

Godalen and Thor Heyerdahl Upper Secondary Schools in Rogaland and Vestfold County Municipalities in Norway

1. Need/challenge addressed

Attendance, emotions/mental health, learning achievements especially in common core subjects, motivation, social, transition from lower to upper secondary.

2. Target group and age group

Most measures are aimed at pupils in the transition period from lower to upper secondary and pupils with poor grades and/or motivation in their first grade at upper secondary.

3. Conditions and different steps necessary for the implementation of the measure

Due to high drop-out figures and too many low motivated pupils through the years, the development has been gradual, with more and more personnel, teachers and other staff becoming involved, in order to enable more pupils to complete school successfully. This is a collective concentration with a number of initiatives based on the commitment of several persons'.

4. Decision makers on the type of support and possible adaptations

Without the active involvement of the leadership in both schools, there would have been little/no developments. Consequently, the heads of the schools and two municipalities together with the regional school authorities are involved.

The teachers, pedagogical psychological service, follow-up service, and other personnel such as therapists, psychiatric nurses etc., are involved in the decision making process.

5. Delivery of the measure and stakeholders

Most of the actions are carried out at school level by the staff mentioned above, while other actions, such as follow-up service are carried out by specific external offices. **Inside the school**, the following support functions have been set up:

- An **employment office** for support of the guidance counsellors;
- Increased resources for socio-pedagogical guidance counsellors helping students to master school and a **psychologist** available once a week;
- A **social worker** with the responsibility for the learning environment of the whole school, including prevention of drugs, crimes and truancy etc. Students report that having a person at school, who is following up on them and who they can talk to about anything gives them a sense that someone cares and motivates them to come to school; and,
- A special **department** for everyone who works in alternative education, which facilitates the gathering of competences in many relevant fields while using resources effectively,

Through close regular communication, i.e. meetings, consultation, digital contact etc., cooperation between stakeholders is ensured. Some of the specialist staff get specific training, in order to support their role.

6. Overall responsibility for implementation

Headteachers have overall responsibility.

7. Obstacles in introducing the measure

New measures will always face obstacles. Things take time, but without a collective belief in the whole school's coherent approach and strong governance and leadership by the heads of the

schools, it would not be possible to carry out the active measures presented here. In order to improve the situation, the following proposals have been identified:

- The possibility to start school all year round;
- Closer and obligatory cooperation between the employment office and the schools;
- The possibility for employment offices to force young people to take courses;
- Eight-week-special-needs VET programmes adapted to society needs, where students can choose from different programmes depending on where they are on their journey towards participating in society; and,
- A follow-up service able to contact and to help back on track every single youth with statutory right and without school or job.

8. Monitoring and assessing the measure

The County Municipalities monitor the measure. It is addressed directly by the school to parents, guardians, pupils, with a close collaboration between the two levels of schooling, i.e.: lower and upper secondary.

9. Results of the measure

The results of the measure are good. The drop-out figures are decreasing and there is an increase in motivation and the desire to finish school successfully.

10. Current status of the measure

The measures are ongoing. They are considered sustainable and permanent (some parts/minor measures may be temporary).

11. Further info

Godalen Upper Secondary School

Mr Lasse Eide, Headmaster

lasse.eide@rogfk.no

Thor Heyerdahl Upper Secondary School

Ms Karianne Fennefoss Balchen

Studierektor

karianneb@vfk.no