

## General and Specific Information

### Country Study Visit, Karlstad Tuesday 27th to Friday 30th September

#### Information about Karlstad



#### FACTS ABOUT KARLSTAD

**POPULATION:** 84,000

**RESIDENTS PER SQUARE KM:** 71

**AREA:** 1,165 KM<sup>2</sup>.

**GOVERNMENT:** Moderates, Center party, Liberals, Christian Democrats and the Green Party.

Karlstad is situated between Stockholm and Oslo, where the River Klarälven flows into Lake Vänern from the north. Being the seat of the Värmland county government, Karlstad is the centre of the entire region. The municipality of Karlstad has approximately 84,000 inhabitants, but the greater Karlstad area, including four adjacent municipalities, is the home of some 130,000 people.

Karlstad University, with more than 10,000 students, is one of the most modern universities in Sweden. The main county hospital is located in Karlstad, and the city also accommodates national public authorities such as the Swedish Civil Contingencies Agency and the Swedish Consumer Agency.

Karlstad is a world leader when it comes to pulp, packaging and paper. Forest industry cluster "The Paper Province" has about 250 member companies developing innovative products and services in fields such as packaging design and energy efficiency. There are also a large number of companies in the service sector, notably media and communication businesses.

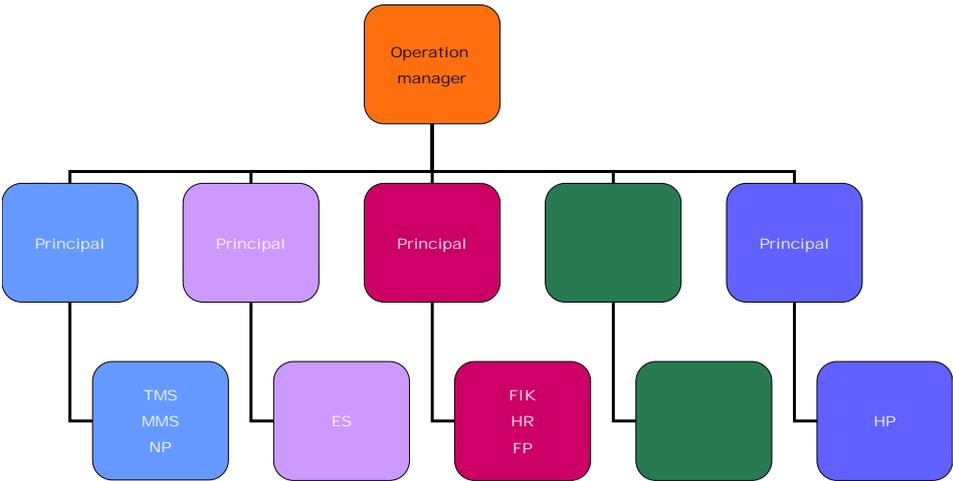
**Organisation of Upper Secondary School and Upper Secondary School for pupils with learning disabilities**

**KARLSTAD-HAMMARÖ UPPER SECONDARY SCHOOL ADMINISTRATION**

The Karlstad-Hammarö Upper Secondary School Administration is responsible for sixth-form colleges, upper secondary schools and municipal adult education in the municipalities of Karlstad and Hammarö. There are 25 educational programmes divided amongst five schools. Some of these programmes are specially designed and are not found anywhere else in Sweden.

The Karlstad-Hammarö Upper Secondary School for pupils with learning disabilities consists of eight national programmes and one individual programme. These are situated at four of the municipal’s five schools. Municipal adult education offers flexible studies to suit the individual and there is a lot of collaboration with, for example, the Employment Service Agency, the Social Welfare Service and the University. Furthermore, there are nine independent schools in the municipality of Karlstad, but no independent school within the Upper Secondary Special Programme School. 4300 pupils study at municipal schools and 1500 pupils study at independent schools.

**Organisation, Upper Secondary School for pupils with learning disabilities**



**Presentation of the programmes and their location**

**Hammarögymnasiet**

- TMS            Technology , Environment , Service
- MMS            People , Environment , Service
- NP              Natural Resource Programme

### **Nobelgymnasiet**

HR Hotel and Restaurant Programme

FP Vehicle Programme

FIK Association , Sports , Café

### **Tingvallagymnasiet**

HP Business and Administration Programme

### **Sundstagymnasiet**

ES Arts Programme

## **Information about the schools where the visits will take place**

The visits will take place at Nobelgymnasiet and Hammarögymnasiet.

At Nobelgymnasiet, there are slightly more than 1000 students of which there are 50 students within the Upper Secondary School for pupils with learning disabilities.

At the school, there are totally five vocational programmes (three years of studying) with thirteen directions. The Upper Secondary School for pupils with learning disabilities offers three vocational programmes (four years of studying). The staff consists of 140 persons.

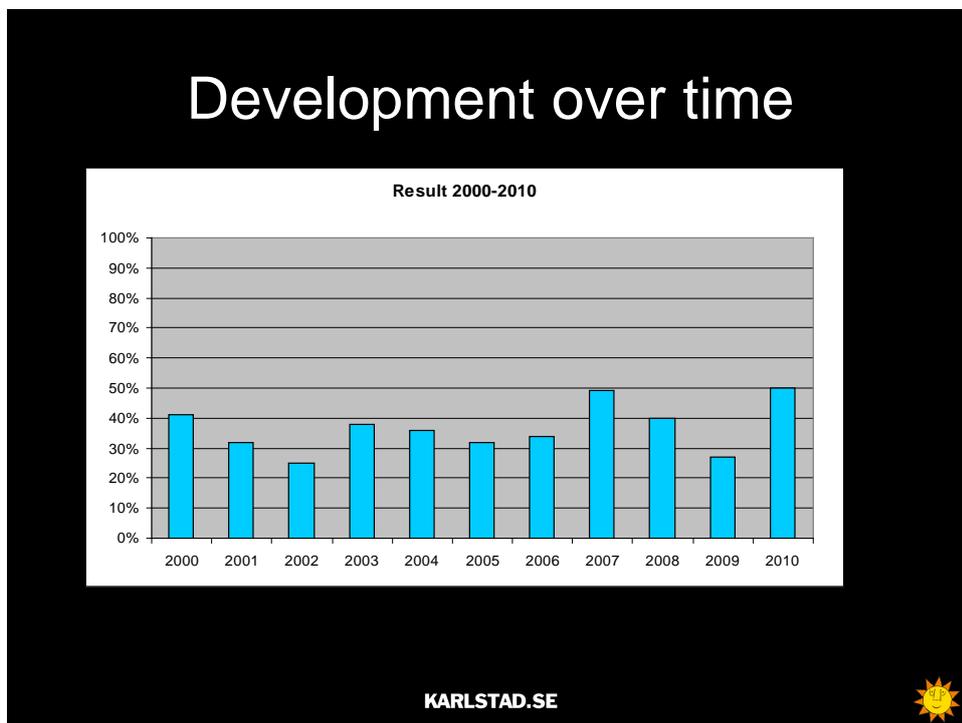
At Hammarögymnasiet, there are slightly more than 730 students of which there are 79 students within the Upper Secondary School for pupils with learning disabilities.

At this school, there are totally three vocational programmes (three years of studying) with eight directions. The Upper Secondary School for pupils with learning disabilities offers three vocational programmes (four years of studying). The staff consists of 101 persons.

## **Background to the activities of today**

Since year 2000, "Bryggan" is the model which is used in order for pupils studying within Karlstad-Hammarö Upper Secondary School for pupils with learning disabilities to attain and keep a job. The first year, "Bryggan" was run as an EU-project and was after that made a permanent tool in our activities, and is under the supervision of one full-time career master. "Bryggan" in co-operation with career masters, supervising staff and the Employment Service Agency have from the beginning continuously developed the model and shown that through a thorough mapping, documentation, further education and frequent meetings/follow-ups with municipalities and enterprises, we are achieving good results.

The table below shows the amount of students who have finished their education and have been established on the labour market getting an employment with wage allowance during the latest ten years.



## The activities of today

### The procedure as regards applications and the flow through the education

In order to be able to apply for admission in the Upper Secondary School for pupils with learning disabilities, there has to be a relevant medical investigation – and/or a notice of delivery from the compulsory special programme accompanying the student’s application paper. The procedure as regards applications follows the standard routines of the rest of Upper Secondary School. 50 % of the students applying are from the region of Karlstad. The remaining 50 % are from the rest of the region.

Distribution according to sex for the programmes is as follows:

Girls: 46 %

Boys: 54 %

Each of the students is, during their last year at Compulsory school for children with intellectual disabilities, offered several periods of practice at the programmes. This makes it easier for them in choosing programme at the second term of the last year. In accordance with these periods of practice, the note of delivery is handed over to a central coordinator. We always strive to be able to offer the students their first-hand choice.

**Staff/occupational groups involved:**

Pedagogues	40	100% with pedagogical qualifications
Head masters	4	
Career masters (Yvl)	5	
Coordinator	1	
Development manager	1	
Responsible for Bryggan	1	

**Participation of parents:**

The parents/guardians participate through parent-teacher meetings, development discussions and "open house" as we call it when we market our school to the public and parents have the opportunity to come too. Also, we are in continuous contact with them via mail and telephone.

**Apart from the education located at school we work with the professional integration as follows:**

Each student is offered at least 22 weeks APU (education located to a place of work) during four years of school. Each programme distributes their weeks in different ways. Below, there is an example of how it can be carried out.

<b>Year</b>	<b>APU - Education located to a place of work</b>	<b>Annotation</b>
1	2 weeks	Before the training at a place of work the career master makes a first mapping of the student. The aim with this APU is to get an insight into working life.
2	4 weeks	Follow-up, evaluation of earlier mapping and a more thorough analysis of the student's skills wishes and interests. Aim: The student experiences different interesting choices of a vocation
3	8 weeks	Continuing follow-up, evaluation and mapping: APU is made in the student's municipality as far as possible. During the autumn term, a first meeting with the Employment Service Agency takes place.  At the end of the school year, the student is handed over to "Bryggan" by the Career master.  "Bryggan" meets the student in order to make an interview concerning the next year.

		Preparations and planning before year 4 starts. Aim: Focus on chosen occupation
4	13 weeks	“Bryggan” works toward an employment in close cooperation with the Employment Service Agency and the enterprises in the region. We offer special education in order to increase the possibility to get a job.  Visit and registration at The Employment Service Agency takes place.

### External contributions /copartners:

The Employment Service Agency, Regional Social Insurance Office, LSS - the Municipal welfare service for the disabled, the Office for Children and Youth Rehabilitation, and the Office for Adult Rehabilitation.

### Our method

The career masters within Karlstad-Hammarö Upper Secondary School for pupils with learning disabilities work according to a method based on supported employment. It is founded on the notion that everybody can manage a job in the open labour market with the right kind of support.

Our first step is a mapping in order to get an overall picture of the student. We discuss interests, experiences and skills, but we also talk about how the disability possibly affects the ability to work. In addition, we look into which areas of work that can be possible, according to the different directions of the programme.

Our second step is the education located to a place of work (APU). According to our syllabuses, the students are supposed to have at least twenty-two weeks APU during their four years in the Upper Secondary School for pupils with learning disabilities. The career master seeks a suitable place of work and visits this place together with the student before the period of practice begins. Support is continually given to both student and his/her instructor.

Step three in the process consists of evaluation, follow-up and if necessary further adaptations to the next period of APU.

During the fourth step the cooperation with the Employment Service Agency is started, and they make a further mapping of the student. This happens in year 3 and the tutor, the career master and the student participate in this mapping. At the end of year 3, “Bryggan” makes an interview with the student, and after that an evaluation takes place where it is decided whether the student will attend the activities of “Bryggan” next year.

The fifth and final step starts when the student enters year 4. “Bryggan” takes responsibility for those students who are ready for the labour market. The work of “Bryggan” runs parallel with that of the Employment Service Agency in order to attain an employment for the student. If the student is not

ready for the labour market the career master helps him / her to get in contact with, for instance, the Municipal welfare service for the disabled.

### **Financing**

All financing is paid for by the school and there are no other financiers.

### **Upper Secondary School for individuals with learning disabilities – general, national information**

Over-view map of the school-system: <http://skolnet.skolverket.se/polopoly/utbsys-eng/>

Young people with an intellectual disability and who are thus unable to attend to regular upper secondary school are attending to upper secondary school for individuals with intellectual disabilities.

The upper secondary school for individuals with learning disabilities is contribution-free and a voluntary form of schooling that young people with intellectual disabilities can choose after completion of the Compulsory school for children with intellectual disabilities or the School for children with profound intellectual disabilities. The upper secondary school for individuals with learning disabilities offers national, specially designed and individual programs.

There are eight national programs. There are two individual programs for pupils who are not able or willing to take a national program. All programs last for 4 years and comprise at least 3 600 hours distributed over the core subjects, programme-specific subjects and eligible courses.

The different programs are mainly oriented on professional preparation.

All municipalities are obliged to offer this education for young people who do not have prerequisites to attend to upper secondary school.

The Education Act contains general regulations concerning the upper secondary school for individuals with intellectual disability.

The upper secondary school for individuals with intellectual disability has the same syllabus (Lpf94) as the upper secondary school.

The government adopts program objectives for each national program in upper secondary school for individuals with intellectual disability. The Swedish National Agency for Education decides on curricula and grading criteria for each course.

Initiated by the Swedish Government in September 2009 (ToR 2009:84, ToR 2010:27) an investigator has proposed a new structure for upper secondary education for pupils with learning disabilities in Sweden. The proposal was submitted to the Swedish government in January 2011. (SOU 2011:8) <http://www.regeringen.se/sb/d/108/a/160077> The proposals have been referred for consideration and comments to stake-holders and a bill is to be presented later this year.