

## ALTERNATIVE WAYS TO JOURNEYMAN'S CERTIFICATE THROUGH PRACTISE CERTIFICATE

**The pilot scheme for the training uses trial curricula, adapted for low motivated youth.  
The education is adapted with emphasis on practical training on the job to journeyman's certificate.**

In Norway we see that there is an increasing number of young people who are demotivated to follow the normal school system education path. They think secondary school is uninteresting and too theoretical, and when starting upper secondary school they are really fed up with all the academic subjects they are forced to study and are in danger of dropping out of school. This is primarily valid for the young people who would pursue a vocational education.

Many of them have normal intellectual capacity and abilities, but would not be motivated to follow up a traditional VET path with 2 years in school and 2 years as an apprentice. Our system opens up a wide variety of opportunities for alternative education, especially on the job training programs. However, these require a very close follow up and requires a much higher degree of cross-sectoral cooperation than for normal students.

### **Many students have low school motivation**

**Young people drop out because they are not motivated for 2 years at a VET school**

- High drop out rate
- Education too theoretical in VET
- They bloom during on the job training



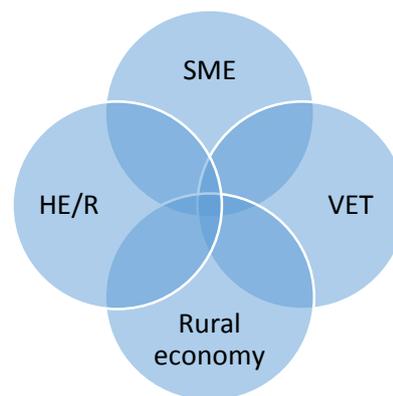
Our aim was to pilot a system where we follow 15 -20 students who are in danger of dropping out into an on the job training program with very frequent collaboration between the involved actors, so that they can be trained in the companies 4 days a week, and 1 day/week at school for 2 years. Then they sign up for an apprenticeship contract after the 2-year training period.

The original model was called "Apprenticeship links with employers", and it was modified by us from a pure focus on cooperation with employers, to also include support from HE/R and have 100% focus on disadvantaged youth in danger of dropping out of VET in a very adapted on the job training program that would eventually lead to an apprenticeship contract after 2 years.

## Alternative way to journeyman's certificate

Some have good abilities and can do very well, but no motivation for ordinary school

12 study programmes, 20 students in placements, 1 teacher follows up all, over 80 % success rate



We created a partnership consisting of VET, HE/R, NGO, SME companies and unemployment office as follows:

Godalen Vocational College, which is a public Vocational training school, was our primary partner. Their involvement was participating in planning, providing students and having a key role in implementation.

Rogaland School and Business Development Foundation, an NGO working in close connection with VET for enhanced learning and consulting in school development, and on the job training programs. Our involvement was participating in planning, participating in implementation, following up students and evaluation.

University of Stavanger, centre for behavioural research. The centre's main goals are to produce research based knowledge on the development of social and emotional problems and how schools can effectively reduce and prevent problems among children and adolescents. They participated in implementation and acting as advisors

University of the West of England, Centre for appearance research. They carry out psychological and interdisciplinary research in appearance, disfigurement, body image and related studies and is world leading in the field. Their involvement was participating in planning and training of staff

Møllehagen Skolesenter is a special needs school with very challenging students. They participated in planning.

Unemployment office Stavanger is a public office for social and work related issues. Their involvement in the program was participating in planning and giving advice along the way for those who needed financial aid from them.

### **Our Objectives were:**

- to increase the number of apprentices in small companies in Rogaland for potential drop-outs
- to increase cooperation between VET and small companies
- to use HE/R as experts/consultants/advisors for VET/SME on research related to issues the students have as an obstacle of success in the pilots.
- to use HE/R for VET staff training to ensure they focus on the correct issues when following up piloting

### Our Expected Results were:

- prevention of drop out for able youth who need extra adaptation or additional follow up or motivation. Indicators for impact- number of students who sign apprenticeship contract.
- closer links between HE/R and VET and between researchers and practitioners.
- an increased focus on evidence based approaches in VET.

We started off with a survey about SME's skills needs in 200 companies and asked them if they were willing to train students with no education. Most of them were very willing as long as the students were motivated. We then moved on to selection of students and contact relevant SME's about the work placements and information about the program. A team meeting followed for coordinating the efforts of all the involved parties, distribution of tasks and setting the dates for start. After this staff training was conducted in April 2014 with researchers from University of the West of England, centre for appearance research in appearance related research and consequences for employability. The actual work placements and mentoring by RSBDF, Godalen and University started in June 2014

We continued to place students in job placements throughout the year 2014, since it took some time to find, select and motivate them for the program. By the end of the year it was 20 students in work placements. Once a month through the project period all students were visited on the job and phone contact was done weekly with students and companies.

### Cost effective method

This way of thinking follow up of students creates a huge flexibility and gives the VET school a chance to manage this within limited budgets

The amount of students dropping out is considerably lower among students that join the practise certificate program than any other study programme, according to John Bernander from the confederation of Norwegian enterprises

In between we had quarterly meetings in the project group for feedback and inputs. RSBDF and Godalen selected and recruited students, followed up on the job while university shared research and their perspectives on the disadvantaged students needs and risk factors, while unemployment office stepped in and helped with financial aid for those in need. Special needs school participated in planning and shared their experience with these types of youth.

The pilot was very successful. Out of the 20 students who started, half of them are now (autumn 2015) in apprenticeship contract, 5 is in full time jobs, and the rest are waiting to sign a contract. 2 students dropped out and went into an ordinary study program, since they felt it was too hard to work so much.

### Map of Norway



### Image gallery



Baker Sigve Eie running an introduction course for students of practise certificate



Promotion for practise certificate in order to recruit young people



Promotion of practise certificate from the regional follow up service web page