

Gloppen, Nordfjord region, Norway



Gloppen model

Keyword(s):

Migration and Integration

Labour Market and VET



Introduction

We saw that it was challenging for many immigrants with refugee background to complete upper secondary education through the regular school system. Many of these are parents with young children, others are just settling. Some are lacking basic education, or the education they have received doesn't qualify them for attending upper secondary education in Norway. Others have gone through similar education in other countries, but it is not possible to convert their diplomas to equal Norwegian levels.

As a consequence of these issues, we had a substantial, largely idle workforce reserve in a situation where local industry had a large demand for vocationally skilled workers.

Gloppen kommune (the local municipality) had - along with many other municipalities - an increasing demand for skilled health care workers. Through interviews of the target group, we found that healthcare was a field of work that many of them expressed interest towards working in, but regular employment was hard to get because they lacked formal education.

In 2013, we started a vocational education program for health care workers. The program was a collaboration between Gloppen kommune, NAV and Firda upper secondary school, and was specifically adapted for applicants who were in need of a more practically oriented way of learning. This cooperation model is called "Gloppenmodellen".



The program proved to be a success. All participants were qualified as health care workers, and are today part of the work force.

In 2015 a new class was started based on this model. This time, all the municipalities in the Nordfjord region were invited to join the collaboration and provide applicants. Later on, the program was expanded with an education for dental assistants.

During 2017 interest was expressed from local private companies, in forming a collaboration built on the same principles that were previously employed with health care/dental assistant educations. The goal being to form adapted education programs to supply these companies with skilled workers. On this background two new vocational educations were started I 2018. One class for concrete workers and one for plastics and composite workers. All students have signed apprentice contracts with the participant companies.

As per 2022 the following vocational educations are organized and financed through Gloppenmodellene:

- Building and construction studies, located at Stryn VGS
- Technology and industry studies, located at Eid VGS
- Health care studies, located at Firda VGS
- Restaurant and food studies, located at Måløy VGS

Main challenge

The municipality needed skilled workers, the introductory program was not enough to be able to qualify the participants for a trade certificate and the county municipality's offer of higher education was too challenging to follow for this target group. We saw that left to ourselves we could not solve the social mission, but together we all had the means.

Timing

Firda upper secondary had lost the health professional education, at the same time we had many refugees who had a desire to become health professionals We saw that the need in the labor market matched with the desire for work with our target group. Together with the county municipality, it was therefore important to start an education adapted to the target group.

Objective

The goal of the Gloppen model is to give more people a vocational education to qualify them for the need in the labor market.

The goal is to create good vocational training programs that are based on the need in the labor market. Good co-operation agreements have been made to ensure co-operation throughout the entire educational process.

Target group

The main target group is refugees in the introductory program, later the target group expanded.



Geographical range

All schools in the Nordfjord region, but it is also extended to other schools in Vestland.

Stakeholders and partners

This is a collaboration model where the collaboration itself is one of the success criteria. We worked closely together through a working group set up by the Nordfjord Council. This group has regular meetings. The group consists of guidance services, the principal, the marketing coordinator in NAV and the Norwegian Refugee Council. Each party has one representative. We worked systematically and purposefully both to gather information about the labor market and the student base. We worked together to spread information to caseworkers and students.

This group looks at which educations should be prioritized in the various areas. The group is also responsible for the selection of applicants.

Through close collaboration and feedback from the participants, we maintain the motivation and information flow. We also ensure that all voices are heard and that all regulations are followed.

Strategy / materials

A working group was established to examine the possibility of forming a collaboration that could facilitate and run an education program based on this model. All parties saw that individually we would not be able to establish such an offer, but together everything was possible. The Gloppen model started at Firda upper secondary school in 2013. It was the need in the labor market that was decisive for this education to start. Agreements were made. We see that this is crucial to our success. Here the collaboration was written. The first batch will start at Firda upper secondary school. From 2021, all upper secondary schools in Nordfjord will offer vocational training according to the Gloppen model. We have used all partners' websites to disseminate information. We benefit from www.gloppenmodellen.no as well as advertisements and articles in the media. We have made a film about the Gloppen model, you can see it here: www.gloppenmodellen.no/filmer

Resources

The Gloppen model is a vocational education model where co-financing is part of the collaboration. The educations are covered by NAV and the County Municipality through a 50/50 division.

Compliance with Sustainable Development Goals (SDG)

The Gloppen model is the answer to many of the challenges facing society. We see that this is an effective way to qualify those who are on the outside of working life. They receive an education that suits the local labor market demands. Local businesses get access to a labor force who are motivated and educated in relevant trades. We mean the Gloppen model supports several of the sustainability goals. It is important that both genders have equal access to education and that the education is free.

The students are free to take up a vocational education on an equal footing with other students in upper secondary school. We see that both women and men take education according to the Gloppen model. We do not see a difference in participation in working life after education. Both women and men have found work and a lasting connection to working life.

Innovation(s)

Education according to the Gloppen model is innovative in the way that it brings together different players, both public and private, to work closely to create educational programs adapted to local labor market needs. At the same time it solves many of the challenges with integrating migrants into society.

The collaboration is based on solid, formal co-operation agreements. The education model itself is based on turning the standardized, well-known vocational education model upside down. Instead of theory first, practical learning later, It is both theory and practice from the first year.

Separate collaboration agreements have been made between the schools and participating businesses with regards to guaranteeing available internships for the students after they have completed the education.

Evaluation

Evaluation consists of user surveys in the classes. Participants are allowed to speak. See proposal for evaluation form at www.gloppemodellen.no/vedlegg

We look at the number of participants who start the educations and how many complete within the planned time. We also look at how many people complete vocational education with extended time and how many who end up with regular employment after apprenticeship.

Success parameters

The most important success parameter is the composition of the working group. In our case, the group is composed of the guidance service, the refugee service, the market coordinator in NAV and the rector of the school. All parties have one representative. This ensures that all relevant players are present in one group.

The thorough preparation, and matching of interests of the target group with the need in the labor market ensures that we do not train people to be unemployed.

Turning the education model upside down by compining theory and practice from year one makes the participants form a steep learning curve. They build networks through school and work, this gives faster progression. We also experience that it gives better motivation and connection to working life.

Impact

Participants go from being at risk of becoming passive recipients of social assistance to becoming active workers. They receive a vocational education and a permanent connection to working life.

Those who have taken education or are in education according to the Gloppen model say that it means and has meant a lot to them. They get more people to say hello to, rapidly form relations with their colleagues. They get to know Norwegian working life. Norms and rules are introduced through practical work.

Many say that it means a lot to them to be a role model for their children. They say their children are proud when they tell that their parents work together with the parents of other children they know.

Impediments

The challenges are to get all the parties in the collaboration to work constructively together and not get stuck in bureaucratic trenches. It is important to implement solid collaboration agreements and to work together towards common goals. If one of the parties fall out, the model will fail.

Having a collaboration model that requires innovation and new ways of working together, requires coordination from someone who can see the whole picture.

The Gloppen model has been in operation in Gloppen and Nordfjord since 2013, but with new players this will be more demanding.

It is also important to have a close dialogue with the employers so as not to “use up” the internships? assist the employer in reducing follow-up tasks. Be able to provide support if challenges arise in the workplace.

Replicability

The Gloppen model has already spread to all schools in Nordfjord. An agreement has also been made between NAV and the County Municipality of Western Norway for cooperation on adult education.

From the autumn of 2022, more educations have been announced according to the Gloppen model in both Sunnfjord and Sogn region.

We are contacted by various municipalities, Nav and municipal refugee service staff with questions of information sharing.

We received funding from IMDI (The directorate of integration and diversity) to create a guide and a handbook to be used by other Counties/municipalities who are looking into starting similar education programs. These can be found on www.gloppenmodell.no

We hope this is an education and co-operation model that can be used by the Nordic countries. We have been invited to Nordregio's forum and held posts about the Gloppen model

Firda upper secondary school has applied for participation in Erasmus. Gloppen kommune is included as a partner in the application.

Concluding remarks

Altering the traditional vocational education model and combining practice with theory from day one is a success factor. Collaboration makes us stronger and we get better solutions.

Website/Social Media profile(s) of the initiative

You can find more information at www.gloppenmodell.no or visit our facebook [Gloppenmodell - Ein fagutdanningsmodell | Facebook](#)

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