

GastroInklusiv

Recommendations for stakeholders

from politics, business, education and civil society to promote inclusion in vocational training and employment



Co-funded by the
Erasmus+ Programme
of the European Union



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Imprint

The recommendations for stakeholders from politics, business, education and civil society to promote inclusion in vocational training and employment were developed within the framework of the two-year project GastroINKLUSIV - New models for inclusive professional vocational training in VET schools (Programme Erasmus + / 2016-1-DE02-KA202-003266, Strategic Partnerships, www.gastroinklusiv.eu). The aim of the project was to showcase the opportunities for inclusive learning in vocational education and training in the field of gastronomy as an example. Vocational schools, educational actors and companies jointly developed learning models and formulated recommendations for vocational schools and companies.

Project partners:

Berlin/Brandenburg (Germany): Entwicklungspolitisches Bildungs- und Informationszentrum EPIZ e.V., BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH, BIS Netzwerk für betriebliche Integration und Sozialforschung e.V., Oberstufenzentrum Dahme-Spreewald, Hotel Palace Berlin

Wien (Austria): BAOBAB - Globales Lernen, Berufsschule für Gastgewerbe, Kuratorium Wiener Pensionisten-Wohnhäuser

Vicenza (Italy): Eurocultura, Vocational school Pia Società San Gaetano, Winery Vignaioli Contrá Soarda

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Publisher: Entwicklungspolitisches Bildungs- und Informationszentrum EPIZ e.V.

Authors:

Martina Bausch und Joachim Radatz, Netzwerk für betriebliche Integration und Sozialforschung e.V. (Germany), www.bisev-berlin.de

Janika Hartwig, Entwicklungspolitisches Bildungs- und Informationszentrum EPIZ e.V. (Germany), www.epiz-berlin.de

Grazyna Wittgen, BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH (Germany), www.bgz-berlin.de

Bernd Faas, Eurocultura (Italy), www.eurocultura.it

Magdalena Emprechtner, BAOBAB - GLOBALES LERNEN (Austria), www.baobab.at

In close cooperation with all project partners



Berlin, August 2018

Table of contents

1. Introduction.....	1
2. Inclusive vocational training in education systems of Germany, Italy and Austria.....	3
2.1 Germany	3
2.2 Austria.....	5
2.3 Italy	7
3. Recommendations for the regional level	8
3.1 Vocational schools and educational networks	8
3.2 Training companies & cooperation between vocational school and companies.....	11
4. Recommendations for the regional & national level for stakeholders from politics and business ..	13
4.1 Chambers, guilds and ministries.....	13
4.2 Teacher training institutes/advanced education institutions for teachers, science/research actors on vocational training and inclusion	14
4.2.1 Securing of suitable materials	15
4.2.2 Securing advanced training/educational provisions for training personnel	15
5. Recommendations for the European level/decision-makers.....	17
6. Recommendations for civil society actors/sensitisation of society	18
7. Conclusion - Inclusion in vocational training and employment	19
8. Useful links and information	21
9. List of sources	22

1. Introduction

The aim of the EU project “GastroINKLUSIV - New models for inclusive professional vocational training in VET schools“ was to identify approaches for strengthening an inclusive culture in vocational schools and companies. The aim was to improve access for trainees with cognitive, language and learning difficulties to training and work and to strengthen joint learning.

The project summarised lessons learnt on framework conditions and current developments in education and employment in the participating countries - Germany, Italy and Austria - as well as findings on promoting and inhibiting factors.

In the course of the project, potentials for improvement and approaches to inclusion in vocational schools became visible in all three countries. Despite differing traditions and differences in the vocational training systems, especially between Germany/Austria compared to Italy, we found that the need for action in the implementation of inclusion in the area of vocational training had many things in common for all countries. The strict separation of the recommendations explicitly by country was therefore only applicable to a limited extent.

The lessons learnt are based on numerous activities of all partners as well as on exchanges of experience with training companies, specialist teachers and education experts who were actively involved in thematic project workshops, conferences or the implementation of tests and the development of materials. The lessons learnt also relate to the good practices of the partner countries that our partners have selected. They are presented in the Good practice paper on inclusion in vocational schools and companies (*“Good-Practice-Papier zu Inklusion in Berufsschule und Betrieb“*) developed in the project.

More detailed suggestions and hints on how to deal with inclusion in subject teaching are also described in other project materials. These are:

- 1) the guidelines with recommendations for the development of inclusive learning material for vocational subject teaching (*“Leitfaden mit Empfehlungen zur Entwicklung von inklusivem Lernmaterial für den beruflichen Fachunterricht“*),
- 2) the brochure recipes for success inclusive learning materials for sustainable gastronomy (*“Erfolgsrezepte Inklusive Lernmaterialien für eine nachhaltige Gastronomie“*) and
- 3) innovative learning units for subject-oriented inclusive learning in vocational training.

The teaching materials developed within the framework of the project and the experience gained from the multiplier events can be used as a basis for developing a training concept that can be used in teacher training in schools. An adaptation for "related" professions is possible and sensible.

The present recommendations are not scientific studies, but lessons learnt from the close, direct exchange of experiences from daily work and the mutual acquaintance with methods and teaching materials of the participating countries. They can also be transferred to other sectors irrespective of the thematic focus.

The consideration of the latest scientific studies and legal regulations accompanied our activities right from the start of the project and formed part of the exchange of content within the project partnership. During the dialogue, the project was supported by a strategic advisory board, whose members are also decision-makers in the fields of vocational training, inclusive learning and the training and continuing education of people with special needs. This ensured that the operational and strategic partners in their regions could jointly approach the important stakeholders who have an influence on developments in vocational training.

As a result, various stakeholder groups (at local, regional and national level) and the opportunities, which they see for improving inclusion in vocational training and for supporting vocational schools in implementing inclusion could be addressed. This enabled us to better reflect and define the current need for action in the collection of lessons learnt.

Our recommendations are addressed to:

- Vocational schools and educational networks
- Teacher training institutes/institutions of advanced education for teachers, actors from the field of science/research on vocational training and inclusion
- Economic actors: (training) companies, trade associations (in Italy also the chambers) and employee representatives/trade unions
- Regulatory bodies responsible for vocational training (sovereign function): ministries, school administrations, chambers (only Germany/Austria) and school politicians
- civil society actors active in education and inclusion, their networks and associations

We would be pleased if our suggestions are helpful and are used sustainably.

Your GastroINKLUSIV-team

2. Inclusive vocational training in education systems of Germany, Italy and Austria

2.1 Germany

According to §1 of the German Vocational Training Act (BBiG), vocational training in Germany includes vocational training preparation, vocational training, advanced vocational training and vocational retraining. Vocational training generally takes place in the dual system, in which the training company and the vocational school are the training partners. In addition, some occupations are trained school-based (full-time vocational school). The initial training takes place in state-recognised training occupations with nationwide uniform standards and imparts the necessary vocational competence for the transition to the labour market¹.

Training schemes for people with disabilities

The United Nations Convention on the Rights of Persons with Disabilities of 13 December 2006 was ratified by the Federal Republic of Germany on 26 March 2009, making it binding. This also affects the education system and recruitment practices.

For people with disabilities who are not or not yet able to meet the requirements of a so-called full training in accordance with §4 BBiG or §25 Handwerksordnung-HwO (crafts code), it is possible to carry out so-called theory-reduced training schemes in accordance with §66 BBiG and §42m HwO. These trainings are derived from the training regulations for the so-called full occupations. The Framework Regulations for Training Regulations for Disabled People pursuant to §66 BBiG/ §42m HwO ("*Rahmenregelung für Ausbildungsregelungen für behinderte Menschen gemäß § 66 BBiG/§ 42m HwO*")² published by the main committee of the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung BIBB*) provides information on the development of these training schemes and proposes the uniform designation "specialist practitioner" ("*Fachpraktiker*").

§42m HwO and §66 BBiG are identical:

For disabled persons for whom training in a recognised training occupation is not an option due to the nature and severity of their disability, the responsible authorities shall, at the request of disabled persons or their legal representatives, draw up training regulations in accordance with the recommendations of the main committee of the Federal Institute for Vocational Education and Training. The training content should be developed from the content of recognised training occupations, taking into account the situation and development of the general labour market. In the application pursuant to sentence 1, evidence of a training opportunity in the intended training scheme must be provided.

¹ Further information is available at: <https://www.bmbf.de/de/berufliche-bildung-69.html>

² The framework for training schemes for people with disabilities as set out in § 66 BBiG/§ 42m HwO <http://www.bibb.de/dokumente/pdf/HA136.pdf>

(„Für behinderte Menschen, für die wegen Art und Schwere ihrer Behinderung eine Ausbildung in einem anerkannten Ausbildungsberuf nicht in Betracht kommt, treffen die zuständigen Stellen auf Antrag der behinderten Menschen oder ihrer gesetzlichen Vertreter oder Vertreterinnen Ausbildungsregelungen entsprechend den Empfehlungen des Hauptausschusses des Bundesinstituts für Berufsbildung. Die Ausbildungsinhalte sollen unter Berücksichtigung von Lage und Entwicklung des allgemeinen Arbeitsmarktes aus den Inhalten anerkannter Ausbildungsberufe entwickelt werden. Im Antrag nach Satz 1 ist eine Ausbildungsmöglichkeit in dem angestrebten Ausbildungsgang nachzuweisen.“)³

The Vocational Training Act lists this target group exclusively for vocational training preparation (§68 BBiG) and describes the participants in Paragraph 1 as persons whose level of development does not yet give reason to expect successful training in a recognised training occupation (“(...) Personen, deren Entwicklungsstand eine erfolgreiche Ausbildung in einem anerkannten Ausbildungsberuf noch nicht erwarten lässt“)⁴. This must be accompanied by comprehensive socio-educational support and assistance.

In general, however, inclusive practice in the field of education is focused on primary schools and general schools. For example, a new framework curriculum was introduced in Berlin and Brandenburg for the 2017/2018 school year, which opens up opportunities for differentiated instruction for grades 1-10 and focuses on developing student’s skills. Even though this is very welcome, the reforms in vocational training and integration into the labour market continue to fall short of expectations.

Among other things, following plans and actions serve the implementation of inclusion in the education system:

- 1) The Federal Government's National Action Plan for the implementation of the UN Convention on the Rights of Persons with Disabilities (Federal Ministry of Labour and Social Affairs)⁵
- 2) The committee for questions of disabled persons and the unit vocational training of disabled persons - committees of the Federal Institute for Vocational Education and Training,
- 3) Cooperation networks of people responsible for education, e.g. BIBB with universities (see BIBB Cooperation Agreement with the Münster University of Applied Sciences (<https://www.bibb.de/de/67149.php>))
- 4) Actions such as Aktion Mensch (publishes the annual Inclusion Barometer). In cooperation with the Handelsblatt Research Institute, Aktion Mensch has been conducting surveys since 2013 (including surveys in easy language (*Leichte Sprache*)) that provide a picture of the current degree of inclusion of people with disabilities in the primary labour market.
- 5) Monitoring body (<https://www.institut-fuer-menschenrechte.de/monitoring-stelle-un-brk/>)

The "Berlin Inclusion Prize", which is awarded annually by the Integration Office to companies that work particularly inclusive, should be mentioned here as good practice.

³ An analysis of the existing training schemes can be found at: <https://www.bibb.de/veroeffentlichungen/de/publication/show/id/2082>, a discussion on the "inclusion suitability" of trainings for specialist practitioners can be found at: http://www.bwpat.de/ht2013/ft05/vollmer_ft05-ht2013.pdf

⁴ http://www.gesetze-im-internet.de/bbig_2005/_68.html

⁵ <https://www.bmas.de/DE/Service/Medien/Publikationen/a740-aktionsplan-bundesregierung.html>

Companies of a certain size are obliged to hire employees with severe disabilities. Companies that do not do this must pay a special levy, which is administered by a federal authority of the Federal Ministry of Health (BMG) and operationally by the integration offices and employment agencies. This special levy is to be used to enable people with disabilities to participate in working life. From this "pot", investment benefits and integration and wage cost subsidies are paid to companies and the affected employees. Austria has comparable systems to Germany.

2.2 Austria

As in Germany, vocational training is obtained in Austria in the dual system or by attending vocational secondary or higher schools.

Integrative Vocational Training (IBA)⁶ has been available to young people with learning difficulties and/or disabilities since 2003. Within Integrative Vocational Training, a trainee has the opportunity to complete a so-called "extended training" or a "partial qualification training"⁷. "Vocational training assistance" supports the entire duration of integrative vocational training - it accompanies the trainee and the company throughout the entire training period and mediates between the young person, the company and the vocational school. In the case of extended trainings, the training period is usually extended by one year, in exceptional cases by two years (ibid.).

The target group of the IBA are persons who could not be placed in a regular training by the Public Employment Service and to whom one of the following prerequisites applies (§ 8b 4 BAG)⁸:

- Persons who had special educational needs at the end of compulsory schooling and were at least partly taught according to the curriculum of a special school or
- Persons without a lower secondary school leaving certificate or with a negative lower secondary school leaving certificate or
- People with disabilities within the meaning of the Disabled Persons Employment Act (*Behinderteneinstellungsgesetz*) or the respective Land Disabled Persons Act (*Landesbehindertengesetz*) or
- Persons from whom it must be assumed, within the framework of a vocational orientation measure or due to unsuccessful placement in a training relationship pursuant to §1, that no regular training place within the meaning of §1 can be found for them in the foreseeable future for reasons exclusively attributable to the person (ibid.).

The final training examination can be taken at the end of the training period. In a partial qualification training, only parts of an occupation are learned. The training period is determined for the individual young person and amounts from one to three years (see ⁷). Depending on the content of the training, they have the right to attend vocational school. Both the "extended training" and the "partial qualification training" can be completed in regular training companies or in cross-company training facilities.

⁶ http://www.ams.at/docs/900_integrative_berufsausbildung.pdf

⁷ <https://ams.brz.gv.at/arbeitsundbehinderung/data/152.html>

⁸ <https://www.jusline.at/gesetz/bag/paragraf/8b>

Another specific measure in the transition from school to working life is "youth coaching". It is offered by the Social Ministry Service for all young people who, for reasons other than disability, need assistance or counselling and support during further vocational training and entry into working life.

Since 2014, the measure "AusbildungsFit" under the name "Produktionsschule" has been offered throughout Austria as an essential component of youth labour market policy in order to keep young people, who are excluded and at risk of exclusion, longer and more successfully in the (training) education system. The "Produktionsschule" is an offer that follows on from youth coaching. Young people with missing social competences and culture techniques are to get the possibility of acquiring missed basic qualifications and social skills retrospectively⁹. The "Produktionsschule" is aimed at young people up to the age of 21 or up to the age of 24 (all young people with disabilities or special educational needs, learning disabilities, social or emotional impairments) who want to complete vocational training and whose career aspirations seem clear and feasible at the present time.

2016/2017 a "compulsory training to 18" similar to compulsory schooling was introduced. It stipulates that youths up to the age of 18 and youths with disabilities, impairments and/or chronic illnesses up to the age of 24 must be in a school-based or in-company training relationship leading to a recognised qualification. Exceptions are young asylum seekers.

The Federal Government's report on the situation of people with disabilities in Austria states that although integrative vocational training has improved opportunities in the field of vocational education, young people with disabilities and low qualifications are particularly hit hard by unemployment. This applies above all to young people with severe disabilities and young people with mental disorders or illnesses.

In Austria, the Federal Ministry of Labour, Social Affairs, Health and Consumer Protection is the central coordinating body. The Federal Office for Social Affairs and Disability (BSB), together with its regional offices, is responsible for the operational task of regional coordination. The Labour Market Service (AMS) is involved, as are the social insurance institutions, the federal states and project executing agencies to implement measures. Overall, the Austrian situation is still strongly determined by the demarcation between competences of federal government and federal states, labour and social insurance law on the one hand and assistance for the disabled on the other hand, which sometimes makes transitions and cooperation more difficult.

Since Integrative Vocational Training was legally anchored in 2003, vocational schools have endeavoured to fulfil school integration of students with disabilities. Three to five trainees who complete a partial qualification attend the vocational school together with trainees who aspire to a regular training. In these classes, additional accompanying teachers are employed and, where possible, the number of students in the respective class is also reduced. However, an evaluation study (Heckl/ Dörflinger/ Dorr et al. 2008) showed that in some federal states in which a large number of trainees complete an IBA, there are too few accompanying teachers available. As a result, special classes for trainees who complete an IBA are established in order to be able to respond more specifically to the needs of integrative trainees and to provide them with more targeted support.

Some of the classes are continued until the end of the training (ibid., 87). Developments of this kind contradict both the original idea of the IBA and the demands of Inclusive School.

⁹ <https://www.sozialministeriumservice.at/site/Arbeitsmarktprojekte/NEBA/Produktionsschule/>

As in Germany, there are on the one hand special levies for non-employment of a specified number of people with disabilities. On the other hand, there are subsidies for companies and affected persons who implement inclusion, which is financed by this special levy. However, the UN Committee on the Rights of Persons with Disabilities found in its recommendations, made during the Austrian State Audit in 2013, that only 22 per cent of employers actually fulfil their obligations under the Disability Employment Act and that the majority prefers to pay penalties rather than comply with the quota regulation.

2.3 Italy

Vocational training in Italy is the responsibility of the individual regions. In general, the practical training takes place in the full school system and includes:

- 1) The training is carried out in the workshops of the vocational training centres, which are usually able to simulate the work situation correctly, both in terms of organisation and technological equipment.
- 2) During the school year as part of the compulsory work placement, which lasts for a minimum of 6 weeks and a maximum of 10 weeks during the three-year training.

The Regional Ministry for Vocational Training stipulates that each vocational school centre must revise the courses annually. This applies in particular to theory, in which both the findings of the workshop teachers and the evaluations of practical experience in the company are taken into account.

Vocational/school integration and equal opportunities in the labour market are fundamental rights. Italy has a corresponding legal framework. Until the end of the sixties, separation largely determined the educational system. In 1977 the differentiated classes were abolished and flexible didactic models were defined with which transversal forms of integration, experiences beyond the class context and group activities of specialised teachers were activated. In the following years, the legislator placed particular emphasis on maximum individual autonomy and stipulated that school integration for all and at every level of education, including university, should take place in common classes. A central aspect of Italian legislation is the coordinated planning of services in schools, health care, social services, culture, recreation and sport.

Real integration requires the involvement of all locally active actors in order to be successful socially and professionally. In order to promote school-based integration, attention is also paid to support-teachers and the removal of technical building barriers.

Since 1976, legislation has been in place to remove obstacles to mobility in public buildings such as universities, schools, hospitals, train stations and airports.

Even though almost forty years have passed since the beginning of the school integration of students with learning difficulties or disabilities, there are still situations in which the student with disabilities is seen as a burden for the school. This is shown by the experiences of our Italian partners. It is overlooked that the resource "students with disabilities" enables many quality leaps in the school due to its active and included presence.

3. Recommendations for the regional level

With regard to the recommendations for actions at the regional level, we would like to point out that, due to the responsibility structures of the individual regions in the partner countries (see introduction), the suggestions selected here focus on the commonalities so that sustainable transfer can be guaranteed, particularly as the regions already practice different regulations within one country (e.g. in the State of Berlin or in the Veneto region in comparison to other regions).

With regard to the understanding of inclusion, it was found that in recent times the discussion has been strongly restricted to refugees on the one hand and to learners with learning difficulties on the other hand, whereby the topic of "inclusion of refugees" is very much in the foreground, above all due to the current situation.

In the course of the project, it became clear to the partners that a broader understanding of inclusion is necessary in order to be able to create inclusive learning situations, i.e. learning situations in which everyone can learn in the best possible way. In our experience, this broader understanding of inclusion is not yet widespread among teachers and trainers, regardless of the country.

3.1 Vocational schools and educational networks

Inclusion in training means, in a narrower sense, the joint work and learning of disabled and non-disabled people, whereby everyone - whether disabled or not - receives the support they need to achieve the training objective. The company's declared goal is to provide holistic training for all trainees. In order to achieve this goal, it is necessary to further develop the vocational school holistically. Here, the current status with regard to inclusive cultures, inclusive structures and inclusive practices at the vocational school should be evaluated. From this starting point, next steps can be planned to advance inclusion further. This initiative can be achieved if it is pursued with passion by all participants and if young people are accompanied individually, in the vocational school and in the company.

Inclusion is a great challenge and can only be mastered if the resources of each individual are used. For the success of inclusion in vocational schools, it is of central importance that the management of a vocational school/training centre signals a clear commitment to inclusion in advance and that a commitment exists between the school management and the teachers by defining and recording the most important steps for the implementation of inclusion. It is important that the team is involved in decisions and that these are supported.

It is therefore necessary for schools to carry out a self-analysis of the culture, structure and practices in order to identify status and development opportunities and to choose the next steps, such as:

- 1) To take measures in the field of awareness-raising among teachers for a broader concept of inclusion that encompasses all and does not focus on individual groups (*example of culture*),

2) That each school has a pedagogical concept of inclusive education (*example for structure*).

The "Index for Inclusion" is a useful instrument that is highly recommended in this respect. The participating vocational schools within our project partnership have adapted it and used it for their internal school evaluations. Based on the "Index for Inclusion", project partner BIS e.V. together with the vocational schools involved drew up a catalogue of questions with which school development processes and self-evaluation can be carried out without great effort.

3) To discuss the possibilities and limitations of materials (e.g. in simple/easy language (*Einfacher und Leichter Sprache*) (*example of structure and practices*))

In the project we noticed that there is a general discussion about how far contents/language can and should be simplified. Among other things, the question arises as to how far content can be simplified while still maintaining the complexity of professional competencies.

4) It must be ensured that the topics are selected in a way that they can be applied in several subjects at the same time (topics such as: e.g. dealing with food is suitable for social studies, German, English, home economics, etc.) (*example for practices*).

5) Form working groups and tandems (*examples of structure & practices*):

5a) Training personnel

Close cooperation between subject teachers, pedagogues and experts who specialise in inclusion is a good way of achieving this. Education and work in tandems is highly recommended. This additional effort can be overcome if the teachers work in teams and e.g. with school psychologists and if the teaching materials can be used for different subjects.

Even if a lot of time and energy is required for team building, such an approach has a positive effect on the motivation of the teachers. At the same time, the heterogeneity of the teachers makes the lessons more varied for the learners.

5b) Learners - cooperative learning groups (Good Practice from Italy)

The formation of tandems should also take place among learners.

Classmates of the student with learning disability or handicap have a fundamental role. Successful integration and inclusion is based on the systematic application of cooperative learning groups and supportive classmates.

This is another advantage of the presence of a student with a disability. The classmates that are working with him/her improve their metacognitive competences. They need to adapt content, information and activities to the disabled student and thereby learn to put themselves in the position of the other, to grade the work gradually on the basis of possibilities and to offer the really necessary and sufficient help.

Students learn to give feedback, to encourage, to reward and to motivate. They reflect on the fact that learning is difficult for their fellow students, but that they can also learn important things in different subjects. They can use teaching materials in a creative way and enrich, schematise, simplify and adapt information. The effectiveness of their work can be higher than that of many teachers who are used to working with good students. Developing one's own competences together with others, cooperating and becoming "the teacher" oneself leads to competences that are not achievable through exclusively individual learning.

In addition, the following should be provided:

6) permanent monitoring should be offered

In the course of training, problems such as loss of motivation or lack of acceptance in the class due to different learning speeds occur for various reasons. There is no standard strategy to include learners with learning difficulties successfully. Individual consideration is indispensable. If it turns out that the chosen inclusion strategy does not work, a rapid correction is possible through accompanying monitoring.

7) the concrete implementation is practised again and again and materials are tested.

In this way, methods can be adapted according to requirements, contents can be simplified and make easier to read and tasks can be formulated more comprehensibly.

8) Learners with learning difficulties or light to moderate disabilities are accompanied with special attention from the first day of training.

One of the possibilities is regular meetings with the family, involving the school psychologist, so that the teaching staff can get a comprehensive overview of the specific needs of the student and choose the appropriate steps for the training.

9) trainees with different educational qualifications and previous knowledge may be taught in mixed classes from the beginning

Reality shows that in many schools learners are now very heterogeneous. They are characterised by a different educational culture and different origins or speak different languages as their mother tongue. Therefore, joint learning should also be continued in vocational schools.

In summary, a vocational school that is on the way to more inclusion also achieves a higher level of quality in its work, as improved cultures, structures and practices enhance access to education for all students. Even if students with disabilities learn differently and learning and communicating in the group is often difficult, in the end everyone benefits from learning together.

It is precisely because of the presence of students with learning difficulties or disabilities that the teacher/trainer begins to wonder how he/she facilitates understanding, simplifies and clarifies vocabulary, stimulates motivation and raises attention. Teachers reflect on their role at the metacognitive level and how they can help these students to develop and apply competences. In this way the teachers improve their professional skills to the benefit of didactics for the whole class. Even students without disabilities learn even better with better quality teaching.

3.2 Training companies & cooperation between vocational school and companies

Companies that are open to inclusive training need information and experts at their side to get to know and use the necessary and available resources for implementation. In all three countries, information on resources and advice centres is available from the relevant employment agencies.

In each country there are also member organisations of the European Union of Supported Employment (EUSE), the European umbrella organisation for the anchoring and qualitative further development of Supported Employment in Europe¹⁰, which has been successfully placing people with disabilities in the three countries for decades into regular employment in the first labour market with the help of the "Supported Employment" method. The implementing organisations know the local situation very well and can be asked to advise and accompany companies and people with disabilities.

Inclusion in the training companies is anchored in the regular exchange between the company and the vocational school. If necessary, inclusion experts should also be included in order to provide necessary resources such as the design of the workplace or necessary job coaching or work assistance. By good cooperation one can react to problems already early and comprehensively. Usually, however, this exchange is too short or hardly possible.

The cooperation between vocational school/company and inclusion experts should therefore take a new approach.

There are possibilities for this:

1) at jointly organised open days/training fairs

The companies should also be present at school events such as Open Day, certificate handovers, project days or family days (practiced in Italy). Experience shows that most companies often know too little about their trainees' previous or current progress at vocational school and do not question it. Often it is theoretically small steps that can nevertheless have an effect. For a better mutual dialogue: "What happens at school?" and "What happens at work?", for example, exams can be shown or the teachers can contact the company themselves, etc.

2) the use of mediators (e.g. experts from NGOs)

Learners with special needs often give the impression that they are not interested in mediation interviews and prefer to change the company (stigma management)¹¹.

3) for campaigns to attract young talent

¹⁰ See also: <https://euse2019.eu/>

¹¹ The term "stigma management" was introduced by Erving GOFFMAN in his book "Stigma. Über Techniken der Bewältigung beschädigter Identität" (first 1963, deutsch 1967), to describe techniques of information control. Persons who perceive their otherness as shameful in comparison to "normals" usually develop techniques to either keep the information on their potentially shameful characteristics secret or to let them become known only "in doses", only to the extent that it cannot be avoided (from: Gehrman, Manfred; Radatz, Joachim, Stigma-Management als Aufgabe von Integrationsfachdiensten für Menschen mit Lernschwierigkeiten, Einleitung; in: „Gemeinsam leben" Zeitschrift für integrative Erziehung, 5. Jahrgang, Juni 1997, Luchterhand Verlag.)

4) in the delivery of advanced training on many cross-cutting issues in which trainers, subject teachers and inclusion professionals can participate together

This opportunity is almost always ignored. The involvement of external experts and joint participation in this process provide the opportunity for a more intensive exchange. At least one of the employees (in relation to the size of the company) should be trained inclusive or inclusion experts should be included. Many companies do not have the resources to train an employee. This would be particularly regrettable if they were basically willing to realise inclusion. Therefore, external integration experts should always be considered.

5) When recruiting new trainees, companies should ensure that the applicant fits into the team. This can best be ascertained through previous short internships and/or trial days. It makes sense to involve all participants, e.g. in the hospitality sector: trainers, chefs, also with other colleagues and trainees. It can be discussed with all of them whether they can imagine working together with the applicant. The decision taken together has a particularly positive effect on the inclusion of people with special needs.

The companies' fear of being misunderstood (in the case of a rejection of the applicant) and of being confronted with accusations of discrimination is apparently very great, albeit unfounded. For this reason, they usually use the usual formal channels and may prefer to pay the compensatory levy, as the partners have found in their many years of cooperation with companies. That is why the exchange of good practice and informative public relations work are very important!

4. Recommendations for the regional & national level for stakeholders from politics and business

The increased awareness of the importance of inclusive learning for vocational (school) practice through the GastroINKLUSIV project led to self-reflection on the part of the participating partners and can also provide impulses for thought for national administrations and other institutions involved. The project showed that inclusion is a very relevant and highly topical issue for the participating vocational schools/companies.

As there is a high labour shortage in the gastronomy sector, especially in Austria and Germany, also young people with certain handicaps are increasingly given the opportunity to complete vocational training in this field. This is apparently also increasingly the case for a high proportion of learners who recently migrated to Europe. The situation in Italy is different due to the high unemployment of young people. There is a danger here that people with disabilities may have even fewer chances of finding a regular training place or job as a result.

For the broad implementation of inclusion at the national and regional level, mechanisms to securing the resources of schools and companies and measures to combat unemployment therefore play a decisive role. The following actors are important parts of this:

4.1 Chambers, guilds and ministries

In order to sensitise companies to change their previous practice and offer training places to persons with disabilities, a clear commitment to "inclusive opening" and to the need to include previously neglected target groups is needed within the institutions responsible for training - chambers, guilds and education administrations¹².

Successful implementation requires, first and foremost, clarification of the common understanding of the concept of inclusion and the associated regular exchange among the education authorities, vocational schools, subject teachers and trainers with regard to:

1) Definition - People with special support needs - Who is meant here?

2) Review of previous training practice

Support and inclusion practice (e.g. migrants without knowledge of German in a joint measure with persons in wheelchairs).

There are many initiatives and concrete educational policy measures to promote and implement inclusion in the education system. These focus, among other things, on the duration of examination periods, the admission of aids or the use of assistance from third parties and the continuing education of teachers and trainers.

One example is integrative vocational training in Austria (see Chapter 2.2).

There is no shortage of ideas, but rather of resources (equipment in educational institutions, vocational schools, workshops, sufficient personnel).

¹² https://www.ihk-berlin.de/ausbildung/Infos_fuer_Ausbildungsbetriebe/Rund-ums-Ausbildungsverhaeltnis/Inklusion_Berufsausbildung_fuer_alle/Berufe_fuer_Menschen_mit_Behinderung/2262712

3) Securing suitable pedagogical specialists

Diversity must be incorporated into curricula as part of teacher training, e.g. through practical placements equipped with the necessary assistance or in schools where people with disabilities are trained. Internships are carried out, but almost exclusively in workshops for disabled people, so that it is not possible to get to know the first labour market.

The result should be:

- 1) The definition of a common catalogue of quality criteria
- 2) Possible introduction of quality criteria by supervisory authorities
- 3) More integration of the topic in own media (articles, articles in topic-specific journals, newsletters and other publications)
- 4) Consideration of the needs of disabled people in the development of websites and, above all, in documents that are published and relevant to the target group.

With a few exceptions, previous practice has shown that "digital accessibility" is hardly taken into account in politics today. Many people cannot read documents that concern them.

Securing better accessibility of information for people with disabilities themselves is one of many options. This can be achieved, among other things, by redesigning the information on the websites. One example of this is the website of the Federal Institute for Vocational Education and Training in Bonn¹³.

5) Implementation of joint campaigns

The bundling of individual campaigns, e.g. of the state's Chamber of Crafts strengthens the public effect (refugee is not a profession - "*Flüchtling ist kein Beruf*"). Although the lack of skilled workers is an opportunity for inclusion, it must not be its prerequisite.

- 6) In addition, care should be taken to ensure that good examples motivate others to act.

4.2 Teacher training institutes/advanced education institutions for teachers, science/research actors on vocational training and inclusion

In addition to the quality of the teaching materials, the competences of the teachers/trainers play a decisive role in the practical implementation of inclusion at the place of learning and training. This includes above all a variety of methods, including student-centred methods and approaches for working in heterogeneous groups. With the new learning models and (digital) tools, it is important that they are freely available to all vocational schools so they can be used in regular training (after translation, if necessary).

¹³ <https://www.bibb.de/de/leichtesprache.php> and <https://www.bibb.de/de/gebaerdensprache.php>

4.2.1 Securing of suitable materials

When developing materials, it should be noted that in the sense of inclusion for joint learning on the subject and learning from each other, the materials are didactically structured in a way that they can be used flexibly. In order to promote independence and self-organisation of learning processes, three different versions should be available, if possible, so that trainees can decide for themselves which version they want to work with. Thus, where possible and useful, worksheets and documents can be adapted to individual learners and their needs.

In practice, we were able to observe that the different levels of difficulty of the materials we developed (see Chapter 1) were equally suitable for the respective support needs. In the development process, however, it should be noted that a strong didactic reduction is accompanied by the danger of simplifying content to such an extent that it is no longer correctly reproduced at the end of the process. This can be avoided by checking the worksheets particularly carefully.

It is also possible and sensible to adapt the existing teaching materials to the contemporary challenges. Topics such as sustainability, modern technologies and globalisation are also part of the inclusive teaching, so that apprentices are sensitised to the effects of their own actions at work and in their private lives and they strengthen their independence (see also the selection of topics, e.g. in our brochure Recipes for success inclusive learning materials for sustainable gastronomy).

4.2.2 Securing advanced training/educational provisions for training personnel

However, even the best materials can only be suggestions that the teacher has to adapt to the specific case in question. Each teacher decides in the concrete case which procedure makes sense and best promotes learning. Therefore, the targeted promotion of the acquisition of extended competences of trainers and subject teachers must be strengthened, since these are of great importance for the implementation of inclusive vocational training.

A need for advanced training can be observed in all participating countries and has been clearly signalled to us in many events as well as in the implementation of tests with GastroINKLUSIV materials at vocational schools (see Chapter 1).

This also involves discussing existing internal fears and concerns that might arise in the context of the involvement of people with disabilities and finding solutions such as joint events. These can convince sceptical trainers/trainers of the enrichment of this target group and thus reduce prejudices and common everyday reservations of employees.

They should be provided with tools to support their work. It should be noted that pedagogues/trainers can never be so qualified that they can meet any challenge in their professional practice. Consequently, suitable, flexible training and advanced training offers for teachers/trainers are also very important. This applies to:

- Teacher training

“For the reorganisation of the disciplines in the sense of consistent, more congruent teacher training, the individual starting conditions at the universities must be realised and taken into account on the one hand, but on the other hand clear objectives and guiding ideas must also be formulated and agreed upon in the broad consensus of all involved participants” (*„Für die Reorganisation der Disziplinen im Sinne einer konsistenten, kongruenteren Lehrerinnen- und Lehrerbildung müssen einerseits die individuellen Ausgangsbedingungen an den Hochschulen realisiert und berücksichtigt, aber andererseits auch klare Zielsetzungen und Leitideen formuliert und im weitgehenden Konsens aller Beteiligten abgestimmt werden.“*) (quote from Prof. Dr. Kerstin Merz-Atalik).¹⁴

Examinations/reference frameworks in the field of dual and higher education must therefore be adapted/modernised. There are concepts that can be used as a basis for orientation. One example is the Qualification Programme for the Further Development of Berlin Schools on the Way to Inclusion (*„Qualifizierungsprogramm zur Weiterentwicklung von Berliner Schulen auf dem Weg zur Inklusion“*), which was developed by the specialist working group “advanced training/continuing education inclusion” (*“Fort- und Weiterbildung Inklusion“*) under the leadership of Christiane Winter-Witschurke (LISUM, Head of Unit for Teaching Development in the Primary School/Special Education Funding Division) in the period from October 2013 to March 2014.

- Modification of the master classes

e.g. integration of the topic into the Master Preparation Courses (Upgrading Training Assistance Act)

- Continuing education offers for teachers and in-company trainers

e.g. integration of the topic into the range of educational leave offers

- Further educational offers

e.g. consideration of the problems involved in assigning education vouchers

¹⁴ „Lehrerinnen- und Lehrerbildung für den Umgang mit Heterogenität und Inklusion - Das persönliche Zwischenresümee eines „(critical) friend“ Prof. Dr. Kerstin Merz-Atalik, https://www.bmbf.de/pub/Perspektiven_fuer_eine_gelingende_Inklusion.pdf

5. Recommendations for the European level/decision-makers

The promotion of inclusion should be strengthened from the European side. The reasons for this are, on the one hand, the constantly changing labour market and, on the other, the changing European societies.

As already described, measures to increase the professional competences of teachers and trainers are becoming more and more important. They have to handle heterogeneous learners (trainees with special needs, educational deficits, including migrants/refugees) in a skilful way.

The challenge is not a national problem of individual countries, even if the composition of persons with special support needs varies greatly from country to country. The aim of European education policy must be to initiate measures that facilitate the accomplishment of such tasks and place sustainable action even more in the foreground.

"Looking beyond the end of the nose", which has resulted from the European cooperation within the framework of the project cooperation, has shown that European educational institutions should cooperate across borders in order to exchange commonalities and experience values in order to develop a better and more sustainable inclusion strategy. This means to learn from the experiences of other countries. Not only at the level of the organisations, but also at the political level, there is an opportunity to learn from the experiences of other participating countries. The activities and projects of the European Trade Union Committee for Education (ETUCE) are a good example of this¹⁵.

When designing the future European programmes, good practice exchanges, joint thematic conferences and campaigns etc. should be given even more or continued attention, e.g. analogous to the initiative "National Authorities for Training Places" of the EU Commission¹⁶. The focus should be on flexibly usable learning opportunities that can be used EU-wide in vocational training, continuing professional education and in higher education.

¹⁵ <https://www.csee-etuice.org/en/about-us/about-etuice>

¹⁶ <https://www.bibb.de/de/25628.php>

6. Recommendations for civil society actors/sensitisation of society

Raising awareness among all citizens for a broader understanding of inclusion that encompasses all and does not focus on individual groups is crucial. Usually, awareness campaigns in society (campaigns for the elderly, migrants, refugees, people with disabilities, religious minorities, etc.) are conducted separately. In order to achieve this sustainably, the creation of a social consensus about an inclusive society is needed. This is the only way to implement inclusive vocational training.

However, this includes (possibly almost exclusively) a taboo-free dialogue based on the realities of the individual countries, institutions, regional circumstances, etc. and which does not automatically transfer the old recipes and "well-intentioned advices" to the other circumstances and target groups.

Since the successful implementation of inclusion in all sectors is a process and needs constant adjustments, awareness campaigns need to be stepped up. Such campaigns in society should contribute:

- to stop thinking about deficits and to connect people with and without disabilities at an early stage, and above all
- to understand that inclusion requires time, openness and a resource-oriented view to identify the individual skills of each individual.
- to more strongly propagate the good practice of national and European projects and to make it accessible to the general public. However, they also require constant evaluation and adaptation.
- PR campaigns should not only remain the responsibility of public institutions.

When communicating, attention should be paid not only to language (vocabulary), but also to the relevance of the solution-oriented and goal-oriented formulation.

7. Conclusion - Inclusion in vocational training and employment

The integration of persons with special needs into regular training and the regular labour market is one of the possible answers to the challenges of recruiting young people, which officials will have to face in the future.

Close cooperation with non-governmental organisations can make it easier to identify the potentials and special needs of the target group and make it much easier to redesign educational programmes and regulations. Inclusive education will not succeed only by law regulation - the resources of the educational institutions and social acceptance have to be secured adequately.

Even though progress has now been made in terms of inclusion in primary and secondary schools (e.g. new framework plans), this still hardly applies to the implementation of inclusive vocational training and requires far-reaching adjustments. Real integration requires the involvement of all actors who are active on-site in order to be successful socially and professionally.

Inclusive vocational training is possible if...

- All work as one

Societies and the social commitment of people are diverse and constantly changing. The civil society must repeatedly ask itself the question of how it can provide space for this and offer suitable opportunities for engagement. Which transformation issues could attract particular attention in the coming years?

- Ensuring support and more consistent action by state governments and education authorities.
- If the existing structures within the systems are to be reformed, there is a need for greater flexibility and openness. This does not seem to be the case at all levels. The political objective set at national level - inclusion to be practiced - is sometimes met with resistance at local level.
- More than diversity training is needed to solve this problem. It is possible that the development of an "inclusion culture" supported by all members is more difficult than the formal work as a teacher or trainer, who sometimes approach the topic with a certain basic skepticism.
- As a result, inclusion is propagated, but not always actually practised, so that people with disabilities continue to feel unwanted in class or in companies.

From our point of view, the following changes are necessary:

- Reorientation of the training and advanced training regulations so that good pedagogical work is carried out (the large differences in the individual regions complicate the implementation of inclusion and the necessary cooperation of different actors).
- Further strengthening the close cooperation between vocational schools, chambers and guilds
- Restructuring of educational institutions
- Adaptation of previous training practice to contemporary challenges, where topics such as sustainability, modern technologies and globalisation are also part of inclusive education, so that trainees are sensitised to the effects of their own actions in their professional and private lives and strengthen their independence.
- Strengthened addressing of media representatives with a focus on the target group (e.g. teacher journals, newsletters of associations, working groups on inclusion of various EU countries, interviews and invitations to events)
- Attention to competence-oriented inclusion (recognising the competences of each individual and taking them into account in the teaching and learning process)

and last but not least

- Strengthening European cooperation
- Lobbying for the integration of the topic into the political debate

Inclusion widens the view. People with disabilities are seen as one of many minorities affected by exclusion. Heterogeneity is not seen as a problem to be overcome, but as an advantage.

The Bonn Declaration on Inclusive Education in Germany (*“Bonner Erklärung zur Inklusiven Bildung in Deutschland”*) of 20 March 2014 expresses this with desirable clarity:

“Inclusion focuses on the different needs of all learners and sees diversity as a resource and opportunity for learning and educational processes. Inclusive education requires flexible educational offers, corresponding structural and content-related adaptations and individually appropriate precautions in early childhood education, the school system, vocational training, higher education, adult education and other institutions relevant to the education system. Individual promotion and learning in heterogeneous groups are the basis for inclusive development. Inclusion includes the right to joint learning in the general education system“ (*„Inklusion rückt die unterschiedlichen Bedürfnisse aller Lernenden in den Mittelpunkt und begreift Vielfalt als Ressource und Chance für Lern- und Bildungsprozesse. Inklusive Bildung erfordert flexible Bildungsangebote, dementsprechende strukturelle und inhaltliche Anpassungen und individuell angemessene Vorkehrungen in der frühkindlichen Bildung, dem Schulwesen, der beruflichen Bildung, dem Hochschulwesen, der Erwachsenenbildung sowie weiteren für das Bildungswesen relevanten Einrichtungen. Individuelle Förderung und Lernen in heterogenen Gruppen sind die Grundlage für eine inklusive Entwicklung. Inklusion beinhaltet das Recht auf gemeinsames Lernen im allgemeinen Bildungssystem.“*) (quote Deutsche UNESCO-Kommission 2014, S.1.).¹⁷

Where previously more care and "promotion" was the focus, today it is a question of using diversity as a resource.

¹⁷ See also: <https://www.unesco.de/sites/default/files/2018-04/Bonner%20Erkl%C3%A4rung%20zur%20inkluisiven%20Bildung%20in%20Deutschland.pdf>

8. Useful links and information

Germany

- Federal Institute for Vocational Education and Training - Inclusion in vocational training, URL: <https://www.bibb.de/de/66304.php>
- New impulses for inclusion in vocational education and training, URL: https://www.bibb.de/de/pressemitteilung_55024.php
- Berlin Senate Department for Education, Youth and Family - Inclusion compact, URL: <https://www.berlin.de/sen/bildung/schule/inklusion/>
- Bylinski, U. (2015): Routes to inclusive vocational education and training. URL: <https://www.bibb.de/en/26574.php>
- Bylinski, U. / Rützel, J. (2016): Inklusion als Chance und Gewinn für eine differenzierte Berufsbildung. Bundesinstitut für Berufsbildung - BERICHTE ZUR BERUFLICHEN BILDUNG. Bonn. Extract under URL: http://www.ciando.com/img/books/extract/3763956719_lp.pdf
- Easy to read: European standards for making material easy to read and understand, URL: <https://www.easy-to-read.eu>
- UN: Sustainable Development Goals and Disability, URL: www.un.org/development/desa/disabilities/about-us.html

Austria

- University College of Teacher Education (Pädagogische Hochschule Wien), Büro für inklusive Berufsbildung (BIB), URL: <https://bib.phwien.ac.at>
- "Zeitschrift für Inklusion" - Journal with a focus on integrative pedagogy and inclusion, URL: <https://www.inklusion-online.net/index.php/inklusion-online/>

Italy

- Inclusion index (L'Index per l'inclusione), URL: https://moodle2.unime.it/pluginfile.php/10505340/mod_resource/content/1/index_inclusione.pdf
- <http://italien-inside.de/das-italienische-schulsystem>

9. List of sources

- AMS Arbeitsmarktservice Wien (2018): Integrative Berufsausbildung; URL: https://www.ams.at/docs/900_integrative_berufsausbildung.pdf
- AMS Arbeitsmarktservice Wien (2018): Rund um Arbeit und Behinderung. Eine Broschüre für Arbeit suchende Menschen mit Lernschwierigkeiten und/oder Behinderung; URL: <https://ams.brz.gv.at/arbeitundbehinderung/data/152.html>
- BAG - Berufsausbildungsgesetz § 8b; URL: <https://www.jusline.at/gesetz/bag/paragraf/8b>
- Berufsbildungsgesetz (BBiG) § 68 Personenkreis und Anforderungen; URL: http://www.gesetze-im-internet.de/bbig_2005/_68.html
- Deutsche UNESCO-Kommission (2014): Bonner Erklärung zur inklusiven Bildung in Deutschland, verabschiedet auf dem bundesweiten Gipfel "Inklusion - Die Zukunft der Bildung" am 20. März 2014 in Bonn. URL: <https://www.unesco.de/sites/default/files/2018-04/Bonner%20Erkl%C3%A4rung%20zur%20inkluisiven%20Bildung%20in%20Deutschland.pdf>
- Gehrman, M./ Radatz, J. (1997): Stigma-Management als Aufgabe von Integrationsfachdiensten für Menschen mit Lernschwierigkeiten; in: „Gemeinsam leben" Zeitschrift für integrative Erziehung, 5. Jahrgang, Juni 1997, S.66-72, Luchterhand Verlag. URL: <http://bidok.uibk.ac.at/library/gehrman-stigma.html>
- Hauptausschuss des Bundesinstituts für Berufsbildung (BIBB) - Rahmenregelung für Ausbildungsregelungen für behinderte Menschen gemäß § 66 BBiG/§ 42m HwO (Stand 15. Dezember 2010); URL: <https://www.bibb.de/dokumente/pdf/HA136.pdf>
- Heckl, E./ Dörflinger, C./ Dorr, A. u.a. (2008): Evaluierung der integrativen Berufsausbildung (IBA). Endbericht. Wien: Bundesministerium für Wirtschaft und Arbeit.
- Merz-Atalik, Prof. Dr. K. (2018): Vorwort. Lehrerinnen- und Lehrerbildung für den Umgang mit Heterogenität und Inklusion – Das persönliche Zwischenresümee eines „(critical) friend“; in: „Perspektiven für eine gelingende Inklusion“, Beiträge der „Qualitätsoffensive Lehrerbildung“ für Forschung und Praxis, S.3-9, BMBF Bundesministerium für Bildung und Forschung. URL: https://www.bmbf.de/pub/Perspektiven_fuer_eine_gelingende_Inklusion.pdf
- Sozialministerium Service (2018): Arbeitsmarktprojekte - NEBA - Produktionsschule; URL: <https://www.sozialministeriumservice.at/site/Arbeitsmarktprojekte/NEBA/Produktionsschule/>