



# „Arbeitsplatzreife“

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Malteserschloßschule  
breaks new ground



# Training on the job

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the idea:

„you learn to walk by walking,  
you learn to speak by speaking,  
and you learn to work by working!“



# Usual practice after schooldays

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- Automatically in the WfbM (factory for people with intellectual disabilities)
- Not any alternative
- Only a few oft key skills
- Only a few experience in local public transport
- Exclusion from the job market



# Alternative: Training on the job – to set objectives

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- Automatically in the WfbM
- **Chance to get a regular job**
- Not any alternative
- **Experience offer options**
- Only a few oft key skills
- **Training in the daily practice**
- Exclusion from the job market
- **Achieve participation without being excluded**



# The ways

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- To gain experience in the authentic job market
- Professional qualification
- To improve one`s condition to application for an employment
- Key skills: Learn, expand, steady



# Key skills

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- Punctuality
- Condition
- Teamwork
- To take responsibility
- Friendliness
- And so on



# Demands on the pupils

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- Follow easy instructions
- Communicate career aspiration
- Communicate partikular needs
- Use local public transport daily
- To accustom oneself to new surroundings



# Basic conditions

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- 3 days: training on a job
- 2 days: theoretical training for apprentices
- Jobcaoching

# The pupils

- Nicole Z.



# The pupils

- Patrick K.



# The pupils

- Julia R.



# The pupils

- Alen A.



# The pupils

- Tobias S.



# The pupils

- Andre R.



# The pupils

- Andre R.



# The pupils

- Immanuel H.



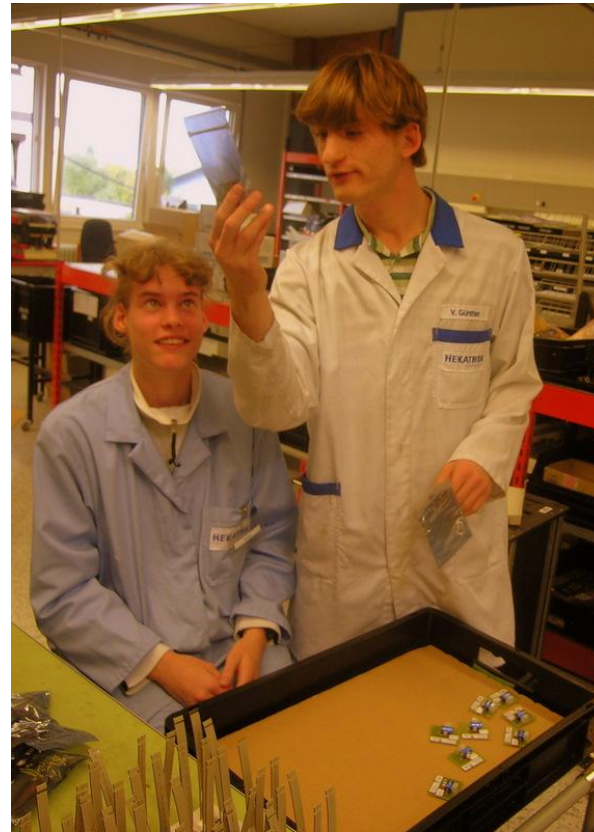
# The pupils

- Uwe J.



# The pupils

- Tatjana Ga.
- Viktor Gü.





# Demands on Partnercompanys

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- Contact person who is be responsible for the pupil
- Precise instruction
- Located in the neighbourhood area



# Demands on the parents

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- Courage to go new ways
- Acquisition of partnercompanys
- To apply handicapped ID



# Acquisition of the company

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- By school and IFD
- For free
- Contact person (the teacher)



# Daily routine at the training

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- Principle of authentic
- Recurring works
- Hours of work adapt for the company and the pupils



# Problems

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- “Economisation” of the pupils with intellectual disabilities
- Sweated workers
- Frustration for the pupils
- High expectations /parents



# The role of the teacher

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- To advise the pupils and the parents
- To seek the partner companys
- Jobcoach
- To qualify professional staff
- To tie networks (IFD, AfA, Versorgung.amt etc)
- PR



# Vocational Training 3. Points

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- 1. Work (occupational safety, health and Environment)
- 2. Basic cultural technique (reading, writing, Numeracy)
- 3. Free time/ leisure time (cinema, disco, travel, photographing)

# The end

