

Report on Visit to Denmark – March 2004

My main reasons for visiting the Danish Guidance Service were to see:

- What future plans they had for the reform of their Guidance Services
- How they would cope with change – was it gradual change/far reaching
- What management support systems exist
- Role of Managers i.e. Supervision (case loading)
- Ideas for alternative curriculum/programmes engaging the “disaffected”
- as well as finding out about the labour market and other countries developments.

Other participants included:

- Spain
- Estonia
- Italy
- Hungary
- Czech Republic
- Greece
- Finland
- (Norway – no show!)
- UK – Capital Careers – Connexions 1 year old
- France

Following pages are shown on a daily diary basis with issues/particular areas/interests.

Day 1

Topic	Content	Issues
<p>Introduction to education and changes to guidance system</p>	<ul style="list-style-type: none"> ▪ Illustration of the education system with particular emphasis on vocational routes and routes for those not succeeding. ▪ Introduction by 50% attendees on guidance/education in their countries – Czech, Estonia, France and Greece. ▪ Illustration of the new reforms, which come in to begin this year. <p>Reasons for reform:</p> <ul style="list-style-type: none"> ▪ Targeting “drop outs” ▪ Impartial service ▪ Municipalities to form guidance service ▪ Lots of reorganisation/restructuring ▪ Development of I.T based system ▪ Professional guidance ▪ Counsellors needed ▪ Focuses too much on well known educational options 	<ul style="list-style-type: none"> ▪ Systems very geared to education. Generous grants/allowances. Well-developed vocational system/apprenticeships. Particular problems with drop-outs and young people not engaging in education/employment or training. Benefits for unemployed very generous ▪ Can set own targets but it is expected that drop out rates will be reduced. ▪ There is some national control with regional advice centres. ▪ Removing a lot of guidance within schools ▪ Need to offer a more client centred service ▪ Some (little) tendering ▪ Process – sudden change rather than Pathfinder system as in England ▪ Little client involvement in design ▪ Some development like in Connexions Service ▪ Breaking away from rest of European models. ▪ Explicitly aiming at those who tend to become unemployed “special needs” support. ▪ Encourage more professional guidance counsellors (although training is optional and has to be paid for by the employee. ▪ Keen to set up more efficient quality assurance system. ▪ Development of a national virtual guidance portal.

Day 2

Topic	Content	Issues
<p>Morning: Visit to Gladsaxe Kommune Youth Centre "UU-North"</p> <p>Afternoon: IUV Centre for Copenhagen – where they will offer Higher Education Advice to the region</p>	<p>An example of one of the new Youth Guidance centres. 7 municipalities have joined together to offer the New Youth Guidance Centre from August 2004. Each municipality has different politics/issues/wealth/needs so it has been a successful venture to agree a basic budget.</p> <p>IUV Centre will open in August 2004. University of Copenhagen won the contract through competitive tendering (and are subject to national targets/accountability) They are setting up a common HE advice system operating in Copenhagen. Options include group work, self-reflection, and 1:1 guidance.</p>	<ul style="list-style-type: none"> ▪ It is up to each Guidance centre to decide how it wants to operate. It can be a central centre, an admin centre with workers in school, or community based. ▪ The Gladsaxe Kommune are opting for an admin base with workers being attached to educational institutions. ▪ Young people are not involved with the design or development of the service. ▪ More resources for and focus on clients with special needs (broader than English definition). ▪ The centres will be obliged to contact the group not involved in education, employment or training and are obliged to make an offer for them. <ul style="list-style-type: none"> ▪ Only 3 hours available per month per school. ▪ The geographical area is very large ▪ The centres in Copenhagen will offer a 3-tier service according to need. ▪ Advice is offered on Higher Education options. It is recognised how complicated the system is and the need to specialise. ▪ Each Regional Centre can develop its own programme.

Day 3

Topic	Content	Issues
<p>Optional visits Visit to a Production School am</p>	<p>Visit undertaken to a Production School caters for young people who do not gain an education/vocational place elsewhere or drop out of provision There are 70 schools over Denmark each offers a selection of vocational courses. They sell the students products to help finance the schools. In addition to grants per individual. If they don't fill their quota they will lose money.</p> <ul style="list-style-type: none"> ▪ Large tech college for the area, which takes on students in vocational courses. After the 1st year basic course students are found employment to continue with the apprenticeship. ▪ Students are encouraged to try different careers area during their induction – but limited to what's on offer on site. 	<ul style="list-style-type: none"> ▪ A possible alternative to e2e; the course is structured around the individual. ▪ Literacy and numeracy is linked into the production of the goods and is therefore “applied” ▪ Students get an education allowance for attending. ▪ Behaviour and attitude is central to the organisation. ▪ Students may go into work or progress to vocational courses thereafter. ▪ For apprenticeships the system seems faster than the English application process – initial selection tests (allocation to an employer) ▪ Increasing the courses are going over to competence based training (similar to NVQ's) ▪ Students with special needs can infill onto existing courses and have extra support/mentoring.

Day 4

Topic	Content	Issues
<p>Morning: Visit to Royal Copenhagen Porcelain with its VUS on site.</p> <p>Afternoon: Visit to Kareers centre</p>	<p>R.C Porcelain House been making a number of redundancies. A project to offer redundancy counselling has been set up co-funded by ESF Social Fund, R.C.P and the employment service.</p> <p>A unique service in Denmark, which is a drop in centre for unemployed people wanting to access information through IT, do CV's, find out about opportunities abroad.</p>	<ul style="list-style-type: none"> ▪ An onsite guidance centre based on a drop-in system has been set up in the company's canteen. ▪ Information is freely available to workers about education, training and Labour Market Information. ▪ Redundancy counselling is also available. ▪ A good example of pre-active/worker led opportunities ▪ It is geared to workers who are "short in education" ▪ Very similar to Connexions Centre concept but the organisation is more welcoming and looks more professional (doesn't have a dual/triple role like ours)

