



**CEDEFOP**

European Centre for the Development  
of Vocational Training



Education and Culture DG  
Lifelong Learning Programme

## Study visit group report

### Group No

#### Title of the visit

|                       |   |
|-----------------------|---|
| <b>Topic</b>          | Management in Education   |
| <b>City, country</b>  | Stockholm, Sweden   |
| <b>Type of visit</b>  | Study visit to Järfällä Municipality and its educational model. |
| <b>Dates of visit</b> | 21 <sup>st</sup> to 25 <sup>th</sup> October 2013               |
| <b>Group reporter</b> | Karen Clinton/Deirdre O'Donoghue                                |

Dear participants,

The purpose of a study visit is to generate an exchange of experience and good practice between the country you visit and the countries you all come from. Thus, participating in a study visit can be an exciting experience and an important learning tool for you.

During the visit you are invited to prepare a group report summarising your discussions and learning. This will help Cedefop disseminate what you have learnt to others, who share your interest but did not participate in this particular study visit.

On the first day of the visit, you are to select a reporter who will be responsible for preparing the final report and submitting it to Cedefop. Everybody should contribute to the report by sharing their views, knowledge, and practices in their respective countries. Please start working on the report from the first day of the visit.

You will, of course, be taking your own notes during presentations and field visits; but the group report should highlight the result of the group's reflections on what was seen and learnt during the entire visit and the different perspectives brought by the different countries and participants. The report should **NOT** read as a travel diary, describing every day and every session or visit.

Cedefop will publish extracts of your reports on its website and make them available to experts in education and vocational training. When writing the report, please keep this readership in mind: make your report clear, interesting, and detailed enough to be useful to colleagues throughout Europe.

By attaching any photos to the report, you agree to Cedefop's right to use them in its publications on study visits and on its website.

Please prepare the report in the working language of the group.  
Please do not include the programme or list of participants.

The reporter should submit the report to Cedefop  
([studyvisits@cedefop.europa.eu](mailto:studyvisits@cedefop.europa.eu)) within **ONE** month of the visit.

## I FINDINGS

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

| title of the project/programme /initiative  | country                           | name of the institution that implements it (if possible, provide a website) | contact person (if possible) who presented the programme to the group | whom the project/ programme/ initiative addresses | what features of the project/programme/initiative make it an example of good practice  |
|---|-----------------------------------|---|---|---|--|
| Generation of a positive relationship with the students and respect amongst staff         | Sweden                            | schools visited by participants   | The heads   | students and the general school communities       | <p>"Drop-ins" instead of drop-outs (lots of chances for students to gain qualifications)</p> <ul style="list-style-type: none"> <li>- Constructive feedback</li> <li>- Students seek and find assistance of all sorts in school</li> <li>- Trust in teachers.</li> </ul>   |
| ICT use in the classroom and good use of resources  | Sweden<br>also Germany and France | Schools   | teachers  | Schools visited in Järfälla                       | <p>Pedagogical use of ICT for all children from an early age.</p> <ul style="list-style-type: none"> <li>- Agreement that the technology alone will not replace good teaching: the human element and the relationships in the classroom are indispensable.</li> </ul>  |
| financial autonomy of schools and their headteachers, and the responsibility this demands | Sweden                            | Municipalities  | Executive leaders and head teachers                                   | Järfälla  | <p>The different needs of each school, identified in collaboration with the local authorities, can be met adequately.</p> <ul style="list-style-type: none"> <li>- More targeted and efficient use of resources.</li> </ul> <p>Cannot judge if the amount a specific school gets is sufficient for their needs</p> |
| Working conditions for teachers within schools  | Sweden                            | Schools   | Headteachers  | teachers  | <p>Teachers have ample access to Computers and tablets</p> <ul style="list-style-type: none"> <li>- They have their own desks.</li> <li>- Nice, comfortable staffrooms to boost morale and provide professional working environments.</li> </ul> <p>Teachers are obliged to remain in school after +</p>           |

|   |                                   |                                   |                              |                        |   |
|---|-----------------------------------|-----------------------------------|------------------------------|------------------------|---|
| Inclusion of special needs students within the mainstream schools | All participants within the group | Education Authority               | Not applicable               | Special needs students | has finished, a commitment to professional dialogue<br>More inclusive approach.<br>- More respectful for the school community.<br>- Reflects society more accurately.<br>- schools themselves do not feel they have got this right yet – there is an ongoing discussion as to the role of Special Schools<br>- use of technology as a tool  |
| Individual teacher salaries                                       | Sweden and some private schools   | Municipal authorities and schools | Not applicable               | teachers               | THIS DEPENDS ON THE CIRCUMSTANCES IN EACH COUNTRY (what methods are used to motivate and encourage teachers)<br>- Teacher motivation.<br>- More dynamic schools.<br>- Effort is rewarded<br>Needs to be linked to clear, explicit performance aims and objectives<br>Also needs to be linked to disciplinary processes for dealing with teachers who are under-performing<br>However, concern was expressed about the methodology of assessment. Models in other countries, where effort is rewarded by climbing the salary scale faster, may be easier to implement elsewhere. This system could cause upheaval in some countries due to cultural differences. |
| Free education for all ages and in all                            | Sweden                            | Education authorities             | Education authorities        | Students and families  | Free textbooks, school lunches, transport, etc.<br>Also free school trips/excursions<br>This would depend on the resources of each country and the priorities of each society.<br>Practice regarding free school books, etc. differs across the participant countries<br>Different interpretations of “free” education across countries   |
| Management development group                                      | Sweden                            | Education Authorities             | margareta.odstam@jarfalla.se | Head teachers          | Creates a support system for the individual heads and deputies.<br>- Provides networking opportunities.<br>- Keeps heads up to date with current research.<br>- Provides one conference trip per year for the group of heads and deputies involved.<br>- Ensures consistency<br>This also happens in some of the participant countries (e.g. Netherlands)<br>to keep innovation in education  |
| Commitment to   |                                   | Municipality and                  |                              |                        | committed to teaching the UN to students  |

| international aspect for students |  | schools                  |  |          |  |
|-----------------------------------|--|--------------------------|--|----------|--|
| Mother tongue tuition             |  | Municipality and schools |  | students | Like:<br>From economical point of view, it saves money – it's easier to teach students about their 'new' country in their own language<br>There are benefits in allowing students to keep aspects of their own historical culture, alongside the new one<br>Positive for the economy to have the diversity<br>Appreciation and respect for the culture has a social value<br>We recommend Europanto as the way forward |

\* You can describe as many good practices as you find necessary. You can add rows to the table.

2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

**2.1 APPROACHES TAKEN BY PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS') REGARDING THE THEME OF THE VISIT. ARE THERE ANY SIMILAR APPROACHES/MEASURES IN PARTICIPATING COUNTRIES? WHAT ASPECTS ARE SIMILAR AND WHY? WHAT ASPECTS ARE DIFFERENT AND WHY?**

Differences

Teacher training (balance of pedagogy -v- practical training)  
 Financing of Transportation  
 Role of teachers and teacher assistants  
 Free choice of education for parents  
 Teacher recruitment  
 Finance - differences between state and private education  
 School structure  
 Collaboration between the schools  
 Municipality control  
 Mother tongue language teaching

Similarities

Ambitions and expectations of families  
 Value of teaching  
 Development of skills  
 Demographic changes - diversity of population

**2.2 CHALLENGES FACED BY PARTICIPATING COUNTRIES (INCLUDING HOST) IN THEIR EFFORTS TO IMPLEMENT POLICIES RELATED TO THE THEME OF THE VISIT. WHAT ARE THE CHALLENGES? ARE THEY COMMON CHALLENGES? IF SO, WHY? IF NOT, WHY NOT?**

Big Five Learning Skills  
 Second language problem  
 Relationships with parents  
 Co-operation with external bodies  
 Developing business links  
 Influence of politics on the education system  
 Recruitment and development of personnel  
 Flexibility of the school system

Yes, these are common challenges, partly because of the global economy and shifting populations in Europe. Dealing with drop-outs is an issue for all of our education systems.

The need to evaluate capacities rather than knowledge is essential. We also need to develop more awareness of the role of VET.

**2.3 NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS) APPLY TO ADDRESS THE CHALLENGES MENTIONED IN QUESTION 2.2. PLEASE MENTION SPECIFIC COUNTRY EXAMPLES.**

Age of children in education (1-20) (Sweden)  
 Mother language tuition (Sweden)  
 Teaching of MFL in primary schools (Germany, Greece, Netherlands, Spain, as well as Sweden)  
 Level of cooperation at all levels (Sweden)  
 Link between social work, school and employment (Sweden)  
 Designated Child Protection Person (UK and Ireland)  
 Dual system (working while attending school) (Austria, the Netherlands and Germany)

**2.4 ASSESSMENT OF THE TRANSFERABILITY OF POLICIES AND PRACTICES. COULD ANY EXAMPLES OF GOOD PRACTICE PRESENTED IN THIS REPORT BE APPLIED AND TRANSFERRED TO OTHER COUNTRIES? IF SO, WHY? IF NOT, WHY NOT?**

Attitude - to learning, atmosphere  
 Physical space in the schools, use of corridors for project work etc  
 Mother tongue tuition  
 High level of education of pre-school and after-school teachers  
 Role of Deputy Teacher in looking at pedagogy in school  
 Making literacy real, living literacy, not just something taught in class  
 Free education, available to all  
 Free transport for all students

Not transferable to other countries  
 Network of schools in the municipality, direct sharing of information - short lines of communication  
 Mother tongue - politicians would fear a backlash, and also financial implications  
 Space - restriction on availability  
 Individualisation of teacher salaries - objections from teacher unions, and also existing legislation  
 Culture change is difficult, managing change from traditional ways of doing things, fear of change affects attitudes to new ways of working  
 How Sweden deals with drop-outs could be transferable - education programmes for 19+  
 Teachers have to work in the school for 35 hours a week. This means the staff is more integrated, with chances to collaborate within the school  
 Commitment to staff welfare and wellbeing (comfortable staff rooms, etc.)

### 3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

Discussions around a student exchange programme, and a teacher discussion programme (Germany, Sweden)

Job shadowing, to look at methodology, together with teacher training (the Netherlands, Ireland and Sweden)

Exchanges between primary schools and pre-schools, to get them engaged in process

Connect by email, penpal programme for students (using eTwinning portal) (France and Sweden)

# TO SUM UP

4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?

Europe is fun! (and useful!)  
 Recommend all colleagues to take part in a study visit  
 Intercultural exchange is very useful, looking outwards  
 Widening network  
 Opening minds to others, which in turns provides a broader aspect for our students  
 Support - realising that we share many problems, and therefore can share many solutions

We should share this with colleagues, students, politicians, Boards of Education - anyone who is even slightly interested in education, and anyone who has responsibility for any aspect of education in our countries

## II Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only one box (☑) that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.

|      |   | All agree                | Most agree                          | Most disagree            | All disagree             | Not applicable           |
|------|---|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| e.g. | The size of the group was good.                                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.1. | The programme of the visit followed the description in the catalogue. | X                        | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2. | There was a balance between theoretical                               | X                        | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|        |   | All agree | Most agree               | Most disagree            | All disagree             | Not applicable           |
|--------|---|-----------|--------------------------|--------------------------|--------------------------|--------------------------|
|        | and practical sessions.   |           |                          |                          |                          |                          |
| 1.3.   | Presentations and field visits were linked in a coherent and complementary manner.  | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4.   | The topic was presented from the perspectives of the following actors of the education and training system in the host country: |           |                          |                          |                          |                          |
| 1.4.1. | government and policy-makers  | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4.2. | social partners   | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4.3. | heads of institutions   | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4.4. | teachers and trainers   | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4.5. | students/trainees   | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4.6. | users of services   |           | X                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5.   | There was enough time allocated to participants' presentations.   | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6.   | The background documentation on the theme provided before the visit helped to prepare for the visit.                            | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.7.   | Most of the group received a programme well in advance.   | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.8.   | The information provided before the visit about transportation and accommodation was useful.                                    | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.9.   | The organiser accompanied the group during the entire programme.  | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.10.  | The size of the group was appropriate.  | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.11.  | The group comprised a good mixture of participants with diverse professional backgrounds.                                       | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.12.  | There were enough opportunities for interaction with  | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|       |   | All agree | Most agree               | Most disagree            | All disagree             | Not applicable           |
|-------|---|-----------|--------------------------|--------------------------|--------------------------|--------------------------|
|       | representatives of the host organisations.  |           |                          |                          |                          |                          |
| 1.13. | There was enough time allocated for discussion within the group.                            | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.14. | The Cedefop study visits website provided information that helped to prepare for the visit. | X         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. If you have any comments on the items 1.1. - 1.14 above, please write them in the box below.

THE TRIP WAS EXTREMELY WELL ORGANISED, WITH A LOT OF DIVERSITY

### III Summary

1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. Indicate the number of participants for each category, e.g.

Very satisfied  There were 14 participants in this group

Very satisfied  14 Satisfied  Somewhat satisfied  Not satisfied  Neither satisfied nor dissatisfied

2. What elements and aspects of the study visits do you think could be changed or improved?

Could the last day start at 10am instead of 9am?

It might have been helpful to have each of the political parties giving a SHORT presentation on their party vision for education, differences and similarities, perhaps through a panel discussion

3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.

The social activities that our host Christina organised (cooking, first night dinner in her apartment, ABBA, etc) were an essential element in how quickly the group gelled.

THANK YOU!

Please submit the report to Cedefop ([studyvisits@cedefop.europa.eu](mailto:studyvisits@cedefop.europa.eu)) within one month of the visit.