opportunity to hear about the education system and the guidance reforms initiated by the Danish Government.

Participants had the opportunity to share their knowledge and experience of their education and guidance systems. All the sessions were theoretical in style.

### Day 2

Group visit to the University of Malmö for a presentation of the Swedish education and guidance systems presented by Swedish and National Agency staff. Short guided tour of Malmö by a student.

Presentation at the University re: the Guidance BA Honours and update on recent national policy developments in the Guidance field. The majority of the sessions were theoretical in style.

### Day 3

Participants visited the Youth Guidance and Counselling Centre in Copenhagen which works with 12-19 year olds.

Visit to Gymnasium for discussion with two students following academic 16-19 courses.

Visit to Regional Guidance Centre in Copenhagen. Introduction to new online self assessment and information programme. Participants had an opportunity to look around the centre for 16-19 age group. Centre also open to the public. There was a mix of practical and theory.

### Day 4

Participants visited Upper Secondary School in Malmö and met the Headteacher of the school.

Discussion with two guidance Counsellors re: Guidance Counsellors' work with students in schools. Visit to Swedish class of immigrants aged 16+. Participants had an opportunity to ask the students questions. Lunch with Guidance Counsellors. This was an opportunity for further discussion.

Visit to Infoteket. Open to the public. Presentation regarding how they provide guidance information to upper secondary school students and adults. Presentation of Accreditation of Prior Learning in Malmö at the Centre for Recognition of Competencies. The majority of the sessions were theoretical with some opportunities for discussion.

### Day 5

Presentation at Cirius regarding the training of Guidance Counsellors. The session was theoretical. Some opportunity for questions.

## 1.2. Did the participants find the content as relevant as they had expected?



Day 1-Good introduction to the programme, setting the context for the study visit. Written and oral information was of a high standard and relevant to the theme of the visit. Presentations and discussions from the Cirijs representatives and the participants' presentations revealed the need to address the image of vocational education to attract a wider range of young people to follow vocational pathways. Effective Educational and Vocational Guidance was integral to the success of young people choosing pathways for their future. Denmark's reformed guidance system has created a more professionalized guidance service to address this. The clear presentations and discussions on day 1 were welcomed by the participants and many felt that there were ideas that could be taken back to their country for further exploration. Discussions revealed that the different countries were all working towards the same goal of a coherent, effective and integrated guidance system for young people but that they were all at different stages of the journey. The information on the Danish system offered participants the chance to compare and collate best practice to take back to their country-this was a constant theme and discussion point throughout the visit especially as participants had the opportunity to experience the guidance system in two countries.

Day 2-Presentation of the Swedish education and guidance systems. The presentation of the Swedish education and guidance systems brought a new dimension to the study visit. The latest national developments were presented. Malmö University is one of three universities in Sweden offering a degree in career guidance; for some participants in the group this aspect of the programme was particularly useful as it related directly to the field they work in. The discussion with Professor Loven was very up-to-date and informative, illustrating some of the similarities and differences between the guidance systems in Copenhagen and Malmö. The sightseeing tour and opportunity to speak to a student and local educationalists were welcomed and gave participants an opportunity to experience cultural aspects of the country and to converse in a more informal manner with young people and educationalists.

Day 3- Youth Guidance and Counselling in the Municipality of Copenhagen. The model of tracking young people up to the age of 20 in order to minimise drop out rates post 16, and tracking of young people Not in Education Employment or Training was explained. Many participants found this system of particular interest as they did not have a similar coherent procedure in their guidance system. Very good guidance practice was demonstrated in the commitment to guiding students during transition phases. The 'Bridge Building' option for students to experience academic or vocational options was considered to be an excellent model. Further discussion led on to related topics of interest by the participants e.g work experience and labour market information for young people. PM- The session at the Regional Guidance Centre demonstrated the new online guidance programme which will be offered to young people. The online guidance programme facilitated a new form of guidance that will be open to young people unable to interface with a Guidance Counsellor or who would prefer to use an online programme. Participants had varying experiences of this type of guidance and so the session was more informative and innovative to some than others. The focus of the guidance was on supporting young people into Higher Education rather than the labour market options.

Day 4-Visit to St.Petri Upper Secondary School to meet with two Guidance Counsellors based in the school. Excellent practice showing Guidance Counsellors working with multi-agencies and integrated into the school. There was also a qualified social worker in every school. There was an emphasis on tracking students and a coherent system was in place. Also an emphasis on face to face contact with young people.

The visit to the Post 16 class of recent immigrants showed a group of highly motivated young people with aspirations to continue to further education. There was an opportunity to ask the students questions.

PM- Visit to Infoteket. A presentation of the facility open to the general public and an opportunity to see the resources available. The facility was of particular interest to participants who did not have this facility in their country. It was also an opportunity to compare the facilities available in Copenhagen and Malmö. Visit to the Centre for Recognition of Competencies- This visit was of varying degrees of interest to the participants as some had extensive knowledge of this field and others relatively little

Day 5 -Presentation on the education of Guidance Counsellors in Denmark. Informative but could have been included in a previous session. Pm evaluation and report writing-very useful



## 1 Evaluation of the programme

- 1.3. **Did the study visit meet your expectations concerning the theme?**  
**How many among you are...** (Fill in the number of participants for each specification)

**1** Fully satisfied

**3** Fairly satisfied

**8** Satisfied

Not satisfied

- 1.4. **Comments on the places visited** (For instance how useful they were in relation to the theme, possibilities for future networking and cooperation, development and innovation aspects, best practices, etc.)

Visits to the Guidance Information Centres in both Sweden and Denmark were very useful as examples of good practice, illustrating the range of resources that this type of facility can offer – in staff, paper based and IT resources. All presenters/Counsellors involved in the visits were willing to share their details and encouraged participants to contact them.

Visits to schools in Denmark and Sweden -information about the schools was given and further contact from participants encouraged. A visit to vocational as well as academic schools would have been useful.

Visits to educational offices in Denmark and Sweden and Malmo University gave the participants an opportunity to network and share good practice with these organisations. Further contact was always encouraged; this aspect of the study visit was very successful.

The general conclusion by the group was that even though there was a diversity of participants from different organisations, the visits had been relevant in varying degrees to each of them.



**1.5. How would you assess the opportunities for discussion within the group?**

The length of some of the presentations meant that there was less time for discussion during some of the sessions and only a more formal question and answer discussion could take place. More time for general discussion to take place would have been welcomed.

The more informal sessions e.g during lunch with the Guidance Counsellors and the tour of Malmo gave an opportunity for more relaxed and informal discussions. This gave participants the opportunity to see how education and guidance fits into the cultural context in Sweden. This opportunity for informal discussion would have been welcomed in Copenhagen.

There was a great deal of expertise amongst members of the group and this was not fully exploited due to the full programme.

The group worked very well together and participants got on extremely well. The visit was a learning experience for all. The participants learnt a great deal from each other as well as from the organised programme and a network of like-minded people has been formed.

**1.6. Other comments regarding the management of the programme and the guidance/support provided for the group**

There was a range of excellent written background relating to the theme given to the participants for both the Swedish and Danish guidance and education systems.

The presentations should be shorter to allow more time for discussion and comparison of other countries and for participants to be able to work in a more interactive manner. This could have been achieved by dividing participants into smaller working groups, with designated speakers feeding back to the whole group.

At the end of each morning and afternoon there needs to be a short session of 30 minutes reflection by the participants and time to summarise key issues, lessons learned and further information/discussion/required. The evening feedback sessions would then be more informed and focussed.

There should be a cultural input to the visit in Copenhagen as well as Malmo as this type of visit enhances the participants' understanding of the country and helps put the theme of the visit into a wider context.

The programme of visits was very well organised. Representatives of both host countries were always friendly and supportive and the group would like to extend their thanks to them for all their hard work.



## 2 The content of the visit

*This part may be used for publication or discussion or for selecting participants for future thematic seminars*

**What are the common thoughts of the group regarding the theme and the content of the visit?** (

- 2.1. - important points discussed during the visit in the host country,  
- specific aspects on this field in the host country,  
- key points for further discussion/research,  
- best practice.)

### **Important points discussed by the group**

- Professionalisation of Guidance Counsellors
- Training and accreditation for Guidance Counsellors
- The role of the Guidance Counsellor- Guidance v Counselling
- National system v regional system for Guidance
- Integrating guidance into the school curriculum
- Involving people other than Guidance Counsellors in the guidance process e.g teachers/tutors
- Guidance Counsellors and working with multi-agencies
- Use of Guidance Centres
- The role of online programmes in the guidance process
- Need to encourage more young people to continue in education at 16 and 18
- Tracking of young people who are at risk of being Not in Education Employment or Training (NEETs)
- Effective preparation for informed choice for young people at key transition stages e.g 'Bridge building' option in Copenhagen
- National perception of guidance
- Guidance needs to be a high profile government initiative
- Funding streams for guidance systems
- Role of guidance in a globalised labour market
- Sharing of good practice in the EU Guidance Community
- Key transition stages

### **Key points for further discussion /research**

- The role of new technologies in the guidance process
- Engaging young people in the guidance process e.g podcasting/texting
- The role that labour market information has to play in the guidance process
- The guidance process and the individual needs v needs of society
- Cross-border collaboration focus in relation to guidance
- Comparison with other guidance systems in EU countries
- Progression routes at Higher Education from vocational qualifications
- How to encourage young people to be independent 'career researchers'
- The nature of guidance for a 21<sup>st</sup> Century curriculum

**Individual participants** are invited to supplement the group's thoughts by writing a text setting out their own personal views on the theme.



### 3 The group's suggestions to the national liaison officer of the host country for improving the organisation and efficiency of future study visits

Participant number 10-12 ideal. Good mix of European nationals (as on this visit)

A more interactive programme e.g. roundtable discussions with key stakeholders.

More emphasis on the practical aspect to guidance and opportunities to experience this.

Concise presentations to allow for more debate/discussion- written material can supplement these presentations to allow for this. More opportunities to visit vocational schools and meet young people would have further met the expectations of the group. It would also have been informative to visit schools for pre-16, to help put the starting point of lifelong guidance in Denmark and Sweden into context.

It was agreed by the participants that it was a very good idea to have a focus on the guidance system in two countries and we would recommend that this continues. A more formal way of comparing the two systems should be built into the programme rather than leaving this to the feedback sessions in the evening. A focus on cross-border collaboration relating to guidance would enhance the programme.

Obviously there are more complications in organising a study visit that involves two countries but it would have supported the participants' learning if the visits had been grouped by country i.e. 2 consecutive days in Malmo.

More time for discussion in the programme so that the participants can pursue wider discussions and to be able to personalise their discussions more in order to explore the theme from their point of view.

Focussed points around the theme of the visit and relating to participant's country to prepare in advance of the first day for the introductory session. More interactive introductory session.

The programme was well organised (supplemented with comprehensive background information), especially as two countries were involved. The representatives from both countries hosting the visit were very friendly and supportive.

### 4 Suggestion of the group to Cedefop regarding general organisation of the study visits programme at European level (information, composition and size of the group, grants, documentation)

There should be a closer monetary gap between distances as the cost of living in the host country is the same for all participants. The grant needs to be paid on time to ensure participants can make full use of the opportunity.

Participants could be asked in advance any issues relating to the theme that they would like addressed, if possible, on the study visit

A focus in the study visits not only on what can be learnt from the host country but what the participants can learn from each other to promote a more pan-European element to the visits.

Review of the reporting documentation. Participants agreed that the present format could be repetitive and did not give the opportunity to elaborate on good practice observed or to be able to make comparisons with their own country or experience. A case study format would enable the participants to record, elaborate and evidence experiences from the study visit which would then be more accessible and informative to the various audiences who may read the outcomes of the study visit. It would also be useful for a section of the report to include the participants' plans for dissemination of the study visit and for their ideas on the impact the study visit might have on colleagues, young people and institutions in their country.

A more user-friendly form would be welcomed.

Date

14/06/07

Signature of the group  
rapporteur

S Fitch

**Community study visits programme for those responsible for vocational training**

