

GastroInklusiv

Good Practice Paper for inclusion in vocational schools and companies



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 Good Practice Paper on Inclusion in Vocational Schools and Companies was developed as part of the two-year project *GastroINKLUSIV - New Models for Inclusive Specialist Education at Vocational Schools (Erasmus + Programme - 2016-1-DE02-KA202-003266, Strategic Partnerships, www.gastroinklusiv.eu)*. The aim of the project was to demonstrate the possibilities for inclusive learning in vocational education and training, using the field of gastronomy as an example. This project was a collaborative effort between vocational schools, educational actors and companies, whom developed learning models and formulated recommendations for vocational schools and companies.

Project partners:

Berlin/Brandenburg (DE): 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 (AT): BAOBAB –Globales Lernen, Berufsschule für Gastgewerbe, Kuratorium Wiener Pensionisten-Wohnhäuser

Vicenza (IT): Eurocultura, Berufsschule Pia Societa San Gaetano, Weinkellerei Vignaioli Contra 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 and Joachim Radatz, BIS Netzwerk für betriebliche Integration und Sozialforschung e.V. (DE), www.bisev-berlin.de

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

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

Magdalena Emprechtinger, BAOBAB –Globales Lernen (AT), www.baobab.at

in close cooperation with all project partners



Berlin, August 2018

Content

- Introductory remarks 1
- 1. Relevance and topicality of the topic 2
- 2. Inclusion-promoting approaches 3
 - Open access..... 3
 - Show initiative 4
 - Apply the Index for Inclusion..... 4
 - Connecting subsystems 5
 - Acting person-oriented 6
 - Give legal advice 6
- 3. Examples of good practice 7
 - 3.1 Good practice in Italy 8
 - Pia Società San Gaetano 8
 - "Primavera 85" 10
 - 3.2 Good practice in Austria 12
 - Berufsschule für Gastgewerbe (Vocational school for the hospitality industry) 12
 - Landesberufsschule Graz 6 (Vocational school)..... 13
 - Kuratorium Wiener Pensionisten-Wohnhäuser 14
 - 3.3 Good practice in Germany..... 16
 - Konrad-Zuse-School..... 16
 - Lebenswelten Restaurations GmbH 19

Introductory remarks

Dear Ladies and Gentlemen, vocational school teachers, and trainers,

We are pleased that you are reading our Good Practice paper. Because you, the vocational school teachers, and the trainers in companies, are the most important actors when it comes to inclusion in vocational education and training.

The available materials have been produced within a transnational framework. The countries involved in the project are: Italy; Austria; and Germany. Existing knowledge and experiences already gained in the participating countries have been exchanged within the framework of this project. In this way, it has been possible to benefit from the knowledge and experience of the other countries. The European and national context of inclusion - with its legal regulations and conditions in relation to vocational education and training, and the labour market – has been taken into account.

In GastroINKLUSIV we have developed materials that enable you to either "get started" with the topic of inclusion or, if you already have knowledge and experience, to expand it. In order to ensure that the materials are useful in practice, companies and vocational schools from all three countries took part in the project, which both advised us on the development of the materials and provided the framework for their testing.

The exchange between the partners involved in the project revealed that, despite national differences with regard to the education system and the labour market, commonalities predominate with regard to the need for action to implement inclusion.

In each of the good practice examples presented here, you will find at least one example from a vocational school and one company in the participating countries.

In advance, we offer you a compact introduction to the relevance and topicality of the topic and present inclusion-promoting approaches to action.

1. Relevance and topicality of the topic

Around 80 million people with disabilities live in the European Union¹. In 2011, approximately 42.3 million people were of working age (15 to 64 years). That is approximately 13% of the working age population. In the age group that is particularly important for vocational education and training (15 to 29 years), that share was approximately 7%.² In quantitative terms, people with disabilities are therefore not a marginal phenomenon. Their opportunities to participate in vocational education and training, and in working life, are particularly relevant because wealth, social recognition and the ability to lead a self-determined life are essentially distributed through both the education system, and through gainful employment.

Looking at the living conditions of people with disabilities, their disadvantage becomes apparent. They are more at risk of poverty and exclusion than people without disabilities.

Their specific unemployment rate is higher than the general unemployment rate and their overall employment rate is lower. Young people between the ages of 15 and 29 with disabilities are far less likely to be in employment, or in education and training, than young people without disabilities. This applies, albeit to varying degrees, to the EU as well as to Germany, Italy and Austria.

Consequently, as the Council of the European Union notes, "urgent action" is needed to achieve "improved living conditions" for people with disabilities and to "enable people with disabilities to exercise their full rights and participate fully in society and the European economy".³

The UN Convention⁴ on the Rights of Persons with Disabilities (UNHCR) states that "disability arises from the interaction between people with disabilities and attitudinal and environmental barriers that prevent them from participating fully, effectively and equally in society". The slogan "People are not disabled" has been used since the mid-1990s. "You are handicapped" sums up this fact.⁵

However, with the phrase "are hindered", this statement gains a double meaning. On the one hand, it refers to social - i.e. man-made and thus changeable - conditions which represent a disability for people with disabilities. On the other hand, it makes it clear that in the course of their biography people can acquire a physical, mental or spiritual impairment as a result of illness, accident or other events and then see themselves surrounded by obstacles in their once barrier-free environment.

¹ European Commission, 2010, European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe, Brussels, p. 3

<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0636:FIN:en:PDF>

² This information is based on the publications of the Statistical Office of the European Union (Eurostat), the role of whom is to process and publish comparable statistical data at European level.

<https://ec.europa.eu/eurostat/de/data/browse-statistics-by-theme>

³ European Commission, loc. cit., p. 4

⁴ The official title of the Convention is "Convention on the Rights of Persons with Disabilities". It was adopted by the UN in 2006 and has so far been ratified by more than 170 states. Germany, Italy and Austria are among them. The available language versions are published under:

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

⁵ The "ICF International Classification of Functioning, Disability and Health" is a comprehensive classification system that also names forms of participation and environmental factors that are suitable for describing and assessing the life situations of people with and without disabilities:

http://www.educare.it/Handicap/la_classificazione_icf.htm (in English)

<https://www.dimdi.de/dynamic/de/klassifikationen/icf/> (in German)

The ICF offers a uniform language regime and is suitable for qualifying interdisciplinary and transnational exchanges.

Disability is therefore a possibility that is part of life. Anyone can be affected and the risk of becoming disabled increases with age. What a society does or fails to do for its disabled members is significant in this very concrete sense for all of its members. Inclusion is indivisible and can only win if all people at risk of exclusion are taken into account.

Our examples of good practice relate to the inclusion of young people with learning difficulties and disabilities. It should be stressed, however, that although these examples are limited to a small section of social diversity, they are representative of all those whose participation in vocational training and work is restricted.

2. Inclusion-promoting approaches

Social diversity is represented in an inclusive vocational education system and an inclusive labour market. The willingness and ability of teachers and learners, employers and employees to deal with it constructively is the key competence with which inclusion is promoted. The following approaches aim to achieve this goal.

Open access

The presence of people both with and without disabilities within the same place of learning or employment is a prerequisite for learning and working together. In an inclusive education system and labour market, this presence is not based on the particular commitment of individuals who achieve participation through their individual networks and resources, but on a legal entitlement that reliably guarantees them unconditional access to the organisations in which people with and without disabilities complete their vocational training and earn their living.

In order to develop inclusive vocational education and training, and an inclusive labour market, special institutions in which only people with disabilities learn and work must be dismantled and/or rebuilt. It is not a question of closing down these facilities within a short period of time. Their capacities and resources are needed to the extent that institutions of the general vocational training system and enterprises of the general labour market do not have sufficient places to accommodate all learners and job seekers and do not meet the needs of people with disabilities due to their structural design and technical equipment. Therefore, it is recommended that these facilities should be opened up to people without disabilities, enabling them to teach together and work together.

Show initiative

By learning and working together in the institutions and companies open to young people with and without disabilities, a space of experience is created in which employers, employees, trainees, their trainers and teachers experience diversity and are enabled to deal with it profitably. Of course, this requires preparation. However, a strategy can be misguided in that inclusion can only begin once all of the conditions for its full implementation have been created. Inclusion is a process that can be started anywhere at any time. The first step is taken when this understanding of inclusion is promoted, for example when young people with disabilities complete an internship that matches their abilities, or a vocational school puts the topic of inclusion on its agenda.

Apply the Index for Inclusion

According to the project partners, the Index for Inclusion currently offers the most comprehensive and concrete advice for developing a "school for all".⁶ Three dimensions are noted as important for the development of an inclusive school: "It is necessary to create inclusive cultures, establish inclusive structures and develop inclusive practices".⁷ Each dimension includes indicators that describe objectives and make it possible for those objectives "to be compared with existing circumstances in order to derive priorities for further development"⁸. With more than 500 questions, the index invites you to think about inclusion, to become aware of existing experiences and to discover starting points for further development.

Unfortunately, there is still nothing comparable for operational inclusion. In our opinion, the questions of the school-related index are, however, also suitable for receiving suggestions in the operational context. Questions such as "Are all pupils encouraged to recognise and appreciate the achievements of others?" or "Is appreciation of the diversity of the student body a necessary criterion for filling staff positions?" can be easily transferred to the working contexts in business enterprises.

In this project we have had good experiences with the index. Its questions have helped particularly with the methodological-didactical design of the present teaching/learning units. The schools involved in the project have used it for their own purposes, and this has enabled a catalogue of 44 key questions to be drawn up which are particularly important for the development of good practice for the inclusion of young people with learning difficulties in vocational schools.⁹

⁶ The index was first published by Tony Booth and Mel Ainscow in 2000. It is now available online in 22 languages at: www.csie.org.uk/resources/inclusion-index-explained.shtml
The revised version now available was published in 2017. At this point we had already introduced the 2003 version into our project.

⁷ Boban, I., Hinz, A., 2003, Index for Inclusion, p. 14, Halle.

⁸ *ibid.* p. 16.

⁹ These key questions are available in English, Italian and German.

Connecting subsystems

The transition from general school to vocational training, and then into employment, is a demonstrably difficult passage for young people.¹⁰ Many pupils are lost on their way into working life because they do not overcome the hurdles between these subsystems. These hurdles can be removed when these subsystems are better connected.

At the individual level, this connection is achieved through educational support for young people, which does not end at the boundaries of each subsystem, but instead builds bridges between them.

At the institutional level, the aim is to consolidate and strengthen cooperation between schools, vocational training institutions and companies through:

- Schools and external providers of vocational education and training recognising that they are expanding their training opportunities through cooperation with companies, and enablement of in-company work placements, with appropriate preparation and follow-up phases forming an obligatory part of their curricula.
- Cooperation of companies with schools as a way of recruiting staff and creating internships for young people with disabilities that match their skills and enable them to demonstrate their abilities.

At the regional level, a transition management system that links the inclusion-promoting offers and activities of profit-oriented business enterprises, public-sector institutions and civil society welfare organisations in the region and contributes to their needs-based design is conducive to achieving these goals.¹¹

¹⁰ According to Eurostat, the specific unemployment rate of people under 25 years of age has long been higher than the general unemployment rate in the EU and the three countries of our practice examples.
<https://ec.europa.eu/eurostat/tgm/table.do?tab=table&plugin=1&language=en&pcode=tesem140>
<http://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>

¹¹ This note is very abstract (1) and roughly cut (2). Therefore short explanations are needed.

(1): In concrete terms, regional transition management is achieved, for example, through the objectives and working methods of youth employment agencies, as they have already been set up in Berlin and Hamburg. See also

<https://www.jba-berlin.de/home/>

<https://hibb.hamburg.de/beratung-service/jugendberufsagentur-hamburg/>

In Austria, "Training to 18" is a project coordinated between the social partners, the provinces, companies and ministries. According to this, all young people are obliged to attend a secondary school or vocational training after the 9th grade. The focus should be on supporting young people, better coordinating offers, using them more efficiently and closing gaps in offers. See also

https://www.sozialministerium.at/site/Arbeit_Hinderung/Labour_market/Labour_market_policy/Youth_and_young_adults/

Ad (2): The border between business enterprises and civil society organisations is fluid. The cooperative system in Italy is exemplary in this respect. Unlike in Germany and Austria, cooperatives there are part of the social economy. They complement public services in the sense of subsidiarity and have constitutional status according to Article 45. About 18% of the population are members of a cooperative; about 5% of all employees work for it. The "Lega Nazionale delle Cooperative e Mutue" (<http://www.legacoop.coop/quotidiano/>) and the "Confederazione Cooperative Italiane" (<http://www.id-coop.eu/de/KeyConcepts/Pages/Cooperativism.aspx>) are their umbrella organisations.

Social cooperatives are a special form. Their entrepreneurial activity is explicitly oriented towards the common good. Their total turnover in 2005 was around 6.4 billion euros. According to Law 381 of 1991, at least 30% of employees subject to social insurance contributions must be socially disadvantaged. In 2005, 46% of them had a disability. (Obwexer, W.; Resch, K., 2013, Von der Integration zur Inklusion in Italien und Südtirol; p. 78ff, in: Schwalb, H., Theunissen, G. (ed.), 2013, Unbehindert arbeiten, unbehindert leben. Inclusion of people with learning difficulties in working life, pp. 71-83, Stuttgart.)

Acting person-oriented

People with and without disabilities will be successful in vocational training and prove themselves in work that is subject to social insurance contributions if they meet their individual abilities and wishes.

The first step is therefore to find out what a person aspires to and what skills they already have. This is the subject of vocational orientation programmes, which are generally already being implemented in schools. In our opinion, methods of personal future planning¹² are particularly well suited because they provide the tools for self-determined life planning and skill descriptions for people with learning difficulties and disabilities.

Building on this, it is important to design the requirements of educational and work tasks in such a way that they match the young people's recognised skills and wishes. There are two ways in which this can be achieved. On the one hand, teaching can be tailored to the individual through internal differentiation and work tasks through division of labour and the use of technical aids in such a way that they can cope with them on their own. On the other hand, it is possible that aspects of the learning or work process that cannot (yet) be independently dealt with are taken over by teaching or work assistants. Examples of this are the delegation of activity elements such as lifting and carrying loads, which may not be possible due to physical and motor impairments, and reading aloud or explaining a text, which might not be understood without help due to a cognitive impairment.

The person-centred concept of assisted employment¹³ has proved its worth in initiating and stabilising in-company training and employment relationships for people with learning difficulties and disabilities that are subject to social insurance contributions. In contrary to the usual procedure, the central idea of this concept is "first place and then qualify".

Give legal advice

In Germany, Italy and Austria there is a multitude of regional and supra-regional laws and legal ordinances, which have been passed to promote the equal and self-determined participation of people with disabilities in vocational education and training, and in working life, which define their entitlements to social and material benefits.¹⁴ These laws are often so complex, even experts in the field find it difficult to know and understand all of them.

Inclusion companies in Germany also combine market economy practices with the employment of people with disabilities who are subject to social insurance contributions. In 2016, 11,959 disabled and 13,976 non-disabled companies worked together in 879 companies of this type. Further information and contact persons at: www.bag-if.de

¹² Personal Future Planning has networks in Germany and Austria that provide information and contacts: <https://www.persoeliche-zukunftsplanung.eu/netzwerk/regionalgruppen.html>

¹³ With "European Union of Supported Employment (EUSE)", representatives of Supported Employment have access to an international network in which specialist information is collected and national contacts are listed: <http://www.edf-feph.org/members-clasification/european-union-supported-employment-euse>

¹⁴ All three countries are structured according to regions (Italy) or federal states (Germany and Austria) with their own governments, which decide on their own laws and ordinances according to the competences regulated in the constitution or the basic law of the states. In addition to the legal claims that apply equally to all citizens with disabilities, there are therefore regional regulations that are independent or describe how state laws are to be implemented in the region.

People with disabilities and their families are often completely overwhelmed, don't know their rights, and it is possible that their participation wishes will not be taken seriously or will be ignored. They may receive official letters with wording they do not understand and with scope they cannot assess. This can sometimes lead to applications for benefits taking much longer than otherwise anticipated.

As the following example shows, companies also face problems if they want to hire people with disabilities, and thus apply for the required and legally guaranteed subsidies:

In 2016, the family café AMITOLA¹⁵ was awarded the special¹⁶ prize for "Best Training Companies" and in 2017 the inclusion¹⁷ prize, which is awarded annually by the state of Berlin to Berlin employers who train or employ severely disabled people in an exemplary manner. Ines Pavlou, the owner of the company, comments:

"In discussions about the subsidies necessary for hiring, employers sometimes have the impression that the clerks have to pay them out of their own pockets. Employers are quickly accused of hiring people with disabilities only to collect subsidies. The cooperation with disabled people requires special structures and additional resources that are less likely to be required of non-disabled people."

The project partners of GastroINKLUSIV agree: Inclusion does not fail in individual cases due to legal requirements. The problem is implementation. Therefore, people with disabilities who are struggling for legal recognition - along with companies that want to train them and employ them subject to social security contributions - should receive free legal assistance from trained lawyers when applying for benefits.

3. Examples of good practice

In order to describe good practice, the project partners decided to conduct interviews with selected companies and vocational schools. The following key questions were developed for this purpose:

- What has the school/company done in recent years to develop inclusion?
- What has been particularly successful?
- What exactly has been achieved?
- How can success be measured?
- What is the impact of this success?
- How was the implementation (culture, structure, practices) carried out?
- What helped you to achieve the implementation?
- What obstacles were there?
- How were these obstacles overcome?
- What advice would you give to others?

¹⁵ www.amitola-berlin.de

¹⁶ <http://www.beste-ausbildungsbetriebe.berlin/produktmarken/sieger-2016/sonderpreis-amitola-familiencafe/3791052>

¹⁷ <https://www.berlin.de/ba-lichtenberg/aktuelles/pressemitteilungen/2017/pressemitteilung.654944.php>

The selection of schools and companies was made by BAOBAB - GLOBALES LERNEN for Austria, by Eurocultura for Italy and by EPIZ e.V. for Germany. They also conducted the following interviews.

3.1 Good practice in Italy

Pia Società San Gaetano

Institute for Vocational Education and Training

36100 VICENZA

www.sangaetano.org

The Pia Società Gaetano is a vocational school of the Catholic Church and, like all vocational schools in Italy, is administered regionally and accredited as a three-year vocational school by the Veneto Region. In Italy, vocational training is mostly carried out at school, with internship phases taking place in companies. The qualifications acquired in the region have only been recognised nationally and throughout the EU since 2003.

Pia Società San Gaetano offers initial training in the areas of hospitality and catering, media design, metal construction, automotive mechanics and electrics. In 2018, more than 700 pupils are enrolled in 32 classes in programmes lasting 3 years.

The majority of school hours are devoted to practical training in the school's own workshops. In the second and third year, the trainees do an in-company internship. Here the skills acquired in the school environment are applied, and their knowledge and skills are expanded upon through practical industry experience.

Interview

GastroINKLUSIV: Which topics has your school addressed in recent years in order to achieve inclusion?

Pia Società San Gaetano: The centre is particularly dedicated to pupils with learning difficulties and mild to moderate disabilities. To this end, initiatives and offerings will be implemented with the aim of equal participation in teaching and school life and, ultimately, successful integration into the world of work.

GastroINKLUSIV: What was particularly successful?

Pia Società San Gaetano: Students with learning difficulties or mild to moderate disabilities have been given special attention from the start of school. Several meetings have been organised with the families, involving the school psychologist, so that the teaching staff have been able to get a comprehensive understanding of the specific needs of the pupil and therefore choose the appropriate training.

Meetings of this kind are also held throughout the entire training path. Thus, the evaluation of learning progress is always up to date and, if necessary, measures can be implemented to support or enhance motivation.

Special attention is also paid to internship experience in a "protected" environment. Suitable companies are selected for the student. These companies are intensively prepared, and evaluated interviews are held.

GastroINKLUSIV: How can this success be measured?

Pia Società San Gaetano: 73.5% of the students finishing in 2017 are in employment, whilst 15.3% have decided to further their education by staying for a 4th year. These figures show how intensive supervision has provided the "pupils to be included" with the necessary vocational skills to survive in the labour market.

GastroINKLUSIV: How have the inclusive measures been implemented?

Pia Società San Gaetano: This success has been achieved mainly thanks to the collaboration of lecturers, training consultants, school psychologists and school social workers. Cooperating with companies has played an important part – namely being able to look back on many years of experience in integrating pupils with learning difficulties or disabilities. Companies have been also present at school events such as OpenDay, the presentation of certificates and/or family days.

GastroINKLUSIV: Which barriers still remain?

Pia Società San Gaetano: Every young person has their own peculiarities and characteristics, as well as their own unique personal experiences. From the outset, the main difficulty is that each of these elements has to be identified for each individual in order to provide a truly inclusive vocational training.

In addition, problems such as loss of motivation or lack of acceptance in the classroom may occur during training for various reasons, if not – perhaps - because of different learning speeds. Constant monitoring is therefore necessary.

GastroINKLUSIV: How can these barriers be overcome?

Pia Società San Gaetano: These barriers can be overcome mainly through the cooperation of all those involved in the training process (subject teachers, trainers, psychologists, social workers and school management), with the involvement of the family. Communication and cooperation are two essential factors in the support process for each pupil, and are essential for young people to be included.

The student should be the centre of attention and should take responsibility for their own actions, both professionally and personally.

GastroINKLUSIV: What can be recommended to other schools?

Pia Società San Gaetano: Every young person has skills and abilities that can be used in the world of work. It is the task of teachers, trainers and the schools to give them a solid foundation for future integration within a company.

There is no one-size-fits-all strategy for pupils with learning difficulties to successfully integrate them. An individual strategy tailored to the person in question is imperative. If it turns out that the chosen inclusion strategy does not work, a rapid correction can be made by means of additional monitoring.

"Primavera 85"

Via IV Novembre 23,
36050 Sovizzo - Vicenza
www.primavera85.it

The cooperative "Primavera '85" was founded in 1985 in Altavilla Vicentina by some volunteers, and parents of disabled people, with the support of the local authorities of Altavilla Vicentina and Sovizzo.

"Primavera 85" aims to promote the general interest of the community in the human promotion and social integration of citizens through the promotion of social health, education, training and cooperation with the economically productive forces of the region.

Interview

GastroINKLUSIV: How is inclusion characterized in a company?

Primavera 85: The main activities of the "Primavera '85" cooperative are running day care centres for people with disabilities in the Vicenza area. The Centro Formazione al lavoro (CFL) workshop for people with mental and physical disabilities, learning difficulties and autism carries out differentiated and personalised integration and training measures in order to make it easier to adapt to everyday working life through acquiring additional skills. The development of personal, social and professional autonomy and self-fulfilment is thus the core focus.

GastroINKLUSIV: How are pupils with learning difficulties included?

Primavera 85: Since 2013, pupils (15 to 18 years old) with certified learning difficulties from the vocational school "Pia Società San Gaetano" have been integrated into the company via internships. The attainment of the minimum competences required by the labour market has therefore only been possible for these pupils with great effort.

For this reason, an alternative work experience to the traditional model has been provided for them, during which they can apply and strengthen their skills in a "protected" area and thus survive in the labour market at the end of their training, or complete a further training period in the cooperative.

The internship in a sheltered workshop of the cooperative makes it possible to gain practical experience in various areas (hospitality and catering, woodwork and metalwork) under the continued supervision of social workers, educators and psychologists. This ensures that training is individually tailored to the trainee (e.g. learning pace, activities or responsibilities).

Before the start of the internship, the student - with the involvement of the parents - is introduced to the company, and an individually designed training programme is defined in which, in particular, the inclusive and social elements of the internship are described in detail.

The training programme - agreed in advance between the vocational school, the company and the intern - defines strategies, methods and modalities for carrying out the internship and is continuously updated on the basis of the intern's learning progress.

GastroINKLUSIV: How is success measured?

Primavera 85: Different methods are used to define the success of the internship:

- Regular discussions with the company trainers and visits to the workplace by the vocational school teachers, and the subsequent preparation of a report.
- Discussion at the commencement of work about the planned activities, and instruction by the company's trainers.
- After completing the internship, the company fills out an evaluation form with which characteristics such as punctuality, work autonomy, commitment, behaviour towards colleagues, competence level and potential are assessed.
- The trainee completes an experience report and fills in an anonymous questionnaire, provided by the Veneto Region (Ministry of Vocational Training), concerning their level of satisfaction with the traineeship.

GastroINKLUSIV: What difficulties have arisen?

Primavera 85: The most obvious difficulty is found in families who are very reluctant for their child to undertake an internship in a sheltered workshop. This is mainly due to the still widespread view that an internship in an inclusive environment restricts or even prevents future career prospects.

GastroINKLUSIV: How have these difficulties been overcome?

Primavera 85: The family receives extensive information in advance, is included in the interview, can visit the company during the internship together with the vocational school teachers, and the vocational school teachers are always available for further explanation and discussion.

GastroINKLUSIV: What can be recommended to other companies?

Primavera 85: Work experience in an inclusive company helps to reduce fears and insecurities among interns. Monitoring of every single step is necessary to classify the progress of the learner correctly and to ensure success.

3.2 Good practice in Austria

Berufsschule für Gastgewerbe (Vocational school for the hospitality industry)

Längenfeldgasse 13-15/Stiege 5

1120 Vienna

<http://www.bsgg.at/>

The Vocational School for Hospitality is a state school. In Austria, as in Germany, dual vocational training is established. In Austria, the Ministry of Education, Arts and Culture is responsible for the school-based part of this vocational training. The Ministry of Economy, Family and Youth has the highest competence for the operational part of apprenticeship training. The Vocational School for Gastronomy offers a year of vocational preparation and vocational training for the professions cook (3 years), restaurant specialist (3 years) and gastronomy specialist (4 years). The aim of the vocational preparation year is to increase the chances of young people with disabilities or disadvantages in the labour market.

In the vocational school for the hospitality industry approximately 1400 pupils with different previous experiences and abilities study. 10 - 15% of pupils do an apprenticeship with an extended apprenticeship period or a partial qualification within the framework of integrated vocational training.

Interview

GastroINKLUSIV: What has been particularly successful?

Berufsschule für Gastgewerbe: A close exchange between the company, the school and the vocational training assistants who look after apprentices with partial qualifications or extended apprenticeships was established, especially for the classes of apprentices of the Kuratorium Wiener Pensionisten-Wohnhäuser (Senior Care).

Strong cooperation has made it possible to react early and comprehensively to problems that have arisen. In addition, the school makes every effort to ensure all pupils are able to take part in lessons. For example, sign language interpreters are used when required.

Special learning materials were developed for pupils undertaking the subject of accountancy in their first year, enabling them to learn independently. The material offers exercises and tasks with the choice of three different levels of difficulty.

Apprentices are free to choose the level of difficulty they feel most comfortable with, and thus are able to learn at their own pace, and according to their abilities.

Landesberufsschule Graz 6 (Vocational school)

Hans-Brandstetter-Gasse 8,

8010 Graz

<http://www.lbs-graz6.steiermark.at>

The Landesberufsschule Graz 6 trains students in the following occupations: painter, paint sprayer, floor layer, car body construction technician, gold-silversmith and jeweller as well as gilder and decorator. Of the 800 apprentices at the school, 100 complete a partial qualification or an apprenticeship with an extended apprenticeship, as part of integrated vocational training. All apprentices are taught in mixed classes right from the start. Even in subjects where there is a second teacher in the class, the class is not divided.

Interview

GastroINKLUSIV: What has been particularly successful?

Landesberufsschule Graz 6: The school tries to respond to apprentices and their needs on an individual basis where possible. In addition to the support services open to all apprentices (counselling teachers and school psychologists), there is also a school coordinator for apprentices who are seeking an extended apprenticeship or partial qualification. The latter seeks to understand the apprentice's environment in advance in order to identify the need for support as early and comprehensively as possible so that the school can react to that need from the outset. In addition, great importance is attached to strong networking between schools, companies and vocational training providers.

Where possible and appropriate, worksheets and documents are adapted to the individual pupils and their needs. This may simplify content linguistically and make it easier to read or simplify tasks. This additional effort can be managed because the teachers work together in a team and the documents can be used by everyone. Great importance is attached to the qualification of teachers in the field of inclusion. If this was not part of the training, an attempt has been made to build up the required competences through further training.

GastroINKLUSIV: How can success be measured?

Landesberufsschule Graz 6: In addition to a very high number of positive apprenticeship qualifications, the success of inclusion is also reflected in the social skills of all pupils. In surveys, for example, it has been stated that apprentices who learn in inclusive classes assess the class climate and the social structure in the class better than apprentices in non-inclusive classes.

GastroINKLUSIV: What is particularly helpful?

Landesberufsschule Graz 6: In addition to the support of the regional school board and the experience in the area of integration/inclusion of people with disabilities in vocational education and training in Styria, the commitment of the school management and teachers is particularly important. On a personal level, it is positive feedback and small and larger successes that motivate.

GastroINKLUSIV: What can be recommended to other schools?

Landesberufsschule Graz 6: The key to successful inclusion is teamwork. Martina Jeindl, director of the vocational school, therefore advises all colleagues to spend a lot of time and energy on team building. It is important that the team is involved in decisions and that these are supported. Inclusion is a major challenge and can only be overcome if the resources of each individual are used.

Kuratorium Wiener Pensionisten-Wohnhäuser

Seegasse 9

1090 Vienna

<https://kwp.at/>

The Kuratorium Wiener Pensionisten-Wohnhäuser was founded in 1960 by resolution of the Vienna Municipal Council. It reports to the City Council Office for Health, Social Affairs and Generations. Today, the non-profit fund is one of the largest providers in the field of senior care in Austria. The Kuratorium Wiener Pensionisten-Wohnhäuser operates 30 senior homes in Vienna and employs around 4100 people.

The company trains a total of 100 apprentices in the areas of gastronomy and office/finance/IT, making it a major apprentice trainer in Vienna. The group of apprentices as a whole is very heterogeneous. In this way, young people of different origins, religions and languages – including refugees - with a wide range of educational qualifications work and learn together. For the past six years, the company has attached great importance to giving disadvantaged young people a chance and enabling them to complete an apprenticeship. In the catering sector, for example, around 30% of the 63 apprentices are currently completing an apprenticeship with an extended apprenticeship period or a partial qualification.

Interview

GastroINKLUSIV: What has been particularly successful?

Kuratorium Wiener Pensionisten- Erich Lobinger, Apprentice Representative for Gastronomy: It is important to focus on the apprentices and their individual talents and to value them. For example, in training and additional support services it does not matter whether an apprentice completes a regular apprenticeship or an extended apprenticeship. All support services offered by the company are open to all apprentices who need them.

At the annual apprentice review, the skills of all apprentices are tested in the same way within the company. This one-day practical and theoretical examination is intended to prepare apprentices for the final apprenticeship examination on the one hand and to identify and respond to the need for support on the other.

In addition, there is a lively exchange with the school and the teachers. In this way, problems can be reacted to as quickly as possible and, for example, additional tutoring can be organised for those who need it.

In order to strengthen the cohesion among the apprentices and to create a positive climate for diversity, obligatory further training courses on topics such as social skills, dealing with conflicts, communication, respect, manners or learning how to learn are organised. Care is taken to assemble the groups as heterogeneously as possible in order to promote exchange and learning from one another.

In addition to the Apprentice Officer as the contact person for apprentices and trainers, the company also has a youth representative who is based in the area of diversity management. All apprentices can turn to this person should they have any issues.

When hiring new apprentices, care is taken to ensure that they also fit into the team. After a few trial days, the participants (trainers, chefs, colleagues, apprentices) will discuss whether they can imagine working together. In addition, further training is organised for trainers according to their needs and wishes.

GastroINKLUSIV: How can success be measured?

Kuratorium Wiener Pensionisten: The number of apprentices who drop out of their apprenticeship is very low compared to other companies. In addition to the inclusive framework conditions, this can certainly also be linked to the good working conditions that exist within the company.

The success of individual support for apprentices can also be seen from the fact that apprentices repeatedly switch from an apprenticeship with an extended apprenticeship period, to a regular apprenticeship, or from a partial qualification to an apprenticeship with an extended apprenticeship period.

Due to the positive experience in the gastronomy sector, more and more apprentices with extended apprenticeships are now being trained in the office sector.

GastroINKLUSIV: What was helpful?

Kuratorium Wiener Pensionisten: The commitment within the company, and on behalf of management, to inclusion and the promotion of disadvantaged young people has been particularly helpful. Thus, the company has imposed on itself the quota that 25 percent of all apprentices in the gastronomy sector should be given the necessary support. Together with decision-makers in urban policy, the company has set itself the goal of training young people out of a sense of socio-political responsibility.

The legal framework is also very helpful. It should be mentioned here, for example, that apprentices with an extended apprenticeship period or partial qualification are entitled to vocational training assistance which accompanies the apprentices and thus relieves the burden on the company. In addition, the company also receives support for apprentices, which in turn facilitates comprehensive support.

GastroINKLUSIV: What can be recommended to other companies?

Kuratorium Wiener Pensionisten: Erich Lobinger replies that the obligation of companies should be to give disadvantaged young people a chance through an apprenticeship place. He sees it as his job as a trainer to accompany apprentices who do not have it so easy and to help them to succeed.

In addition, he also advises that the expectations of apprentices should not be unattainably high. Not every apprentice has to become a star chef. Their talents are different. These must be recognised and promoted. It is already a success for the trainer if the apprentice completes their apprenticeship to a satisfactory manner and lays a foundation for their future at a company. He can only recommend to others that they engage in implementing inclusion, having had consistently good experiences himself.

3.3 Good practice in Germany

Konrad-Zuse-School

Vocational school, vocational school with special educational task

Herrmann-Hesse-Straße 34/36,

13156 Berlin

<https://www.konrad-zuse-schule-berlin.de/>

The Konrad-Zuse-Schule is a state school. As in Austria, vocational training is usually organised on a dual basis. The practical part of the training takes place in the company and the theoretical part in the school.

At the Konrad-Zuse-School pupils with different personal backgrounds are taught in the following occupations: Specialist practitioner kitchen (3 years), Specialist practitioner housekeeping (3 years), Specialist practitioner hospitality (2 years) and Specialist practitioner building services (3 years). These occupations are what can be described as theory-reduced training in accordance with the § 66 of the Vocational Training Act or § 42m of the Crafts Code. These training courses are intended for young people with disabilities and learning difficulties who are not (yet) able to cope with the requirements of what can traditionally be described as full training.

The Konrad-Zuse-Schule participates in school experiments and cooperates with model projects in order to promote inclusion at its school. As a special-needs school, it takes the path of opening up its offerings to pupils who do not have a particular specialty. Since its participation in the "IBA - Integrierte Berufsausbildungsvorbereitung"¹⁸ (IBA-Integrated Vocational Training Preparation) school experiment, for example, it has been able to offer the intermediate school leaving certificate, which attracts pupils who have no learning difficulties. By collaborating with model projects such as "ZiB - Zukunft im Beruf"¹⁹ (ZiB - Future in the occupation), the school is taking advantage of the opportunity to seek support from external educational advisors for its pupils who help pupils to make more connections in in-company training.

¹⁸ More information is available at:

<https://www.berlin.de/sen/bildung/schule-und-beruf/berufliche-bildung/berufliche-schulen/berufsvorbereitung/>

¹⁹ Further information is available at: <https://zukunftimberuf.de>

In addition, young refugees are taught in "Welcome Classes" to learn the German language and to orient themselves in the country and the vocational training system before they start training.

Interview

GastroINKLUSIV: What does inclusion at the Konrad-Zuse-School mean?

Konrad-Zuse-Schule: The question "What is inclusion?" arises at the Konrad-Schule in a specific way. This is because only female pupils are taught here who have an increased need for support in order to obtain a vocational qualification. Therefore Thorsten Joschko, the head of the school, names it also as a specific challenge for his school to first clarify what inclusion means in relation to his school. This has been achieved by referring to inclusion as very specifically to one's own school instead of generally speaking of "inclusion".

Inclusion at the Konrad-Zuse-Schule today means that all pupils are taught in mixed classes and are not differentiated according to funding priorities. Welcome students are also taught in the same IBA classes as all other IBA students and additionally receive instruction in German as a second language, differentiated according to two language levels. At the same time, the school has set out to shape school life as a whole in such a way that optimal teaching and learning conditions are created for everyone. Appreciation also plays an important role, Thorsten Joschko and the coordinators for Inclusion, Heike Schneider and Stefan Tabor, agree.

GastroINKLUSIV: Which strategies lead to successful inclusion?

Konrad-Zuse-Schule: The guiding principle of the Konrad-Zuse-Schule is: "No one gets lost - everyone finds the right perspective for themselves". In order to achieve this and to shape school life in such a way that all pupils can be supported in the best possible way, the school starts at different points. Here are some examples:

Multi-professional teams of teachers, special educators and educational facilitators as well as school social workers: In the IBA programme, each class has "its" permanent team, which can work individually and trustingly with the students on the basis of personal relationships and knowledge of the individual students.

A clearly structured timetable: In order to provide the IBA students with a fixed structure and orientation, they are taught every day in three blocks from 8:00 to 13:15. In the fourth block, sports and artistic activities, as well as remedial teaching and additional instruction in German as a second language, are offered to welcome students. In addition, a learning office is to be set up in which the pupils can learn independently with the support of teachers. Self-determined learning should also be further developed as a whole.

Development planning: In the IBA area, teams of teachers develop development plans for each individual person twice a year in discussion with the respective students. These are recorded in the so-called "Zuse planner", which also serves as a homework/report book for the pupils. This will gradually be extended to be included into the pre-vocational training measures and vocational training.

Design of buildings, rooms and outdoor areas: The school is to be gradually redesigned in an inclusive manner so that, for example, more individualised learning can take place in the classrooms with different social forms and according to the respective needs of pupils (e.g. group tables, tables for individual work, possibilities to work sitting on the floor...). The outdoor area is to be increasingly designed in such a way that it invites multifunctional use, e.g. with seating groups, areas for sporting activities such as basketball and table tennis, but also retreat areas with a hammock etc. The open areas such as corridors and stairwells are to be used even more to create transparency. For example, the organisation chart and the house rules should be visible there (also in simple language). Appreciation for the pupils should also be expressed by exhibiting their work in the corridors. For some time now, there has been a welcome board in the entrance area that welcomes visitors in many languages. And the start of construction for a barrier-free new building is planned for autumn 2018.

Extracurricular activities and cooperation, for example with EPIZ, bring new perspectives and enable teachers to observe "their" classes from the outside.

Training courses: The teachers educate themselves on topics such as inclusion, developmental psychology, development therapy/ development education, German as a second language and digital media.

The Principal and Inclusion Coordinators emphasise that the implementation of inclusion is a process for them and that their school takes many small, interrelated steps in different places.

GastroINKLUSIV: What are the challenges?

Konrad-Zuse-Schule: On the one hand, Thorsten Joschko, Heike Schneider and Stefan Tabor name the main challenge of implementing inclusion as scarce resources, for example the level of personnel, hourly allowances and funds for equipping the school. This is accompanied by a feeling of lack of appreciation for the school's efforts to consistently implement inclusion. Secondly, it is an obstacle that the inclusion of the school has been "prescribed", but that there is no clear statement about what is meant by inclusion in the context of this school. Thirdly, the high additional burden on all actors is problematic. A special challenge is also the intensive cooperation and cohesion of teachers, who are required for the implementation of inclusion. The change of school culture towards the philosophy "We support each student according to his/her individual requirements" takes time.

GastroINKLUSIV: How are the challenges dealt with?

Konrad-Zuse-Schule: In order to meet these challenges, Heike Schneider, Stefan Tabor and Thorsten Joschko rely on persuasion within the team, the bundling of competencies and resources and the setting of priorities. For example, a gardening learning area is to be set up. In the process it is helpful to tackle things where change is considered necessary by a larger part of the college. In order to deal with the existing personnel situation, focus classes have been introduced. For example, all trainees with a funding priority on hearing have been grouped together so that only one person is needed for sign language interpreting.

GastroINKLUSIV: What can be recommended to other schools?

Konrad-Zuse-Schule: Other schools that wish to be more inclusive are advised by the headmaster and inclusion coordinator to clarify this at the beginning of the process: What do WE understand by inclusion? And what are we doing already? It makes sense to tackle things that should already be implemented. In the Konrad-Zuse school, for example, this was team development. It would also be helpful for teachers to receive further training on the various funding priorities in order to be able to identify where the sticking points lie, how support can be provided and what needs to be paid attention to. And last but not least, the cooperation with companies, non-school institutions such as BIS e. V. and other schools will help to advance inclusion step by step.

Lebenswelten Restaurations GmbH

Großbeerenstr. 60

10965 Berlin

<https://lebensweltencatering.de>

Lebenswelten Restaurations GmbH is an inclusion company. They serve the employment of severely disabled people subject to social insurance contributions who are legally part of the general labour market. Their workforce is made up of at least 25% of severely disabled people, and they pay particular attention to people with mental or spiritual disabilities or severe physical, sensory or multiple disabilities.

Lebenswelten has been training young people with disabilities in its restaurants since 1986.

The interview was summarized by EPIZ e.V. as follows:

Lebenswelten Restaurations GmbH is a player in the Berlin economy that combines professional gastronomy, vocational training and inclusion. Lebenswelten operates several company restaurants and canteens as well as a catering service.

The cooperation of people with and without disabilities and the initial vocational training of disabled and severely disabled young people in the professions of cook, Specialist practitioner kitchen and specialist in the hospitality industry is a matter of course.

Inclusion means that the service is in the foreground. People with and without limitations work together in teams. The focus is on the strengths of each individual person. And each of them has their own strengths, as Rosa Wingels, the main point of contact for the trainees, emphasizes. Errors are not excused by the fact that the employees have a disability. All employees are expected to take responsibility for the best possible service in accordance with their abilities. Inclusion works when cooperation is "normal" throughout the team and everyone contributes to success.

When asked about the special successes of the Lebenswelten concept, Michael Stoll, Managing Director of Lebenswelten Restaurations GmbH, first points to event catering, which is running very well economically. In his second sentence, he mentions the high proportion of employees with disabilities (70% of employees subject to social insurance contributions are considered severely disabled). The high proportion of trainees who successfully complete their training - 95% - also proves that the concept is a success. Some of the newly skilled workers are taken on by the company, while others return to their careers at a later stage.

Topics that have particularly preoccupied the Lebenswelten team in recent years include the practical handling of the fact that employees are sometimes acutely overwhelmed at certain points in their work. For this purpose, a "red switch" has been set up in areas with customer contact, which can be used to signal: I don't know what to do. Another question was the consideration of how strong inclusion should also become part of the external image of the company. In connection with current social developments, it was decided to name this, but not to emphasize it prominently.

Difficulties that arise at the workplace often relate to cooperation with other actors. Conflicts between vocational schools and the company are inevitable. This is because it is important for the company that the trainees can be deployed flexibly if required, while schools require continuous attendance. In agreement with the Konrad-Zuse-Schule, which is attended by most trainees, a good path had been taken here.

It is also unfavourable that the Chamber of Industry and Commerce and the administration as a whole have so far had little inclination towards inclusion. Thus, the structures of the final examinations were outdated and missed the reality of most companies, by focusing on the restaurant kitchen with à la carte business, and not representing communal catering and catering. Advanced instruction is given individually in Lebenswelten and during working hours in 1:1 settings.

The "acclimatisation" of employees WITHOUT disabilities is always a challenge. It is particularly important here to support these employees in their cooperation with their colleagues and to give them time.

Michael Stoll advises companies that want to position themselves as inclusive should develop a market that functions independently of the income from the promotion of inclusion. It should be a question of being economically viable as a company as a whole. Therefore, it makes sense to position oneself with several companies, customers and services. Individual areas of the business could then compensate for the fact that other areas generated less profit. The priority should be to convince with performance, rather than with the philosophy and social commitment of the company.