

Welcome



Karlstads-Hammarö
gymnasiesärskola



Programme outline Wednesday

13.15-14.30	Presentations: The hosting team. Programme, participants and activities
14.30-15.00	Coffee break
15.00-16.00	Session continue
16.00-16.15	Preparation for day 2. The hosting team.
19.00-	Dinner at the restaurant Via Appia



Programme outline - Thursday

9.15	Visit MMS
10.00	Coffee at MMS
10.30	Transport to Nobelgymnasiet
10.45	Visit at FP and HR
11.30	Lunch at the Hotel and Restaurant Programme at Nobelgymnasiet
12.45	Transportation to workplace, Lecab
13.00	Information at Lecab
13.30	Transportation to workplace, Lorensberg pre-school
13.45	Information at Lorensberg pre-school
14.30	Transportation to Naturum
16.30	Close
19.00	Dinner at the restaurant, Båten



Nobelgymnasiet



- Number of students: 1087
- Number of staff: 140
- Number of programmes: 5
- Number of programmes,
the gymnasiesärskola: 3



Karlstads- Hammarö gymnasieskola

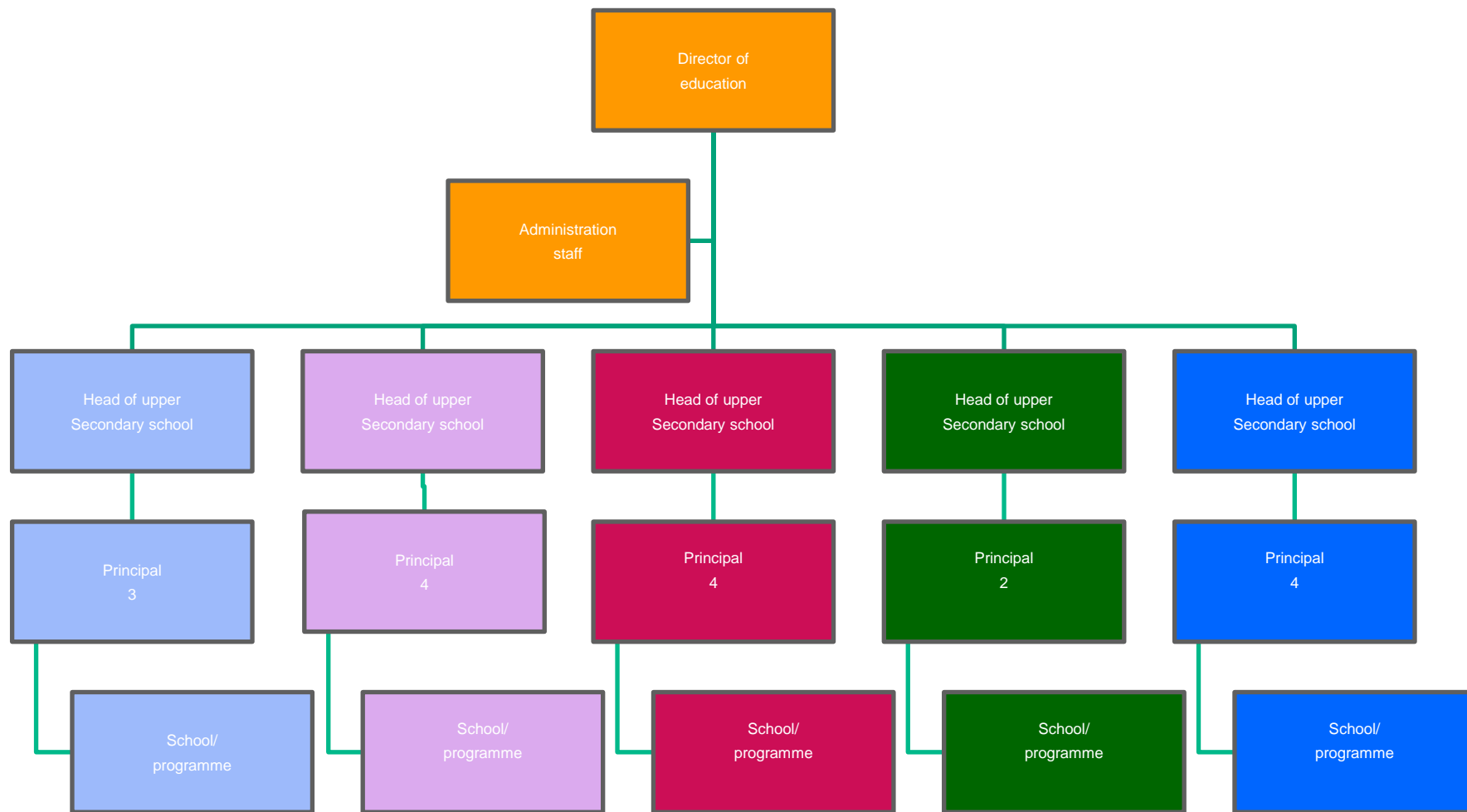


- Number of schools: 5
- Number of students: 4300
- Number of staff: 800
- Number of programmes: 25
- Number of programmes,
the gymnasiesärskola: 8

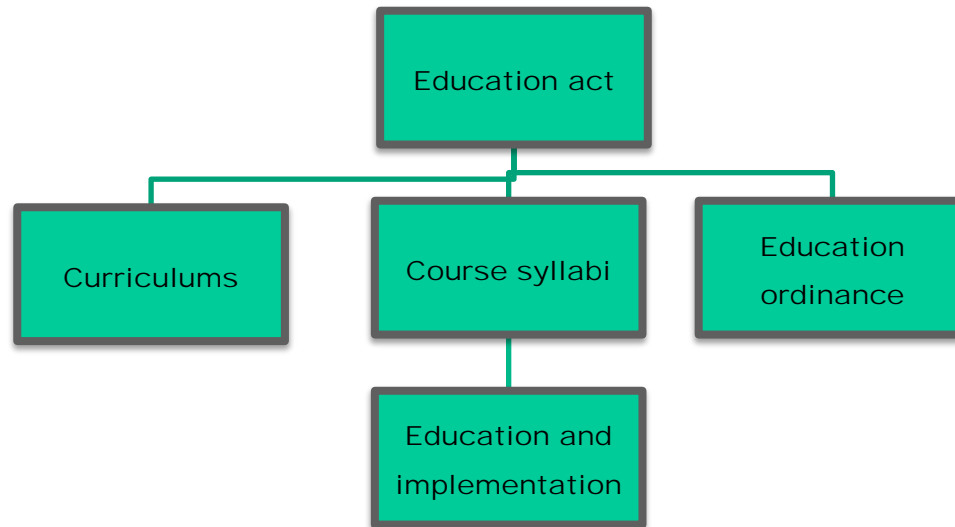


Organisation

Karlstads - Hammarö gymnasieskola



National steering documents



The main commission of the gymnasiesärskola

"The Gymnasiesärskola shall on the basis of each pupil's preconditions deepen and develop the pupil's knowledge as part of the preparation for a meaningful life as an adult at work, in practical living and leisure activities" (the education act)



The principal's special responsibility for the gymnasiesärskola

- Each student is given support at the education located to a place of work, APU
- Each student is given support in the transition from school to working life



Karlstads- Hammarö gymnasiesärskola

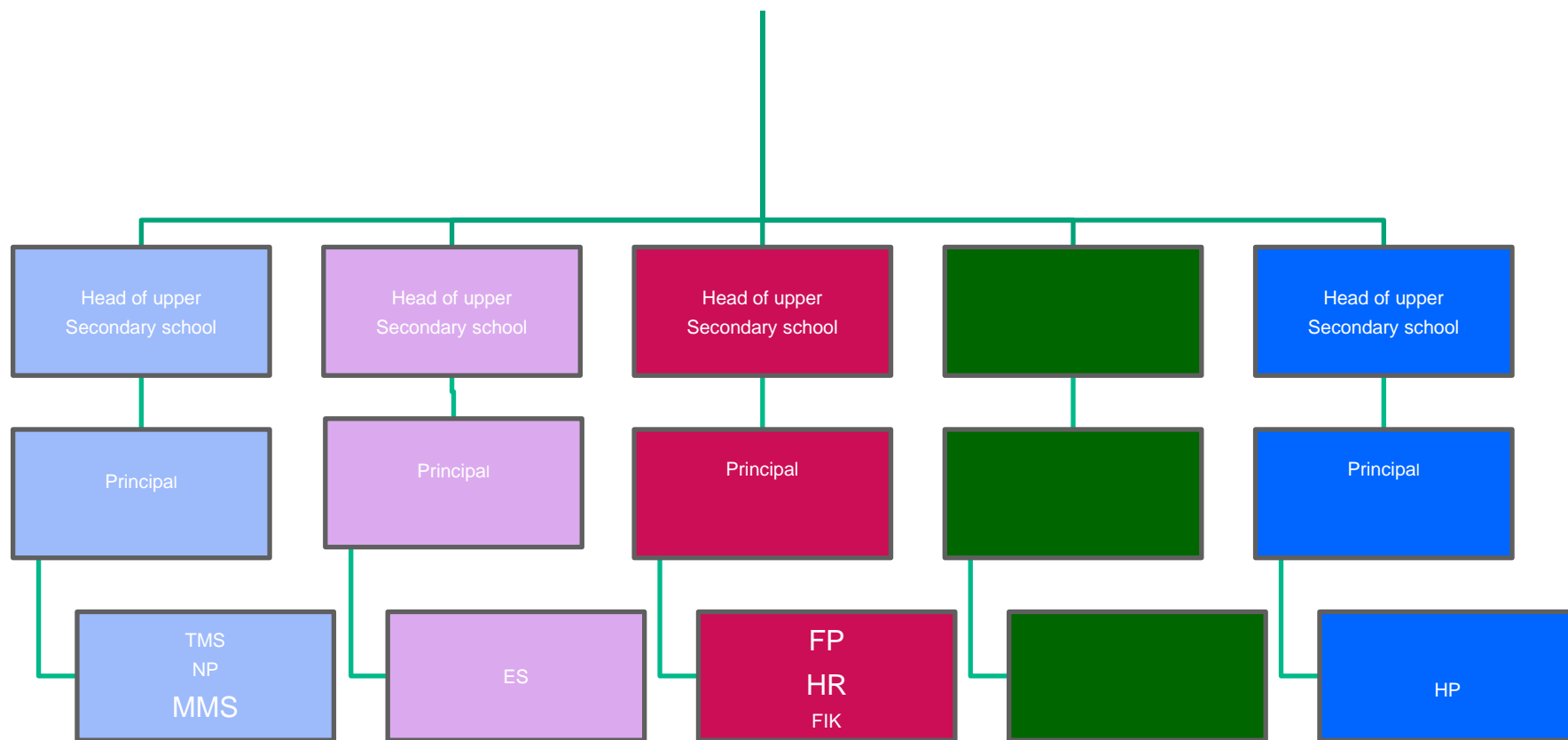


- Organisation and management
- Our programmes
- The student's path from practise to work
- Bryggan, our model to support the students during their 4- years studies and in the transition to working life



Organisation

Karlstads – Hammarö gymnasiesärskola



MMS

- MMS = Human – Environment –Service
- Number of students: 29
- Girls: 27 Boys: 2
- Number of staff: 8
- Women:7 Men:1



Profiles at MMS

Children and Care

Service and Cleaning



The four years at MMS

- Year one – Basic year
- Year two – The student's profile starts
- Year three
- Year four



The Student's Path from Practice to Work



From Compulsory Comprehensive School to the Gymnasiesärskola

- Information about the Gymnasiesärskola
- Choice of Programme for Practice
- The Student visits the Schools
- Practice
- Evaluation
- Choice of School and Programme
- Handover Conference



The main commission of the Gymnasiesärskola

.The Gymnasiesärskola shall on the basis of each pupil's preconditions deepen and develop the pupil's knowledge as part of the preparation for a meaningful life as an adult at work, in practical living and leisure activities" (the education act).



How to attain a meaningful adult Life in Work, Housing and Leisure

- Civics
- Social training
- Core Subject
- Vocational Subject
- APU - Education located to a Place of Work



Civics

- Communications
- Job Centre
- Everyday Economics



Social training

- Social skills and interaction
- Hygiene
- What you need to think about before APU



Core Subject

- In order to create an overall picture of the education for the students, an integration between the different vocational courses is necessary. An integration between vocational subjects and core subjects is also important and strengthens the education. (National Agency for Education)
- Practical math
- Practical swedish
- Entrepreneurship













































Vocational subject

- Vocational skills
 - Theoretical
 - Practical
- Work environment and safety
 - Ergonomics
 - Protective clothing



APU - Education located to a Place of Work

- Connected to the programme
- Prepare the students for working life
- Make connections
- Bryggan



BRYGGAN



The year 1998-99

2-3% of the graduating students got a job within the open labour market

The coordinator at the employment agency in Värmland, who was responsible for adolescents with learning disabilities saw difficulties in establishing our youths in the open labour market. There was no good transition from school to work.



The year 1999-2000

The EU-project "Bryggan"

Aims

- Increase employability
- Reduce welfare dependency
- Enhance self-esteem



"Bryggan" as an EU-project

- 22 students
- 2 career masters



Results in the year 1999-2000

41% of the graduating students got a job within
the open labour market

32% went to a prolonged practise – with
employment in the long run

27% were not ready for the labour market and
needed further support and other alternatives



Bryggan of today

- 3 ½ career masters during all four years
- 1 career master with special responsibility for the last year

196 students divided amongst 8 programmes



Trades/Companies

- Building firms
- Elder care, child care
- Insurance companies
- Cleaning companies
- Computer companies
- Industry companies
- Trotting
- Farming
- Car repair companies
- Sports clubs
- Leisure sector
- Caretaking
- Trade companies
- Restaurants
- Transport
- Forest industry
- Road construction
- Advertising companies
- Sanitation

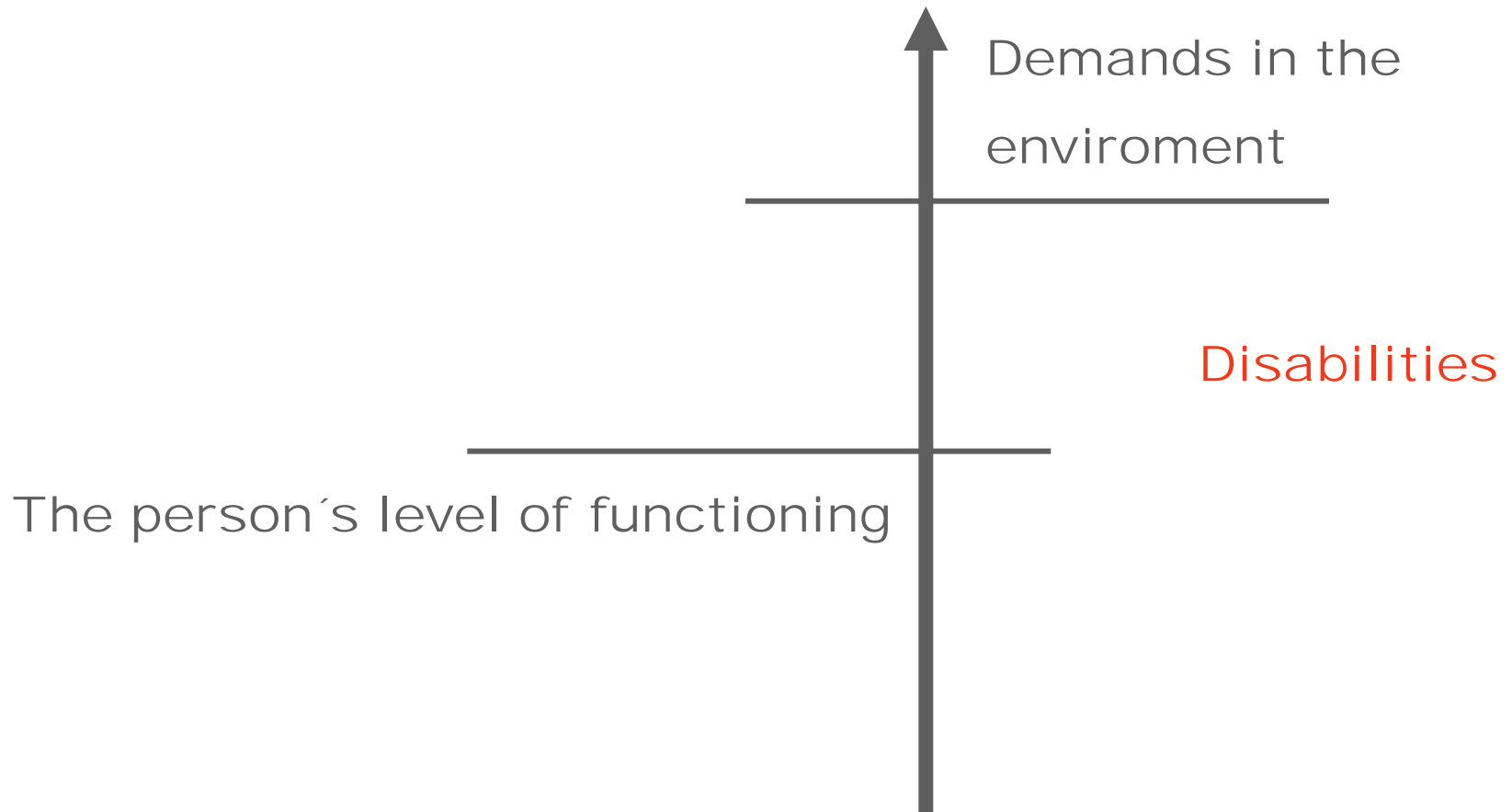


The method

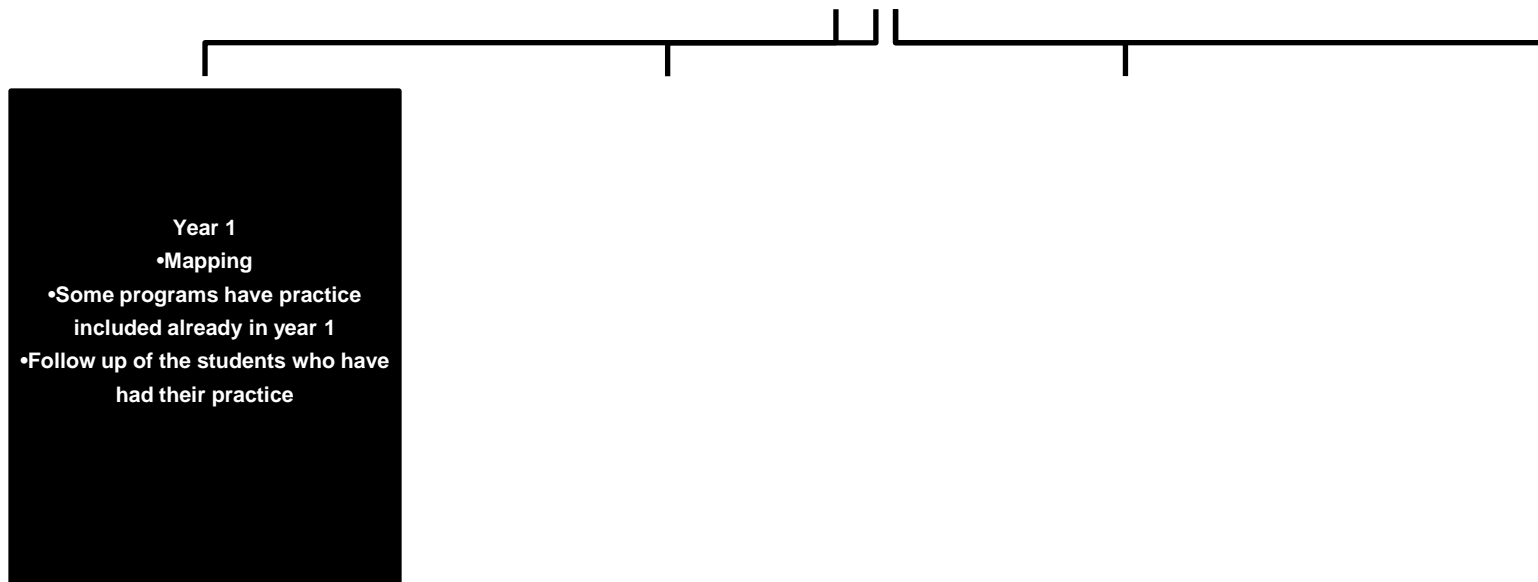
Our basis is that everyone can manage
a work in the open labour market
with the right kind of support



Disabilities



Workflow for the career master



Year 1

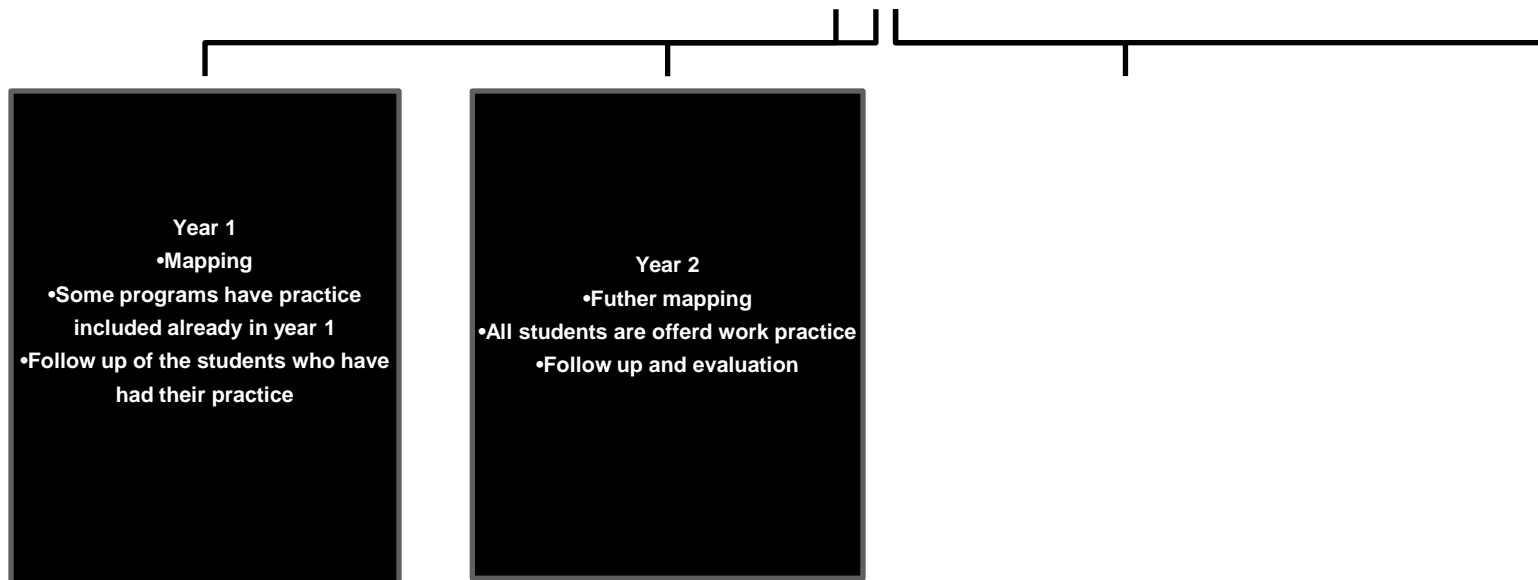
Mapping

**Some programmes have practice
included already in year 1**

**Follow- up of the students who
have had their practice**



Workflow for the career master



Year 2

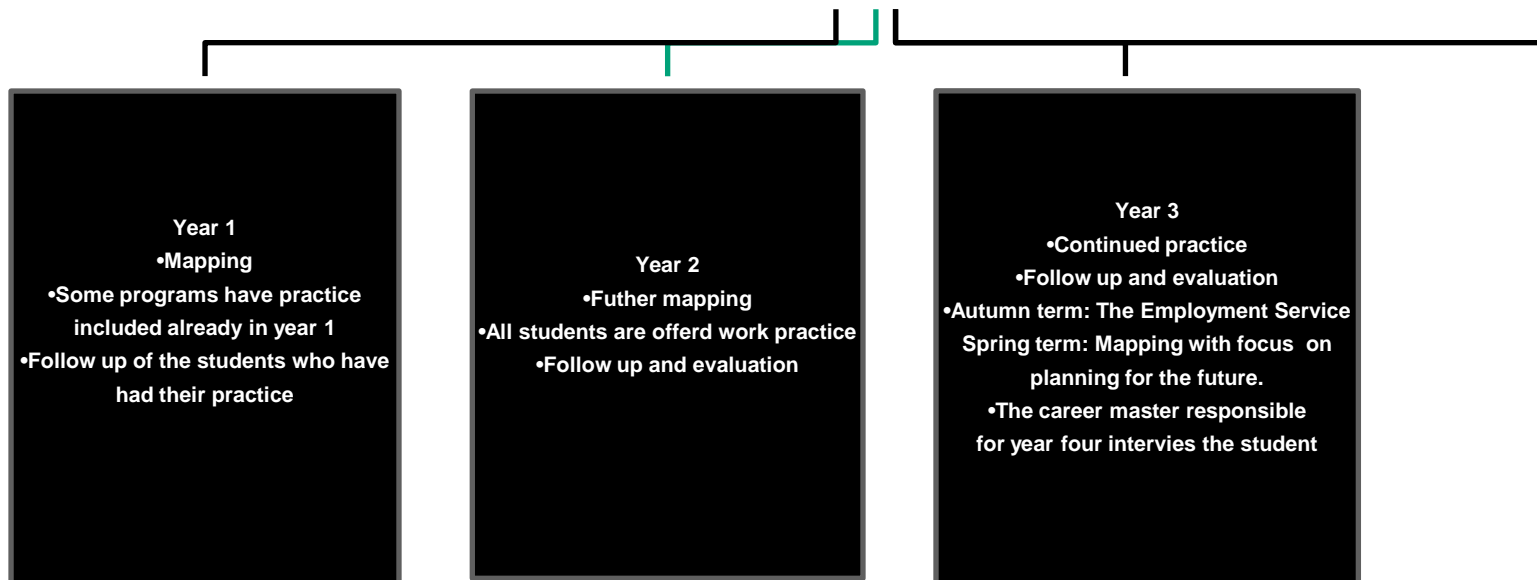
- .Further mapping**

- .All students are offered work practice**

- .Follow up and evaluation**



Workflow for the career master



Year 3

.Continued practice

.Follow up and evaluation

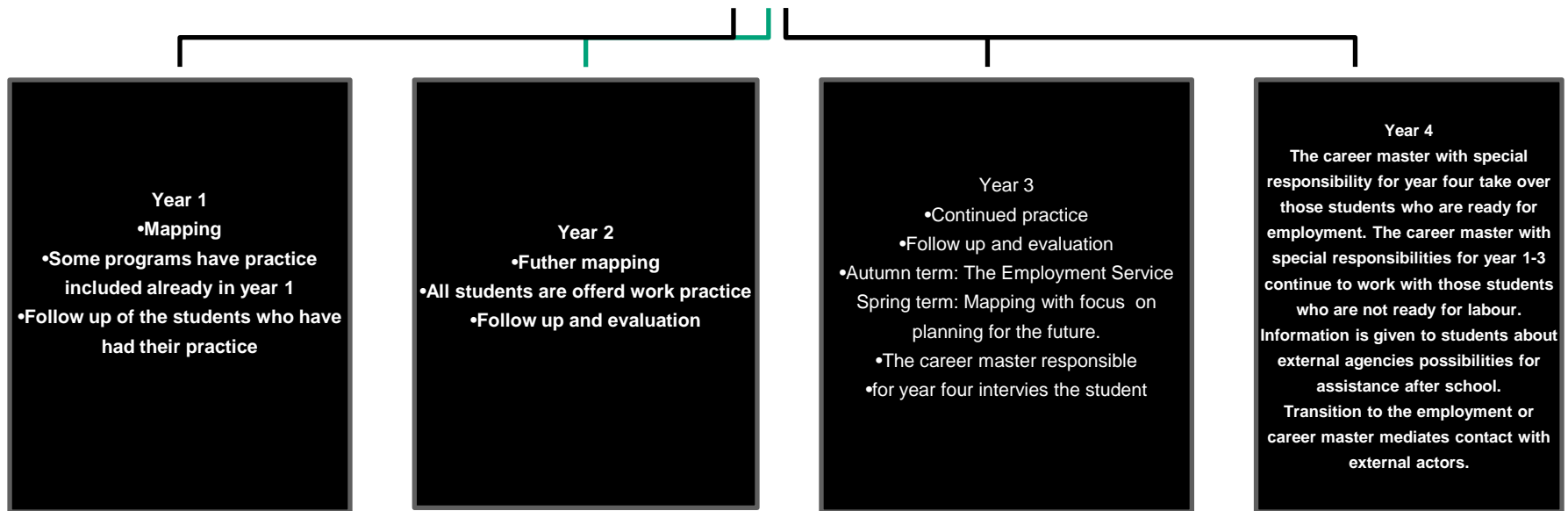
.Autumn term: The Employment Service Agency makes the mapping

.Spring term: Mapping with focus on planning for the future

**The career master, responsible
for year four, interviews the student**



Workflow for the career master



Year 4

The career master with special responsibility for year four take over those students who are ready for employment.

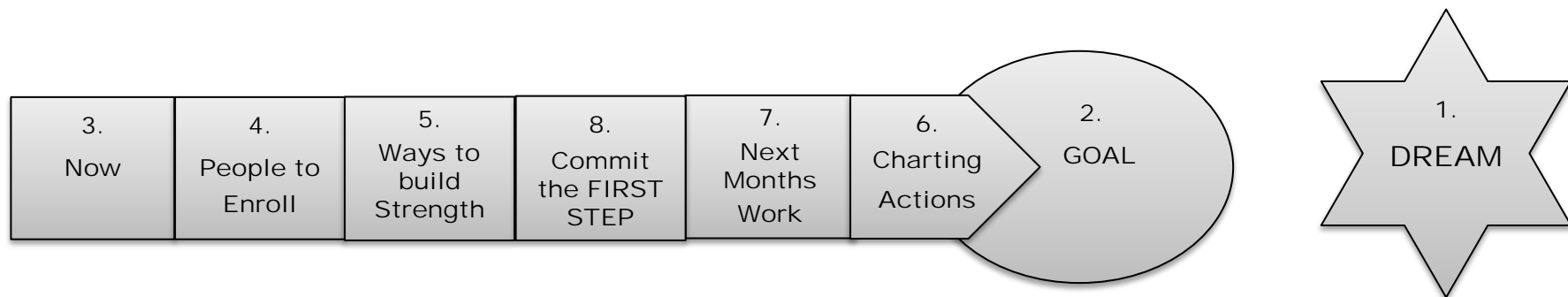
The career master with special responsibilities for year 1-3, continue to work with those students who are not ready for the labour market.

Information is given to students about external agencies' possibilities for assistance after school.

Transition to the employment or the career master mediates contact with external actors.



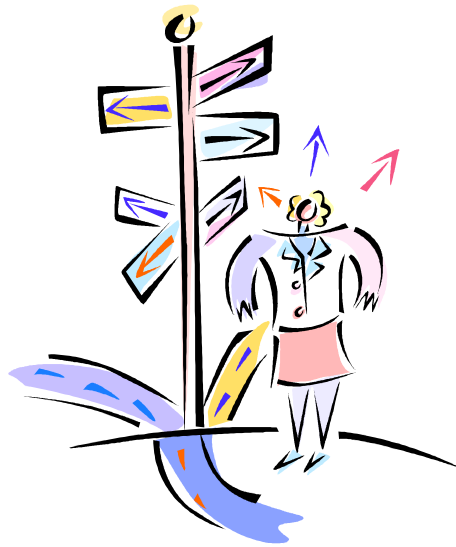
Planning Alternative Tomorrows with Hope



Practise is selected based on
the student's interests and
preferences



Help the student to keep the agreed decisions



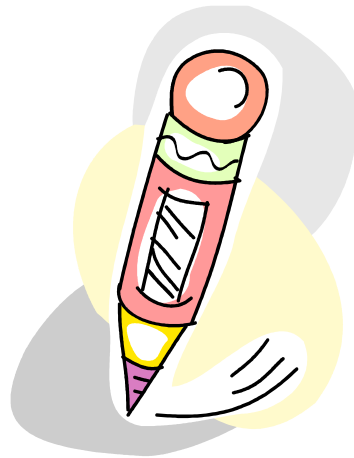
Clarity towards the company
concerning the disability and the
individual support



Help the company to a good
structure for the student



Offer special skills education
and training



Evaluation

