

**Inclusion of people with intellectual  
disabilities into the labour market –  
Legal framework, sheltered workshop system  
and good practice in Germany**

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## Summary in plain language

The text reports on the job opportunities for people with intellectual disabilities in Germany.

The text reports what the law says.

The report says what the workshops for people with disabilities offer.

The report says where and how they can work. There are good examples.

The report is part of the Include<sup>3</sup> project.

Cyprus, Belgium, Slovenia are also involved in the project.

There are more people with intellectual disabilities in Germany than before.

### **Many people with intellectual disabilities work in sheltered workshops.**

The German law says what disability is.

It includes physical, mental, psychological disabilities and impairments of the senses.

The UN Convention on the Rights of Persons with Disabilities applies in Germany.

A lot has been changed and improved.

There are more than 700 workshops for people with disabilities in Germany.

They are also called workshops for disabled people, or WfbM for short.

Or simply workshop.

In the workshops, people with disabilities receive money and are insured. In a workshop you learn something for work and there is counselling.

You can't do a proper vocational training in a workshop.

You do real vocational training in a company.

If the training doesn't work out, you go back to the workshop.

The workshops in Germany have to find work in a company for people with disabilities.

But they are not doing enough yet.

The German state is making new laws.

There is the budget for work and the budget for training.

Workshops that make an effort should get more help.

The text reports on six good examples.

They are examples in a company.

They are examples of learning to work.

The examples are called Praxisbaustein Sachsen and AbBI.

They are examples of how to help and advise people with disabilities.

The examples are called JOBSTER.Team, counselling concept of the Federal Employment Agency, EUTB, job coaching of the Diakoniewerkstätten.

Companies have to employ people with disabilities.

The state controls this.

More people with disabilities are unemployed than without disabilities.

People with mental disabilities are the most unemployed.

There are no exact statistics.

We need these statistics.

The state has to take care of that.

The UN\_BRK wants more people with intellectual disabilities to work in companies.

Many are therefore trying to get people with disabilities to have a say and a say in decision-making.

Germany has a plan called the National Action Plan 2. 2.

The sentence: "Not about us without us" applies.

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## 1 Introduction

The Erasmus+ project Include<sup>3</sup> responds to the European Union's 2021 call for more research about sheltered workshops to support compliance with EU and UN inclusion goals. Include<sup>3</sup> will develop resources and curriculum over a period of three years (01/09/2022 - 31/08/2025) in an inclusive and co-productive research process to provide individual pathways for people with intellectual development from targeted vocational and general education to sustainable employment and decent work creation. Piloting and evaluation of the seminars ensures that the method can be sustainably established in various European countries. In a first step, the four European partner organizations University of Applied Labour Studies (Germany), VHS Bildungsinstitut (Belgium), Synthesis (Cyprus) and Ozara (Slovenia) are developing a national report on the participation of people with intellectual disabilities in the context of sheltered workshops and the transitions to the general labour market (work package 2 "Building on good practice in Europe", activity 1).

The present national report from Germany first deals with the social and labour market policy for people with disabilities (Chapter 1.1) and the status quo of the UN CRPD (Chapter 1.2.). Chapter 2 deals with the participation of people with intellectual disabilities by presenting the system of sheltered workshops, the vocational training concept, the counselling concept and the transition from sheltered workshops to the general labour market after dealing with definitions of terms. Chapter 3 gives an insight into case studies as examples of good practice in the fields of vocational training, counselling and the transition to the general labour market. The national report closes with a conclusion and outlook.

### 1.1 Social and Labour Market Policy concerning people with disabilities

In 2017, approximately 13.04 million people with disabilities lived in Germany. The number of people with severe disabilities was 7.8 million. A comparison of the figures in the period from 2009 to 2017 shows a large increase among people with a recognized severe disability.

*Table 1: People with recognized severe disability by form of most severe disability (number in thousands, change in percent)*

Form of the most severe disability	Year 2009	Year 2013	Year 2017	Change 2009 to 2017
Physical disability	4.523	4.699	4.641	+ 3 %
blindness and visual impairment	353	357	351	- 1 %
Speech or language disorders, deafness, hearing loss, balance disorders	295	316	318	+ 8 %
mental disabilities	433	546	644	+ 49 %

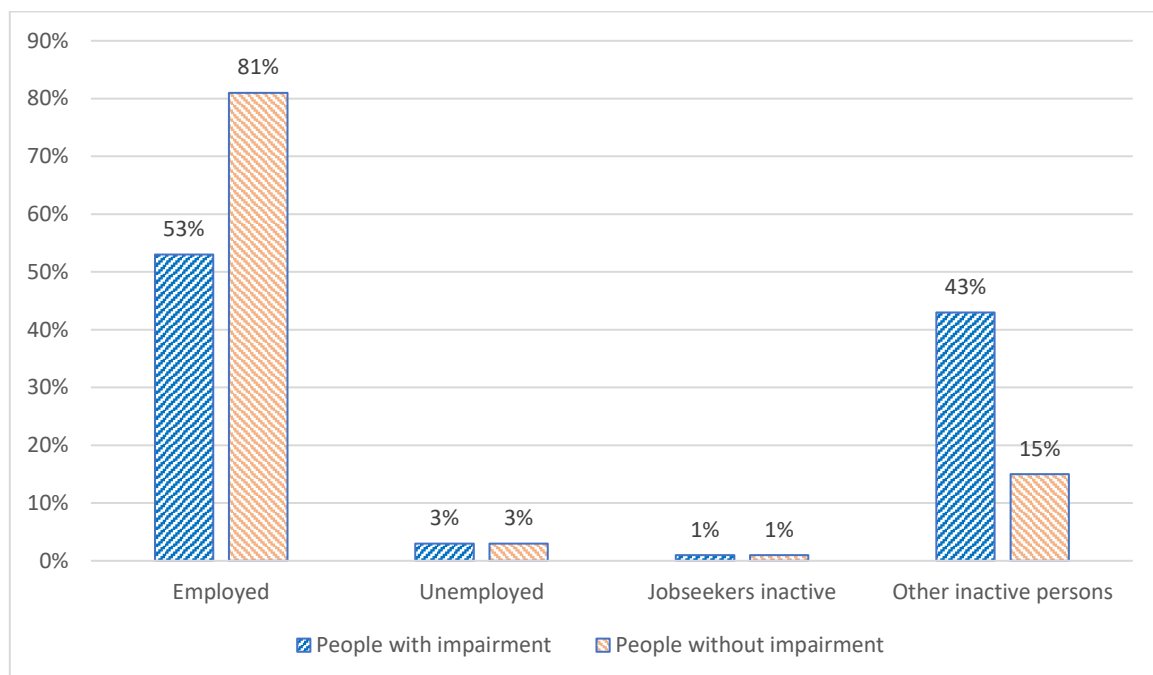
Form of the most severe disability	Year 2009	Year 2013	Year 2017	Change 2009 to 2017
mental handicap, learning disability	277	299	310	+ 12 %
Other disability	1.221	1.332	1.503	+ 23 %
Total	7.102	7.549	7.767	+ 9 %

Source: *Dritter Teilhabebericht der Bundesregierung über die Lebenslagen von Menschen mit Beeinträchtigungen 2021, Bundestag-Drucksache (BT-Drs.) 19/27890, p. 45*

The number of people with intellectual disabilities increased by 12%, whereby people with learning disabilities are included. Characteristics of a learning disability, which in medical and educational terms is a term that is difficult to define objectively, are, for example, concentration and memory disorders, delayed mental or motor development, but also impairments of social or emotional competencies of a severe degree of impairment (Janda in: Schlegel/Voelzke eds. (2023), jurisPK-SGB III, § 19 Rdn. 25).

Of the approx. 13.04 million people with disabilities in 2017, approx. 5.9 million were of working age, of which approx. 3 million persons were in employment, which corresponds to a rate of 53% (BT-Drs. 19/27890, p. 12, 224). The labour force participation of people with disabilities is below the labour force participation of people without disabilities:

Figure 1: Labour force participation  
Proportion of people of working age (18 to 64 years) by level of labour force participation, 2017



Source: *Dritter Teilhabebericht der Bundesregierung über die Lebenslagen von Menschen mit Beeinträchtigungen 2021, BT-Drs. 19/27890, p. 225.*

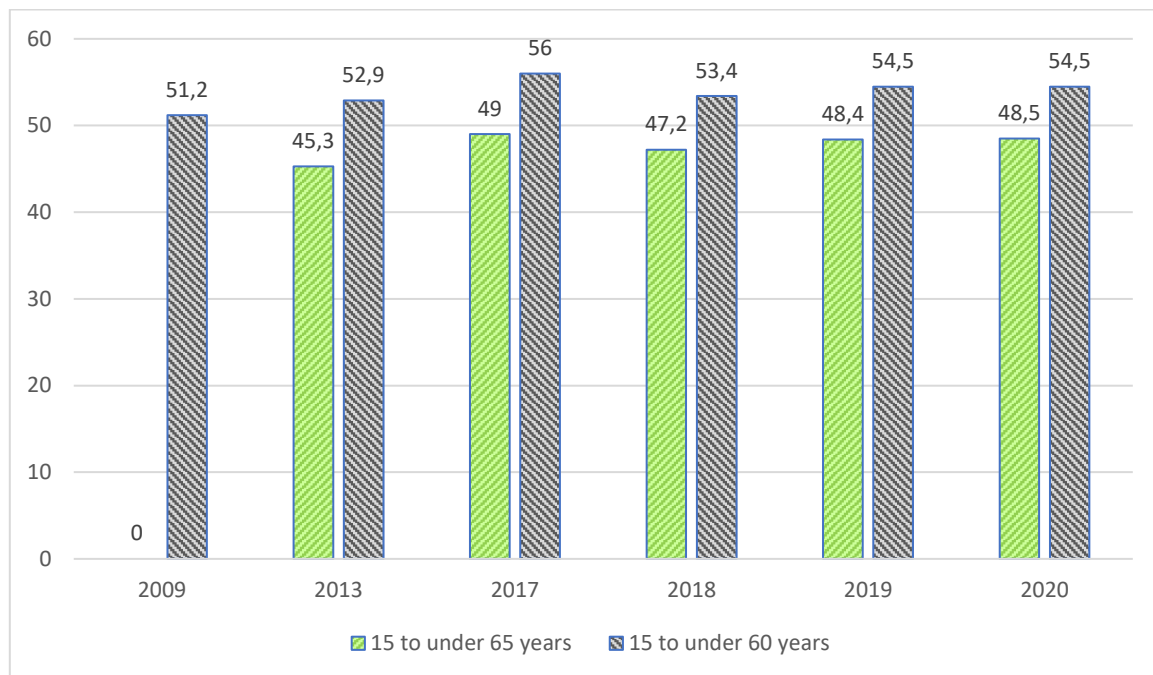


Higher employment opportunities for people with disabilities are seen in public administration (10%) and in the field of public and private services (30%), while access in the fields of trade, car repair shops or hospitality is more difficult for people with disabilities (Statistisches Bundesamt, 2020).

In this context, it should be mentioned that private and public employers with an annual average of at least 20 workplaces per month must employ severely disabled persons in at least 5 percent of the workplaces. Otherwise, employers pay a compensatory levy for each unfilled mandatory job for severely disabled persons (§§ 154, 160 SGB IX).

According to the evaluations of the Federal Employment Agency (BA) (Bundesagentur für Arbeit Statistik, 2022), the following picture emerges regarding the employment rate of people with severe disabilities for the year 2020:

Figure 2: employment rate of people with severe disabilities (in percent)



Source: Bundesagentur für Arbeit Statistik, 2022, Abb. 2.1

According to § 1 sentence 1 SGB IX (Book Nine of the Social Code - Rehabilitation and Participation of Persons with Disabilities, SGB IX), people with disabilities or people at risk of disability receive benefits according to SGB IX and the benefit laws applicable to the rehabilitation providers in order to promote their self-determination and their full, effective and equal participation in life in society, to avoid disadvantages or to counteract them. The law divides the benefits for the participation of people with disabilities into five groups, namely benefits for medical rehabilitation, benefits for participation in working life, maintenance and other supplementary benefits, benefits for participation in education and benefits for social participation (§ 5 SGB IX). Integration into the labor market is to be achieved primarily with the benefits for participation in working life. In this context, SGB IX is to be understood as a kind of framework law. This is because the responsibilities for benefits as well as the conditions for granting benefits are

derived from the relevant benefit laws of the respective rehabilitation providers (cf. § 7 para. 1 sentence 2 SGB IX). In principle no one shall be discriminated on the grounds of a disability (see §§ 33a SGB I, 19a SGB IV).

The permanent participation of people with disabilities in working life not only creates a secure financial basis for life, but is of elementary importance for self-determined and equal participation in society. Based on the type or severity of the disability, various benefits for participation in working life are therefore available to achieve the goal of permanent participation in working life (BT-Drs. 15/4575, p. 66).

In order to further promote the participation of people with disabilities, the German legislature has initiated numerous legislative changes in recent years, for example with the Act to Strengthen the Participation and Self-Determination of People with Disabilities (Bundesteilhabegesetz - BTHG) of 23/12/2016 (Federal Law Gazette (BGBl.) I p. 3234) and most recently with the Act to Strengthen the Participation of People with Disabilities and to Determine the Providers of Benefits for Education and Participation in Social Assistance based on State Law (Teilhabestärkungsgesetz – TStG) of 02/06/2021 (BGBl. I p. 1387). While the BTHG largely redesigned Book IX of the Social Code (Book Nine of the Social Code - Rehabilitation and Participation of Persons with Disabilities, SGB IX), also in view of the adjustments to the UN Convention on the Rights of Persons with Disabilities (CRPD), the TStG focused on integration benefits in the system of basic benefits for job seekers (Book II of the Social Code, SGB II) and in the system of employment promotion (Book III of the Social Code, SGB III). Thus, various adjustments were made in the area of service provision and service coordination for persons with disabilities in SGB II in order to improve the support situation for this group of persons and to improve their chances of integration (BT-Drs. 19/27400, p. 31). It should be mentioned that the Federal Employment Agency (BA) is the responsible rehabilitation agency for people with disabilities in the benefit system of employment promotion and basic security for job seekers.

## **1.2 Convention on the rights of persons with disabilities and its influence on social and labour market policies and regulations**

The CRPD as well as the Optional Protocol, adopted by the UN General Assembly on 13/12/2006, entered into force after ratification on 24/02/2009 and on 26/03/2009 (cf. Art. 45 para. 5 CRPD, Art. 13 para. 2 Optional Protocol) (BGBl. II 2008 p. 1419) and has the rank of a simple law (Art. 59 para. 2 GG). The independent monitoring body established (at the German Institute for Human Rights - *Deutsches Institut für Menschenrechte*) as a result of Art. 33 (2) UN CRPD is tasked with promoting the implementation of the CRPD in Germany, protecting the rights standardized therein and monitoring compliance with them (*Deutsches Institut für Menschenrechte e.V., n. d.*).

With the CRPD, the rights of persons with disabilities moved more into the focus of discussions in society and politics (in detail on the CRPD, among others, Banafsche in: Deinert/Welti/Luik/Brockmann eds. (2022), 28, p. 264 et seq.). In particular, the concept of disability and its compatibility with the definition in the CRPD was questioned, which ultimately led to the redefinition of the concept of disability in Section 2 of Book IX of the Social Code with the BTHG (BT-Drs. 18/9522, 192). Similarly, the amendments in the area of participation in the labour market took account of the CRPD and attempted to further develop the benefits for participation in working life in a person-centered manner, i.e. to ensure that the person with disabilities is guaranteed the greatest possible participation in working life through tailored services and support in accordance with his or her individual capabilities (BT-Drs. 18/9522, p. 193). In doing so, the German legislature referred to the "Concluding observations on the initial report of Germany" of the UN Committee on the Rights of Persons with Disabilities of 15/03/2015 (CRPD/C/DEU/CO/1).

Thus, according to Art. 27 CRPD, the equal right of persons with disabilities to work shall be guaranteed. The content of this right is the opportunity to earn a living through work freely chosen or accepted in an open, inclusive labour

market and work environment accessible to persons with disabilities. In this context, it is disputed whether the right to work can be realized through employment in a sheltered workshop (German abbreviation WfbM) as a protected special facility outside the regular labour market (in detail Eichenhofer, 2022, p. 309 ff.).

Regarding Art. 27 CRPD, which sets out the right to inclusive work and employment and to secure livelihoods through participation in working life, the UN Committee's concluding observations on Germany's first State Report (UN. Committee on the Rights of Persons with Disabilities, 2015) raised concerns about

“(a) Segregation in the labour market;  
(b) Financial disincentives for persons with disabilities preventing their entry or transition to the open labour market;  
(c) The fact that segregated, sheltered workshops fail to prepare workers for or promote transition to the open labour market.” (UN. Committee on the Rights of Persons with Disabilities, 2015, p. 8, no. 49).

In it, the Committee recommended effectively creating, through appropriate legislation, an inclusive labour market consistent with the Convention with, among others, phasing out "sheltered workshops through immediately enforceable exit strategies and timelines and incentives for public and private employment in the mainstream labour market" (UN. Committee on the Rights of Persons with Disabilities, 2015, p. 8f., no. 50).

In its National Action Plan 2.0 on the CRPD, the German government identified the employment of people with disabilities in the general labour market as a priority policy objective, but nevertheless stated that sheltered workshops for people with disabilities (WfbM) continue to have their place as providers of services for participation in working life. The WfbM are called upon to also provide services for participation in working life outside the workshop, e.g. external workplaces of the workshops in companies of the general labour market. Outsourced jobs in companies are mentioned as measures to promote the transition to the general labour market by the WfbM (Bundesministerium für Arbeit und Soziales [BMAS], 2016, p. 37).

In this context, the amendments to the BTHG introduced a budget for work (§ 61 SGB IX) and created the so-called other service providers (§ 60 SGB IX) as an alternative to WfbM. This was preceded by a model project for the implementation of Art. 27 CRPD, which was initiated on 01/06/2015 for a period of three years (BMAS, 2016, p. 247). On 01/01/2020, again with the aim of promoting the transition from a WfbM to the general labour market, the budget for training (§ 61a SGB IX) was introduced as a further benefit (Angehörigen-Entlastungsgesetz of 10/12/2019, BGBl. I p. 2135)).

According to Art. 35 (2) CRPD, there is an obligation to submit a report on the implementation status of the Convention every four years. In the second and third reporting cycle, Germany submitted the periodic state report on 01/10/2019 based on the list of issues prior to reporting of the UN Committee on the Rights of Persons with Disabilities on the status of the realization of the rights from the CRPD (Bundesministerium für Arbeit und Soziales, 2019). The goal of the Federal Government is to actively continue on the path to an inclusive society in Germany in accordance with the objectives of the CRPD. With regard to Art. 27 CRPD, the current report refers, among other things, to the changes introduced by the BTHG (Bundesministerium für Arbeit und Soziales, 2019, p. 49).

## 2 Participation in working life of people with intellectual disabilities

To ensure self-determination and participation in life in society, German law recognizes various types of benefits. Benefits for participation in working life aim to maintain, improve, establish or restore the earning capacity of people with disabilities according to their ability. The aim is to ensure participation in working life on a permanent basis if

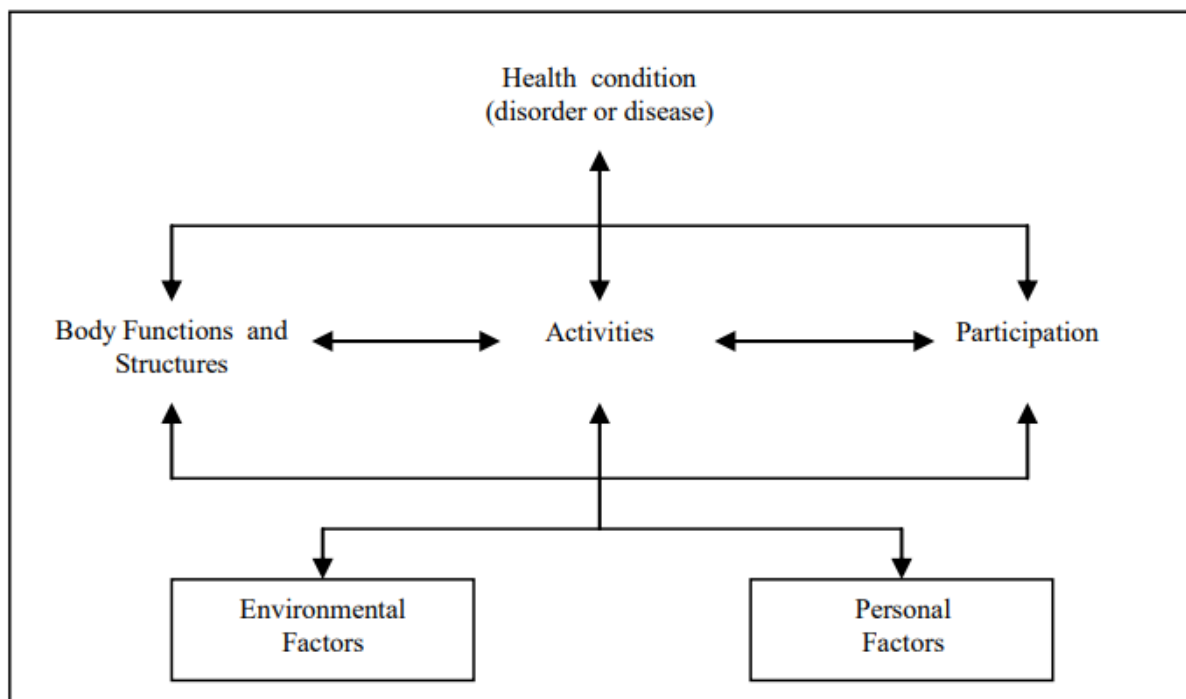
possible (cf. §§ 49 Para. 1, 4 Para. 1 No. 3 SGB IX). Permanent integration into the labour market provides people with disabilities not only with a secure financial livelihood, but also with self-confidence and the basis for self-determined, equal participation in life in society (BT-Drs. 15/4575, 66). The participation of people with intellectual disabilities in the labour market encounters various obstacles. For example, there is not infrequently a lack of suitable jobs or, because of their assignment to WfbM, suitable fields of activity are rarely sought (Antidiskriminierungsstelle des Bundes, 2013, p. 88). According to the statistics of BAG WfbM, the rate of people with intellectual disabilities supported in WfbM is about 76% (Bundesarbeitsgemeinschaft Werkstätten für behinderte Menschen e.V. – BAG WfbM, 2022a).

## 2.1 Definition people with intellectual disabilities

The SGB IX defines people with disabilities in § 2 para. 1 sentence 1 as follows: People with disabilities are people who have physical, mental, intellectual or sensory impairments which, in interaction with attitudinal and environmental barriers, are likely to prevent them from participating in society on an equal basis for longer than six months. Such an impairment is assumed if the physical and health condition deviates from the condition typical for the person's age (sentence 2). A threatening disability is also covered (sentence 3).

This definition is based on the so-called bio-psycho-social model of the ICF (International Classification of Functioning, Disability and Health) (BT-Drs. 10/5701, p. 9; BT-Drs. 18/9522, p. 227). According to this model, not only physical and mental functions are included in the assessment of whether "functional health" is impaired, but also environmental and personal factors (so-called contextual factors):

Figure 3: "functional health" and contextual factors



Source: World Health Organization, 2001, p. 18

The concept of disability in SGB IX was revised as of 01/01/2018 (BTHG, BGBl. I p. 3234). The understanding of disability in accordance with the UNCRPD was thus incorporated into German law (BT-Drs. 18/9522, p. 227). According to Art. 1 CRPD, persons with disabilities include “those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”.

Abilities in the cognitive, psychomotor and intellectual areas are counted among the mental abilities. A low intelligence quotient can be an indication for the disturbance of mental abilities and consequently of a mental handicap (Luthe in: Schlegel/Voelzke eds. (2022), jurisPK-SGB IX, § 2 Rdn. 65).

The American Association on Intellectual and Developmental Disabilities (2023) classifies mental disability as a significant limitation that affects mental functions and adaptive behaviour. In this context, the limitation includes daily social and practical skills and occurs before age 22 (American Association on Intellectual and Developmental Disabilities (AAIDD), 2023).

Mental functions, which can be equated with intelligence, refer to mental capacities such as learning, reasoning, problem solving, etc. Intelligence quotient tests (IQ tests) can determine the mental functions as well as the degree of impairment. Adaptive behaviour includes conceptual, social, and practical skills in everyday life and can be measured using standardized tests (cf. American Association on Intellectual and Developmental Disabilities (AAIDD) 2023). According to ICD-10/Version 2016 the categories F70-F79 identify the extent of impairment of behaviour (WHO, 2016):

Table 2: ICD-10/Version 2016 categories F70-F79

Category	Extent of impairment of behaviour	Description
F70.-	Mild mental retardation	Approximate IQ range of 50 to 69 (in adults, mental age from 9 to under 12 years). Likely to result in some learning difficulties in school. Many adults will be able to work and maintain good social relationships and contribute to society.  Incl.: feeble-mindedness mild mental subnormality
F71.-	Moderate mental retardation	Approximate IQ range of 35 to 49 (in adults, mental age from 6 to under 9 years). Likely to result in marked developmental delays in childhood but most can learn to develop some degree of independence in self-care and acquire adequate communication and academic skills. Adults will need varying degrees of support to live and work in the community.  Incl.: moderate mental subnormality
F72.-	Severe mental retardation	Approximate IQ range of 20 to 34 (in adults, mental age from 3 to under 6 years). Likely to result in continuous need of support.  Incl.: severe mental subnormality

Category	Extent of impairment of behaviour	Description
F73.-	Profound mental retardation	IQ under 20 (in adults, mental age below 3 years). Results in severe limitation in self-care, continence, communication and mobility.  Incl.: profound mental subnormality
F78.-	Other mental retardation	This category is to be used only when the assessment of intelligence impairment by standard procedures is particularly difficult or impossible because of concomitant sensory or physical impairments, as in the case of blind, deaf-mute, severely behaviourally impaired, or physically handicapped persons.
F79.-	Unspecified mental retardation	A reduction in intelligence according to the above categories is not possible. Mental disability and deficits, but without further details.

Source: WHO, 2016

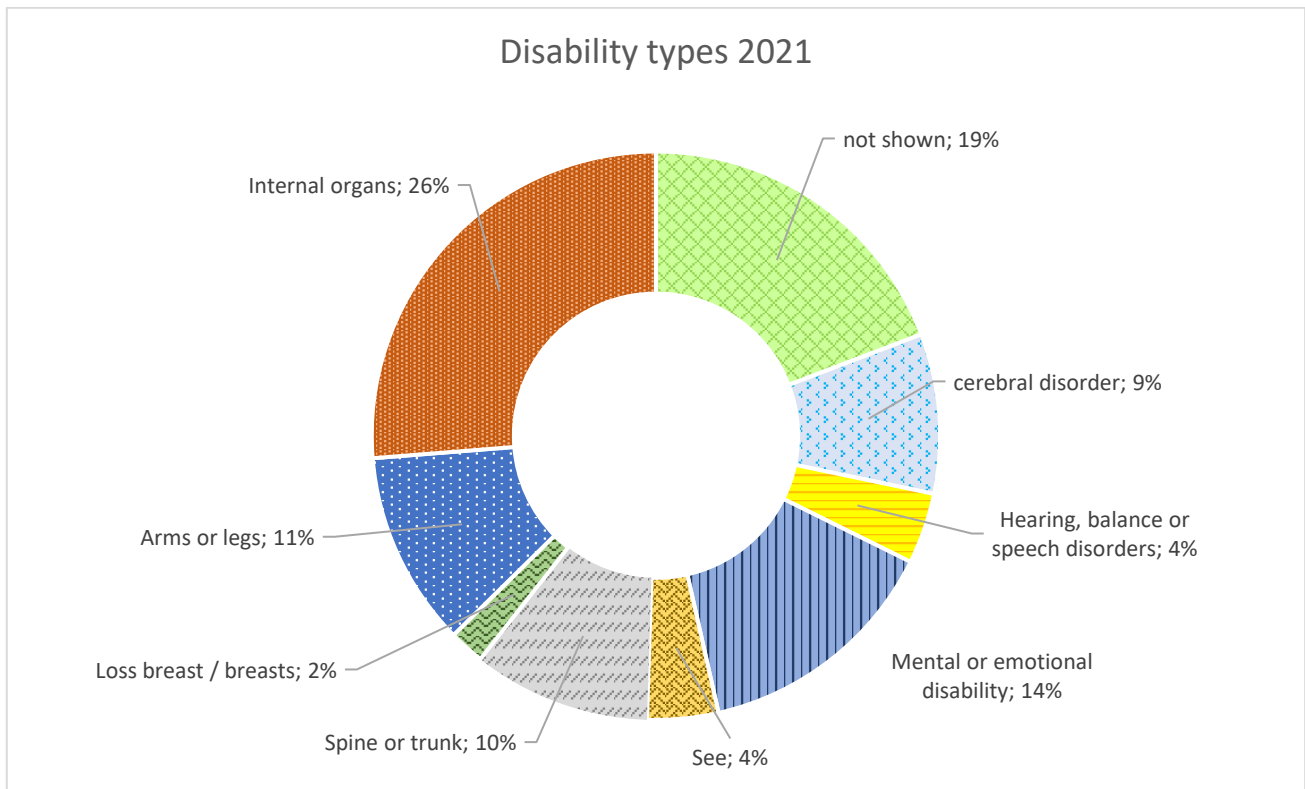
People with intellectual disabilities usually show impairments in communication, self-care, self-determination as well as behavioural disorders (situational, often treated psychiatrically) to individually varying degrees. The MSD Manual speaks of primary symptoms of mental retardation (Sulkes, 2022):

- New knowledge and ability are absorbed and acquired in a delayed/slowed manner.
- Individuals' behaviour is immature.
- Independence is significantly limited.

These symptoms must be considered in labour market integration.

According to § 2 para. 2 SGB IX, a severe disability exists if a degree of disability of at least 50 has been determined. The determination of a disability and the severely disabled status is made upon application to the competent authority (pension office, state pension office) in 10 degrees in conjunction with the pension medicine ordinance (see § 152 SGB IX). The determination of a severely disabled status leads to advantages in the employment relationship, for example, the law recognizes employment obligations for employers (§ 154 SGB IX) or sets hurdles in the dismissal of people with severe disabilities (§§ 168 ff. SGB IX).

In relation to the total population at the end of 2021, 9.4% of people in Germany were severely disabled. Men are affected slightly more than women, with a share of about 50.3% and about 49.7%, respectively (Statistisches Bundesamt, 2022). Around 58% of people with severe disabilities had physical impairments, while 14% had mental or psychological disabilities:



Source: Statistisches Bundesamt, 2022, as cited in REHADAT, 2022.

Finally, people with disabilities who have a degree of disability of at least 30 can be placed on an equal footing with severely disabled people upon application if the acquisition or retention of a suitable job requires this (§ 2 para. 3 SGB IX).

## 2.2 Sheltered workshop system in Germany

In the Federal Republic of Germany, there are numerous workshop providers, mostly in the form of a non-profit limited liability company, whose shareholders are, for example, Diakonisches Werk, Caritas and Lebenshilfe für geistig behinderte Menschen. With a degree of organization of 93%, the majority of WfbM (approx. 700 main workshops with 3000 locations) are united in the Bundesarbeitsgemeinschaft Werkstätten für behinderte Menschen – BAG WfbM – e.V., which was founded as a non-profit association in 1975 to represent the interests of workshops nationwide (BAG WfbM, 2022b, p. 37). The WfbM require recognition, for which the Federal Employment Agency is responsible in agreement with the providers of integration assistance. The Federal Employment Agency is also obliged to maintain a list of recognized WfbM (cf. § 225 SGB IX). Only those facilities that meet the legal requirements in § 219 SGB IX and the requirements of the Workshops Ordinance (WVO) in §§ 1-16 may be recognized as workshops (§ 17 para. 1 sentence 1 WVO).

The WfbM is a facility for the participation of people with disabilities in working life. As a result, a WfbM must have “the widest possible range of vocational training and workplaces” as well as “qualified staff and an accompanying service” (§ 219 para. 1 sentence 4 SGB IX). Support in recognized WfbM serves to maintain, develop, improve or restore the performance or earning capacity of people with disabilities, to further develop their personality and to enable or secure their employment (§ 56 SGB IX). The WfbM are to offer those persons with disabilities who, due to the nature or severity of the disability, cannot, not yet, or not yet again be employed on the general labour market,



appropriate vocational training and employment at a wage commensurate with their performance from the work result, to enable them to develop, increase or regain their performance capacity and, in the process, to further develop their personality. Finally, the WfbM promote the transition of suitable persons to the general labour market through appropriate measures (cf. § 219 para. 1 sentence 3 SGB IX). Social insurance coverage is guaranteed in the case of support in a recognized WfbM, except of unemployment insurance.

In principle, there is an entitlement to support as well as an admission obligation for recognized WfbM (cf. § 220 SGB IX) if the legally standardized benefit requirements are met. First of all, due to the nature or severity of the disability, training or taking up a job on the general labour market must not, not yet or not yet again be an option for the person with disabilities (§ 219 para. 1 sentence 2 SGB IX). Another personal requirement for admission to a WfbM is whether the person with disabilities can be expected to produce at least a minimum level of economically usable work performance at the latest after participating in measures in the vocational training area. A minimum of economically usable work performance can be assumed if the person with disabilities can be involved in the production of the goods and services sold by the WfbM through useful work (BSG, judgment of 29.06.1995 – 11 Rar 57/94, para. 26, juris). In addition, the person must be capable of community service and not in extraordinary need of care. I.e. if, despite appropriate care, a considerable risk to self and others is to be expected or the extent of the necessary care and nursing does not allow participation in measures in the vocational training area or other circumstances a minimum level of economically usable work performance in the work area in the long term, admission to a WfbM is out of the question (§ 219 para. 2 SGB IX).

The WfbM is divided into three service areas: Entry procedure, vocational training area and work area.

The obligatory initial procedure serves to determine whether the workshop is the suitable facility for the participation of the person with disabilities in working life, as well as which areas of the workshop and which services for participation in working life can be considered for the person with disabilities. The duration of the support in the initial procedure is three months, but can be shortened to four weeks (§§ 57 Para. 1 No. 1, Para. 2 SGB IX; 3 WVO).

The measures in the entry procedure are followed by support in the vocational training area. The aim of the support in the vocational training area is to develop, improve or restore the performance or earning capacity of the person with disabilities as far as possible (cf. § 57 Para. 1 No. 2, Para. 3 SGB IX).

Support in the work area pursues three goals (§ 58 Para. 2 SGB IX):

1. the commencement, exercise and security of employment appropriate to the aptitude and inclination of the person with disabilities,
2. participation in work-accompanying measures to maintain and improve the performance acquired in the vocational training area and to further develop the personality, and
3. the promotion of the transition of suitable persons with disabilities to the general labour market through appropriate measures.

According to § 5 para. 1 WVO, the WfbM is obliged to offer the widest possible range of jobs in order to take into account the type and severity of the disability, the different capabilities, development possibilities as well as aptitude and inclination of the disabled persons as far as possible. At least 120 jobs must be offered (§ 7 para. 1 WVO). In addition, the WfbM must ensure that not only in the work area, but also in the vocational training area, people with disabilities can be employed for at least 35 and at most 40 hours per week (§ 6 para. 1 sentence 1 WVO).



People with disabilities who are employed in the work area of a WfbM have a legal relationship similar to that of an employee, provided they are not employees. Therefore the minimum wage act does not apply. The WfbM pays a wage from their work result (cf. § 221 SGB IX). In addition, the employees receive the work promotion allowance as a social benefit from the responsible rehabilitation agency (cf. § 59 SGB IX). In 2021, the earnings of persons with disabilities employed in the work area of a WfbM amounted to approx. € 212 monthly (BAG WfbM, 2022b, p. 37).

### 2.3 Vocational training Concept in Sheltered Workshops

The legal requirements for the support of people with disabilities in the entry procedure and in the vocational training area of a recognized WfbM can be found in the SGB IX and in the WVO (Werkstättenverordnung). The laws of the respective rehabilitation providers do not contain any regulations on support in a recognized sheltered workshop, but refer to the regulations of SGB IX.

In addition, the workshop recommendations of the Bundesarbeitsgemeinschaft der überörtlichen Träger der Sozialhilfe und der Eingliederungshilfe (Federal Working Group of the Non-Local Providers of Social Welfare and Integration Assistance) - BAGÜS (current status: March 2021) as well as the BA's Fachkonzept für Eingangsverfahren und Berufsbildungsbereich einer WfbM (concept for the entrance procedure and vocational training area) (Bundesagentur für Arbeit, 2010) must be observed for support in the entrance procedure and vocational training area of a recognized WfbM.

The WfbM must have appropriately qualified specialist staff to support people with disabilities, whereby the number of specialist staff for work and vocational support depends on the number and composition of the people with disabilities as well as the type of employment and the technical equipment of the work area. The ratio of specialists to people with disabilities in the vocational training area should be 1:6, in the work area 1:12. The workers, who should generally be skilled workers, journeymen or master craftsmen with at least two years of work experience in industry and the trades, should be pedagogically suitable and have an additional special education qualification. However, appropriate professional qualifications from the educational or social field are sufficient if they have been acquired elsewhere for work in the vocational training and work area. The specialists in the vocational training area and the accompanying services are also to be deployed in the entry procedure (cf. § 9 Para. 3 WVO).

The accompanying services serve the educational, social and medical care of persons with disabilities according to their needs. As a rule, one social pedagogue or one social worker should be available for every 120 persons supported (cf. § 10 WVO).

The WfbM must open the opportunity for further training to the specialist staff (§ 11 WVO). In this context, the regulation on the examination for the recognized advanced training qualification "Geprüfte Fachkraft zur Arbeits- und Berufsförderung" (GFABPrV) of 13/12/2016 (BGBl. I 2909) should be mentioned (last amended by Art. 78 VO of 9.12.2019, BGBl. I p. 2153). The examination for the recognized advanced training qualification "Certified Specialist for Employment and Vocational Promotion" is intended to demonstrate an expansion of the professional ability to act with the aim of professional advancement. I.e. after the advanced training the specialist should be able to carry out vocational training and employment measures for people with disabilities, especially in WfbM, in order to enable participation in working life (cf. § 1 GFABPrV).

The entry procedure serves to determine whether the WfbM is the suitable facility for participation in working life and which areas of the WfbM as well as services for participation in working life can be considered for the person with disabilities. An integration plan must also be drawn up (§§ 57 Para. 1 No. 1 SGB IX, 3 Para. 1 WVO).

The individual integration plan, which is to be prepared for each supported person on the basis of a competence analysis and concretely to be named integration goal, is the basis for the decision about the promotion and purposeful support of the person with disabilities in the WfbM. In addition, the integration plan forms the basis for professional consultations within the framework of a participation plan procedure (§ 19 SGB IX). The responsibility for the preparation of an individual integration plan lies with the educational supervisor, who is to be appointed for the supported person with disabilities and is responsible for the integration and educational process. Among other things, the individual integration plan must document, for example, the type and severity of the disability and significant findings on the personal and occupational situation, the integration goal and the individual support needs for vocational training (cf. BA, 2010, p. 4; BAGüS 2021, 10.1.3).

Support in the vocational training area of a WfbM pursues the purpose of developing, improving or restoring the performance or earning capacity of the person with disabilities as far as possible. However, it must be possible to expect that the person with disabilities, after participating in services in the vocational training area, is able to provide at least a minimum of economically usable performance (§ 57 para. 1 no. 2 SGB IX).

The services in the vocational training area are provided for a period of two years. The responsible rehabilitation provider initially approves the required service for one year. Approval for a further year is granted if it can be assumed on the basis of a specialist opinion that the performance of the person with disabilities can be further developed or regained (§ 57 para. 3 SGB IX). For example, according to the technical instructions of the Federal Employment Agency (BA), for reasons of work economy and planning security, approval is to be granted for the entire support period in the initial procedure and in the vocational training area if the need for support of 27 months, i.e. three months of initial procedure and 24 months of vocational training area, with the same service provider can be expected from the outset (Bundesagentur für Arbeit, 2019).

*Table 3: Task of the entry procedure and vocational training area of workshops*

Task of the entry procedure taking into account the available documentation	Task of the vocational training area within the framework of the holistic educational concept
Individual determination of whether the WfbM is the right facility for participation in working life	Promotion of the individual and personal development of the participants
Determining which vocational training services are available for participation in working life and which additional services are possible for integration into working life	Planned development of individual vocational and life skills
Determination of which areas and fields of work of the WfbM and which employment opportunities can be considered	Preparation for suitable activities in the work area of the WfbM or on the general labour market
Duration: 3 months	Duration: 24 months

Source: HdBA

The support in the vocational training area takes place according to the needs of the supported person through individual measures and training courses (§ 4 para. 1 WVO). The WfbM should offer the widest possible range of services for participation in working life in order to take into account, as far as possible, the type and severity of the disability, the different abilities, possibilities for development as well as aptitude and inclination of the disabled person (§ 4 para. 2 WVO). Thus, the WfbM should have a wide range of vocational training places within the workshop and outsourced vocational training places in companies and administrations of the general labour market (BAGüS, 2021, 10.2.1).

The measures in the vocational training area should serve to ensure that the supported person learns skills and abilities to perform vocational activities as independently as possible, that the supported person is provided with knowledge and insights, that social learning goals are achieved and that social skills are acquired. In this context, the promotion of personality must not be disregarded, so that learning methods and learning models that serve this goal and have been proven in work and special education are also applied (Bundesagentur für Arbeit, 2010, p. 10).

Individual measures can be considered, for example, if specifically tailored measures are required due to the identified need for support, which cannot be taught in courses or if it is not possible to set up a course due to a lack of a sufficient number of participants (BAGüS 2021, 10.2.1).

The courses are divided into a basic course and an advanced course of generally twelve months' duration (§ 4 Para. 3 WVO).

The basic course serves to impart skills and basic knowledge of various work processes, to impart basic knowledge of materials and work materials as well as tools, but also work equipment and smaller devices, to impart and practice manual skills in handling various materials, materials, tools and devices, to increase the self-esteem of people with disabilities through suitable measures, to promote social and work behaviour and to determine the focus of aptitude and inclination (§ 4 para. 4 WVO).

In the advanced course, skills with a higher degree of difficulty, in particular in handling machines, knowledge of materials and tools should be deepened and the ability for greater endurance and strain and for switching to different occupations in the field of work should be practiced (§ 4 para. 5 WVO). According to the BA's technical concept, the focus should be on qualification fields that open up employment prospects for the general labour market (Bundesagentur für Arbeit, 2010, p. 10).

Measures in the vocational training area of the WfbM are in principle not vocational training in a recognized training occupation (Luik in: Schlegel/Voelzke eds. (2022), jurisPK-SGB IX, § 57 Rdn. 53, as of 15.01.2018). However, it is possible for some WfbM to complete a recognized vocational training with a final chamber degree. This is because some WfbM train people with disabilities themselves or have affiliated vocational training and vocational promotion centers or cooperate with other educational institutions to provide people with disabilities with opportunities for special vocational training (REHADAT, n.d.a), such as retail salesperson (Gemeinnützige Werkstätten und Wohnstätten GmbH Sindelfingen, n.d.).

In addition, some WfbM offer further education and qualification measures in the vocational training area outside the specifications of § 4 WVO (REHADAT, n.da).

For example, so-called "partial vocational qualifications on the basis of recognized training occupations/qualification modules according to § 69 BBiG" belong to such further education and qualification measures: The persons supported in the WfbM can complete so-called qualification modules, i.e. learning units developed with contents of recognized training occupations, in the WfbM, outside the WfbM in a company of the general labour market or with

another training provider. On completion of a partial qualification with an examination, the persons supported receive a certificate from the relevant chamber (e.g. Teilqualifizierung “Hauswirtschaft”, Rhein-Mosel-Werkstatt gGmbH, n.d.), which improves their chances on the general labour market.

Furthermore, some WfbMs issue home testimonials or certificates to the persons supported in the vocational training area for the courses and training courses completed in each case, for example further training as a production assistant (Lebenshilfe für Behinderte e. V. Schweinfurt, 2019, p. 14ff.). These home testimonials or certificate can improve the chances on the general labour market as proof of the acquired qualifications. In the federal states of Baden-Württemberg, Bavaria, Berlin, Bremen, Lower Saxony, Rhineland-Palatinate, Saarland and Saxony-Anhalt there are standardized testimonials and certificates (REHADAT, n.d.d).

Finally, some WfbM offer further training alternatives so that personal skills and abilities are expanded and issue certificates upon successful completion. These include, for example, the acquisition of a forklift driver's license or further qualification regarding workplace-oriented PC programs (REHADAT, n.d.d).

Cf. to the whole including a list of the WfbM, which offer occupation training or partial qualifications, as well as the participants in the vocational training range house testimonies and/or certificates over the acquired qualifications issue (REHADAT, n.d.c). People with disabilities who are supported in the entry procedure and in the vocational training area of WfbM are neither employees nor similar to employees, but have the status of rehabilitants. However, principles of labour law concerning the protection of personality, limitation of liability as well as the legal regulations concerning occupational health and safety, protection against discrimination in employment and occupation, recreational leave and equal rights for men and women apply accordingly (cf. § 52 SGB IX). The respective competent rehabilitation institutions provide the relevant social benefits. To ensure subsistence, there may be a claim to training allowance (§ 67 para. 5 SGB IX). If the BA is responsible for measures in the entry procedure or vocational training area of a WfbM, the training allowance amounts to € 126 per month (§ 125 SGB III).

Regardless of whether the person with disabilities participates in a measure in the initial process or in the vocational training area, the development and promotion of key competencies is a special task of the WfbM. These include social, communicative and intercultural competencies, methodological competencies (problem solving, work organization, learning techniques), action and implementation competencies (such as independent task completion, perseverance, stamina) and personal competencies such as health competencies (i.e. knowledge of one's own health situation, compliance with medical-therapeutic guidelines, support), self-assessment and frustration tolerance, as well as self-representation competencies (ability to recognize and represent one's own interests). General basic skills such as life skills, job-related skills, and IT and media skills should also be strengthened. Practical life skills include dealing with money, hygiene, using public transportation, meaningful leisure activities. Recognizing and adapting working conditions, recognizing dangers, for example, are job-related skills. It and media competencies include skills for the meaningful use of media, information and communication technologies, when above all one's own participation opportunities can be intensified (Bundesagentur für Arbeit, 2010, p. 5).

## 2.4 Counselling Guidance Concept in Sheltered Workshops

In principle, there is a duty to provide counselling on the part of social service providers and thus of rehabilitation providers who promote measures in WfbM. Within the scope of their legal responsibility, they must counsel persons entitled to social benefits about their rights and obligations (§ 14 SGB I). The SGB IX also recognizes the so-called supplementary and independent of service providers and service providers participation counselling (§ 32 ff. SGB IX). In order to support people with disabilities and people affected by disabilities as well as their relatives to realize their

rights to equal opportunities, self-determination, independent life planning and individual participation services, providers of counselling services receive a subsidy, § 1 para. 2 Teilhabeberatungsverordnung/EUTBV (for the respective providers including the counselling services see [Beratungsangebote der EUTB | www.teilhabeberatung.de](https://www.teilhabeberatung.de)). Finally, the BA is obligated to provide career counselling as well as placement for training and job seekers (§§ 29, 35 SGB III), which are among the core competencies of the employment service. In order to emphasize the importance of vocational guidance including placement of people with disabilities in the labour market, the legislator has also included in the SGB IX separately the task of the BA for vocational guidance, training placement and job placement of severely disabled people including the placement of people employed in WfbM on the general labour market (§ 187 para. 1 No. 1 SGB IX).

The counselling of persons with disabilities participating in a measure in the WfbM on the part of the WfbM is not regulated separately. Continuous counselling can be inferred from the fact that the participating persons with disabilities are to be provided with an educational companion who, in addition to preparing the integration plan, is also responsible for the entire process of education and integration. The participation of the WfbM in the rehabilitation process is also possible at the request of the person concerned. In principle, the expert committee in the WfbM does not become active if a participation plan procedure (§§ 19-23 SGB IX) or overall plan procedure is initiated (§ 1 para 1a WVO), i.e. always in cases where different participation services or the responsibility of different rehabilitation providers come into consideration for the participation of the person with disabilities. In the context of a participation planning, a participation plan conference can be considered for the joint consultation of the findings on the need for rehabilitation. Even if the specialist committee of a WfbM is not active in the context of participation planning, it can participate in a participation plan conference to be held if the person concerned so wishes (cf. § 20 para. 3 sentence 2 SGB IX).

## 2.5 Transition from Sheltered Workshop to the labour market

People with disabilities encounter various difficulties that make their participation in the labour market more difficult. The number of people with disabilities who are trained or employed in WfbM is steadily increasing (Nebe in: Feldes/Kohte/Stevens-Bartol eds. (2018), SGB IX, § 61 Rdn. 1). According to the statistics of the BAG WfbM, for example, 303,443 people with disabilities were supported in WfbM in 2014 (Bundesarbeitsgemeinschaft Werkstätten für behinderte Menschen e.V. – BAG WfbM, 2014), whereas 317,725 people with disabilities will be supported in 2019 (Bundesarbeitsgemeinschaft Werkstätten für behinderte Menschen e.V. – BAG WfbM, 2020).

In order to enable more employment on the labour market, the legislator has introduced various measures. One of them is the budget for work (§ 61 SGB IX), which can be claimed by people with disabilities who are entitled to benefits in the work area of a WfbM. The prerequisite is that the person with disabilities is offered and established an employment relationship subject to social insurance by a public or private employer. The benefit includes a wage subsidy to the employer to compensate for the reduction in performance as well as the reimbursement of expenses for the guidance and support required at the workplace due to the disability (cf. § 61 para. 2 SGB IX).

According to the figures of the supra-local providers of integration assistance, 1679 people with disabilities received a budget for work as of the reporting date of December 31, 2020 (Mattern et al., 2022, p. 40; BAGüS, 2022, p. 43, 58).

On the other hand, reference should be made to the budget for training (§ 61a SGB IX): If a person with disabilities is entitled to support in the vocational training area or work area of a WfbM, there is an entitlement to the benefit if a

training relationship subject to social insurance contributions in a recognized training occupation or in a training course according to § 66 BBiG or § 42r HWO was offered and established by a private or public employer. According to the explanatory memorandum to the law, the budget for training "is aimed at initial training at the transition from school to work due to its design and the target group of young adults" (BT-Drs. 19/13399 40). Initial in-company training is eligible (Bundesagentur für Arbeit, 2021). The scope of the benefit for the entire duration of the training includes reimbursement of the appropriate training allowance, reimbursement of the employer's share of the overall social insurance contribution as well as the contributions to the statutory accident insurance in accordance with the provisions of Book VII of the Social Code, the expenses for the instruction and support required due to the disability at the training place and at the vocational school and, finally, the necessary travel expenses (cf. § 61a para. 2 SGB IX). In the area of responsibility of the BA, the consultation on the budget for training, the decision on the support, the individual needs assessment on the scope of the support, the coordination and the accompanying counselling sessions as well as the follow-up is carried out by the responsible counselor Vocational Rehabilitation and Participation in the Agencies for Employment (Bundesagentur für Arbeit, 2021, p. 7). Regardless of the area of responsibility, the BA is obliged to support young people with disabilities seeking training in their search for a training place (§ 61a para. 5 SGB IX).

If integration into the labour market is not successful with the two aforementioned services or is discontinued, then there is the possibility of returning to the WfbM (§ 220 para. 3 SGB IX).

In principle, it is the task of the WfbM to promote the transition of suitable persons to the general labour market through suitable measures (§ 219 Para. 1 Sentence 3 in conjunction with § 58 Para. 2 No. 3 SGB IX). Although there is generally no official current quota of transitions (Bundesarbeitsgemeinschaft Werkstätten für behinderte Menschen e.V., 2021), the Combined Second and Third Periodic Report of the Federal Republic of Germany on the United Nations Convention on the Rights of Persons with Disabilities at least states that since 01.01.2018 approx. 1800 people have transitioned from a WfbM to the general labour market (Bundesministerium für Arbeit und Soziales, 2019, p. 49).

The promotion of the transition to the general labour market also includes the so-called inclusion companies, which are to enable people with severe disabilities the possibility of employment subject to social security contributions, including jobs suitable for people with disabilities, with work-accompanying support on the general labour market. At least 30% and no more than 50% of the jobs in inclusive companies should be occupied by people with severe disabilities (see § 215 SGB IX). Inclusion companies are supported by the integration offices from funds of the equalization levy (§ 217 SGB IX). In 2020, 945 economically successful inclusion companies were funded with approx. € 118 million, in which approx. 13590 people with severe disabilities were employed, 27% of them with mental disabilities (Bundesarbeitsgemeinschaft der Integrationsämter und Hauptfürsorgestellen, 2022, p. 21).

In order to be able to promote the transition to the general labour market, the WfbM are required to develop a concept in coordination with the responsible rehabilitation provider that takes into account the changes in the labour market as well as the legal framework (BAGüS 2021, 11.2.1). Likewise, support programs are to be set up with the goal of a job on the general labour market and on the basis of an ability catalog (drive, perception, endurance, concentration, critical control, criticality, punctuality, diligence) (BAGüS 2021, 11.1.4). The course for a transition to the general labour market is to be set already in the entry procedure and in the vocational training area, among other things by corresponding explanations in the integration plan (BAGüS 2021, 11.1.5). In this context, the WfbM is obliged to offer the widest possible range of vocational training places not only within the workshop, but also in outsourced vocational training places in companies and administrations of the general labour market, in order to



take into account as far as possible the performance, development ability as well as inclination and aptitude of the supported person with disabilities (BAGüS 2021, 10.2.1).

§ 5 para. 4 sentence 1 WVO specifies the obligation of the WfbM to promote the transition to the general labour market to the effect that the establishment of transition groups with special support services, the development of individual support plans and the facilitation of training measures, work placements and temporary employment in outsourced jobs can be considered for this purpose.

In a transition group with special support offers, people with disabilities are grouped together who appear suitable for targeted preparation for the general labour market. Based on the respective needs of the person with disabilities, the special support offers include technical-activity-related and theoretical content, social-communicative competencies and further competencies specific to the labour market, e.g. employment contract rights and obligations (BAGüS 2021, 11.2.1). The promotion of the transition to the general labour market requires the development of an individual support plan before the start of a transition-promoting measure, which means a further development of the integration plan (BAGüS 2021, 11.2.2). Training measures, which can be carried out inside or outside a WfbM, focus on the practical experience of certain activities (e.g. operating certain machines). In addition to technical-activity-related content, a training measure can also cover the teaching of social and everyday practical skills, provided that these are important for the transfer to the general labour market, e.g. special route training to reach the company (BAGüS 2021, 11.2.3). A company internship, which has an orientation, qualification, testing and initiation function, should generally not last longer than six months. For the duration of a company internship, the legal relationship with the WfbM remains intact, so that the WfbM remains responsible for the support and work-accompanying supervision during the internship. The legal relationship between the WfbM and the company offering the internship should be agreed in writing, e.g. duration of the internship, contents and knowledge to be imparted, daily working hours (BAGüS 2021, 11.2.4).

The range of vocational training and workplaces also includes outsourced workplaces (§ 219 para. 1 sentence 5 SGB IX). The outsourced workplaces to be set up are intended to enable the disabled person, under the assistance and protection of the WfbM, to acquire the practical vocational skills and competencies required for employment with the potential employer. The support at outsourced workplaces should be temporary, usually for twelve months. During this period, it should be clarified whether a final transfer from the WfbM to the general labour market can take place. In any case, the support is to be terminated if an employment relationship between the person with disabilities and the company in which the person concerned is employed in an outsourced workplace is not established. The legal framework conditions of employment in the outsourced workplace must be agreed in writing between the WfbM and the respective company, e.g. the content of the assignment and the design of the workplace, the WfbM's possibility to intervene, rights and obligations to give instructions, the use of accompanying aids and the securing of work-accompanying support (BAGüS 2021, 11.2.5).

In the context of temporary employment in outsourced workplaces, there may be interfaces due to the comparability of the content of practical vocational qualification and support with the services for individual in-company qualification in the context of supported employment in accordance with § 55 SGB IX, because their contents are similar, e.g. preparation for an employment relationship subject to social insurance contributions, qualification in a job on the general labour market. However, both measures are to be distinguished from each other. Because the offers of the WfbM are exclusively measures for the promotion of people with disabilities for the transition to the general labour market (BAGüS 2021, 11.1.7). As a rule, the provider of integration assistance is responsible for support in the work area of a WfbM (cf. § 63 Para. 2 No. 4 SGB IX). People with disabilities in the work area of a WfbM belong to the target group of supported employment after promotion of the transition to the

general labour market, if the capacity is (re)established to such an extent that they can work under the usual conditions of the general labour market (cf. BAR 2021, § 2).

Individual in-company qualification as part of supported employment is a benefit for participation in working life (§ 49 para. 3 No. 3 SGB IX). Benefit-entitled persons with disabilities who require special support are to be enabled and maintained with this benefit in an appropriate, suitable and socially insured employment. The benefit includes individual in-company qualification and, if required, vocational guidance. Rehabilitation agencies in accordance with § 6 para. 1 nos. 2 to 5 SGB IX (e.g. BA, but not the providers of integration assistance) may be responsible for the individual in-company qualification, while rehabilitation agencies in accordance with § 6 para. 1 nos. 3 or 5 SGB IX (e.g. statutory accident insurance) or the Integration Office may be responsible for the vocational guidance. Integration services can be commissioned to carry out supported employment (cf. § 55 SGB IX). Another interface is that both in the case of temporary employment in outsourced workplaces and in the case of promotion through supported employment - both during the phase of individual in-company qualification and vocational support - so-called job coaching can be considered as further support for the person with disabilities.

Job coaching focuses on the promotion of necessary individual and company learning processes. (Hötten & Hirsch, 2014, p. 11). The special feature of the job coaching approach lies in workplace support, i.e. job coaches take part in the everyday work of people with disabilities in the company. By participating and experiencing the work situation, the work atmosphere with colleagues from the perspective of the supported person directly, they can assess their abilities and limitations and develop solution-oriented ideas that can promote inclusion in the long term (Hötten & Hirsch, 2014, p. 12). These ideas can include everything from collegial collaboration and leadership styles to the design of job requirements and work processes. Job coaching is thus characterized by two parallel work assignments that need to be dovetailed: 1. supporting the interns and (potential) employees with disabilities and 2. supporting the company in dealing with disability-related opportunities and limitations (Hötten/Hirsch 2014, 12). In this context, job coaching is to be classified as a systemic approach, since all people from the company environment are to be included equally; the counselling focus changes from the individual to all groups and persons involved in the inclusion process. It is about the acceptance of disabilities and limitations and about a productive and solution-oriented interaction of all.

### 3 Single Case Studies of Good practice

After the previous two chapters discussed the labour market for people with cognitive disabilities in general as well as in workshops for people with disabilities from the perspective of the relevant legal basis and substantiated it with statistical data, the third chapter is dedicated to examples of good practice from Germany. The aim of the Include<sup>3</sup> project is to identify, disseminate and implement good practice for transitions from sheltered employment to the primary labour market in Europe. This chapter of this report contributes to the aim of the Include<sup>3</sup> project by presenting good practice concepts for vocational training, counselling and transition to the primary labour market for people with cognitive disabilities in three sub-chapters. Each sub-chapter consists of at least one example of good practice, which is presented in detail with regard to the responsible institutions, the target group, the content, the innovative aspect and the relevance for the Include<sup>3</sup> project. In addition, further resources are linked to other examples of good practice.



### 3.1 Vocational training concept

Vocational training represents the first contact with occupational activities for people with cognitive disabilities. Across Germany, more than 27,000 people with disabilities were in the vocational training sector of sheltered workshops in 2021 (Berg et al., 2022). This subchapter presents a concept for modular confirmation of vocational skills from different occupational fields and a concept for alternative vocational training outside of sheltered workshops.

Table 4: Single case study "Praxisbaustein"

Attribute	Single case study
Subject of single case studies	vocational training concept
Project name	PRAXISBAUSTEIN
Responsible institution(s)	Diakonie Saxony
Target group	Young people in the vocational training area of the sheltered workshops as well as sheltered workshop employees
Short project description	<p>The modular concept PRAXISBAUSTEIN for vocational training is oriented for people with disabilities who attend a workshop in Saxony and are considered not capable of training as well as not capable of working. It is a structural development and planning of practice modules as modules of vocational qualification for people with disabilities, whereby the content orientation is based on recognized training framework plans. From 11 occupational and practical fields, 79 practical modules were developed as educational modules in coordination with the Saxon Chamber of Industry and Commerce and the Saxon Chamber of Crafts, based on the recognized training occupations. Upon successful completion of the modules, they are certified by the respective chambers responsible for the participants.</p> <p>The modular concept thus enables an individual and resource-oriented approach for people with disabilities. Through small-step and feasible learning and examination units, a high level of motivation can be achieved among the examinees. Positive effects can be recorded on several levels: People with disabilities receive appreciation and recognition of their professional skills and achievements through the practical modules. The project thus makes a relevant contribution to Article 24 "Right to vocational training" in the workshops. So far, more than 50%, i.e. 33 out of 60 workshops have already received approval to implement the practice modules and others are in the approval process (Sächsisches Staatsministerium für Soziales und Gesellschaftlichen Zusammenhalt, n.d.).</p>
Innovative aspects	<p>The people with disabilities receive a Saxony-wide recognized confirmation of their vocational skills. The practical modules enable gradual entry into recognized training in accordance with § 66 of the Berufsbildungsgesetz (BBiG - Vocational Training Act) or § 42m of the Handwerksordnung (HwO - Crafts Code). The vocational training process in workshops is linked to the regular training system through the practical modules.</p>

Attribute	Single case study
	The project received first place in the Saxon "Innovation Award for Continuing Education" 2021. It was also awarded the "exzellent:bildung" prize by the Bundesarbeitsgemeinschaft Werkstätten für Menschen mit Behinderung e.V. (BAG WfbM).
Why is this project interesting for Include <sup>3</sup> ? Which aspects can be transferred to Include <sup>3</sup> ?	With PRAXISBAUSTEIN, Diakonie Sachsen has taken up the focus on transitions from the sheltered workshop for people with disabilities (WfbM) to the general labour market. Include <sup>3</sup> can deal exemplarily with teaching and learning contents of individual practice modules in the context of the requirements of the training contents according to § 66 Berufsbildungsgesetz (BBiG) (Vocational Training Act) or § 42m Handwerksordnung (HwO) (Handicrafts Code) and derive a possible transfer for the own content elaboration of teaching and learning contents on the subject area "labour market/vocational studies/application" and the methodology and didactics in conveying the contents.
Link to project information	<a href="https://www.praxisbaustein.de">PRAXISBAUSTEIN - Behindern verhindern - sachsen.de</a>

Source: HdBA

After the previous example of good practice presented the measure in a workshop for people with disabilities, the following example presents a measure outside a workshop.

Table 5: Single case study "Alternative berufliche Bildung (abBi)"

Attribute	Single case study
Subject of single case studies	Vocational training concept, counselling
Project name	abBi – Alternative berufliche Bildung
Responsible institution(s)	Internationaler Bund (IB) Südwest gGmbH IB Beratungs- und Beratungs- und Bildungszentrum Wetterau Cooperation partner InkA Wetterau
Target group	Young people with disabilities after graduating or leaving school and before transitioning to an educational program. The target group must have an established entitlement to vocational training in a sheltered workshop and have the motivation to orient themselves and gain qualifications in companies on the primary labour market instead.

Attribute	Single case study
<p>Short project description</p>	<p>abBi - Alternative Vocational Training acts as an alternative to vocational training in a sheltered workshop. Instead of a workshop, young people with disabilities receive support for orientation and qualification through IB Südwest gGmbH and IB Beratungs- und Bildungszentrum Wetterau after their time at school. The orientation and qualification also takes place in companies of the first labour market. The Federal Employment Agency can finance abBi for a maximum of 27 months (Finthammer, 2023).</p> <p>Participants are supported by job coaches during the program. The program includes orientation, testing, qualification, and placement aspects.</p> <p>Orientation aspects include, for example, surveying interests, skills, strengths, and career preferences, as well as strengthening skills and strengths.</p> <p>The testing aspects include job application training embedded in reflection and development discussions, as well as long-term internships in various occupational and work fields.</p> <p>Subsequently, the participants are qualified in companies of the first labour market (Internationaler Bund Freier Träger der Jugend-, Sozial- und Bildungsarbeit e.V. [IB], n.d.). Job coaches support participants and their companies by regularly visiting and discussing the progress already made during the internship (Hessenschau, 2022).</p> <p>The placement aspect focuses on a placement in an employment relationship subject to social security contributions (IB, n.d.), which has also already been successful with employers where the long-term internship was completed (Hessenschau, 2022).</p> <p>abBi is localized in Hesse.</p>
<p>Innovative aspects</p>	<p>Vocational training for people with disabilities can take place at different levels, in different institutions and in different places of learning and employment. Depending on their needs and capabilities, it can take place as dual vocational training (incl. compensation for disadvantages and Fachpraktikerausbildungen - specialized practical training), as supported employment, and as vocational training in workshops for people with disabilities (Vollmer, 2022).</p> <p>The innovative aspect of abBi is that it creates an alternative to these pillars by combining levels and places of learning and employment in a new way. Individuals who, based on their needs and ability, would attend a vocational education level program in a workshop for people with disabilities are in a learning setting outside the workshop. Companies on the first labour market take part for the practical part of the qualification.</p>
<p>Why is this project interesting for Include<sup>3</sup>? Which aspects can be transferred to Include<sup>3</sup>?</p>	<p>For the Include<sup>3</sup> project, the testing of different occupational and work fields can be taken over by long-term internships in companies of the primary labour market with close-meshed support of the people with disabilities and their work environment by a job coach. Bergs and Niehaus (2016) point out in a qualitative study that an internship in the context of another project was an influencing factor for the interviewees with disabilities on their later career choice and can contribute to a later adoption in the company. It can be assumed that these results can also be transferred to the abBi</p>

Attribute	Single case study
	project, as the participants get to know a working environment and the companies get to know potential employees and can test them in the long term.
Link to project information	abBi (internationaler-bund.de)

Source: HdBA

In addition to the practical modules in Saxony, there are individual workshops throughout Germany that also offer Fachpraktikerausbildungen (specialized practical training) in accordance with §66 BBiG/§42r HwO. In contrast to regular training, these apprenticeships are more practice-oriented and addressed as an offer for primarily young people with disabilities. An overview of the different training occupations for people with disabilities is provided by the online portal "Planet-Beruf" of the Federal Employment Agency (n.d.). Diakoniewerkstätten Rhein-Neckar, together with Förderband e.V., has been offering training as a "practical specialist" in home economics in its Malau vocational training area for many years. Hofgut Himmelreich gGmbH (n.d.) is an innovative inclusion company located in Baden-Württemberg and known far beyond its borders. Founded in 2003, it operates a hotel and restaurant, as well as a DB agency with a train station and kiosk. For years, the Himmelreich Academy has offered a vocational preparation rehabilitation measure (Reha-BVB) for the occupational fields of gastronomy and kitchen for people with cognitive impairments, financed by the Federal Employment Agency. Together with GWW Gemeinnützige Werkstätten und Wohnstätten GmbH, it has published a "Guide to vocational inclusion through qualification modules" (GWW Gemeinnützige Werkstätten und Wohnstätten GmbH & Hofgut Himmelreich gGmbH, 2017). The guideline deals with qualification modules (according to § 69 BBiG) of people with cognitive impairments using the example of occupational profiles in the fields of warehouse logistics and hotel and restaurant business. Here parallels to the presented case study PRAXISBAUSTEIN emerge. The Include<sup>3</sup> contributes by their dissemination activities to increase the awareness level of these case examples in the teachings, science and the general public - in Germany and Europe. The inclusion of people with disabilities from workshops to the general labour market depends on many success factors. Partially reduced training (= Fachpraktikerausbildungen) or a certificate of a qualification module in an occupation can significantly strengthen entry and permanent employment on the general labour market with the job coaching method.

In the table below you will find links to further resources dealing with the topic of vocational training.

Table 6: Links to further interesting case studies

Name	Link
Fachpraktiker Home Economics of the Diakoniewerkstätten Rhein-Neckar and the Förderband e.V.	<a href="http://gemeindediakonie-mannheim.de">Ausbildungsmaßnahmen - Gemeindediakonie Mannheim Gemeindediakonie Mannheim (gemeindediakonie-mannheim.de)</a>
REHA-BVB Gastronomy and Kitchen of Hofgut Himmelreich gGmbH/Akademie Himmelreich	<a href="http://hofgut-himmelreich.de">Hofgut Himmelreich (hofgut-himmelreich.de)</a>
A guide to vocational inclusion through qualification modules (2017, 2nd edition)	<a href="http://ueberaus.de">GWW / Hofgut Himmelreich: Ein Leitfaden zur beruflichen Inklusion durch Qualifizierungsbausteine (ueberaus.de)</a>

Name	Link
Qualification modules in accordance with § 69 BBiG for some training occupations, Fachstelle Übergänge in Ausbildung und Beruf (Transitions to Training and Employment Office)	<a href="http://ueberaus.de">Qualifizierungsbausteine - ueberaus.de</a>
Kleiner Kitabrief as a twelve-month training course that qualifies for an auxiliary activity in a daycare center for children	<a href="http://zth-ev.de">Pilotprojekt „Kleiner Kita-Brief“ (zth-ev.de)</a>
Kleiner Wirtebrief as a further training measure in auxiliary activities for the hotel and restaurant industry	<a href="http://zth-ev.de">Kooperationsprojekt „Kleiner Wirtebrief“ (zth-ev.de)</a>
Campaign "100 additional training places for youths and young adults with disabilities in North Rhine-Westphalia"	<a href="http://mags.nrw">Flyer zur Aktion 100 (mags.nrw)</a>

Source: HdBA (Status of sources: 03<sup>rd</sup> of February 2023)

### 3.2 Vocational counselling concept

Vocational counselling supports people with cognitive disabilities in orientation and decision-making. This subchapter presents three practical example of a counselling approaches. The first presented counselling approach does not only involve people with disabilities seeking advice, but also employers.

Table 7: Single case study "JOBSTER.team"

Attribute	Single case study
Subject of single case studies	Counselling guidance concept, transition into labour market
Project name	JOBSTER.team
Responsible institution(s)	Rheinarbeit gGmbH Funded by Aktion Mensch
Target group	People with disabilities
Short project description	<p>The project supports people with disabilities in finding a new job. At the same time, the JOBSTER.team acts as a recruiter for employers.</p> <p>For disabled people it is built on the pillars of orientation, counselling, decision/implementation support and follow-up support.</p> <ul style="list-style-type: none"> <li>• In the orientation phase, the strengths, interests, past vocational experiences and wishes of the person seeking advice are considered.</li> <li>• In the counselling and decision-making phase, the client determines together with the JOBSTER.team which jobs come into question. In the next step, suitable jobs are sought and further support options are discussed.</li> <li>• In the implementation phase, the project supports people with disabilities in writing job applications, practicing job interviews, and other learning needs.</li> </ul>

Attribute	Single case study
	<p>The JOBSTER.team accompanies the clients to the job interview, mediates between client, supervisor and company and helps with the final decision.</p> <ul style="list-style-type: none"> <li>• Additional needs, such as an adapted workplace, are considered during aftercare. Immediately after hiring, the JOBSTER.team visits the client daily at the new workplace and supports the learning processes during the familiarization phase. After the successful familiarization, a less close-meshed support takes place, which is nevertheless characterized by regular visits to the company. In addition, the JOBSTER.team continues to seek contact with managers and colleagues in order to mediate between the needs of the client and the new work environment.</li> <li>• The JOBSTER.team also provides support in solving emerging problems at the new workplace.</li> <li>• At a regulars' table, the client and other people with disabilities can meet to exchange ideas (JOBSTER.team, 2021).</li> </ul> <p>The support provided to companies is based on the pillars of counselling, requirements analysis/job profile, personnel placement and follow-up support.</p> <ul style="list-style-type: none"> <li>• At the beginning, companies are advised free of charge on the employment of people with disabilities and the placement process by the JOBSTER.team.</li> <li>• Subsequently, the jobs to be filled by persons with disabilities are analyzed by the JOBSTER.team. In addition to the requirements of the job, it is also examined with regard to its suitability for people with disabilities and the working conditions. The JOBSTER.team creates a job profile and uses this for the personnel search.</li> <li>• In the recruitment phase, the project makes a pre-selection of suitable applicants and presents them. During the recruitment process, the JOBSTER.team provides support in contact with public services.</li> <li>• In the follow-up phase, the JOBSTER.team draws up an induction plan, accompanies the induction and, if required, further qualification and, if necessary, carries out training for the other employees (rheinarbeit gemeinnützige GmbH, n.d.).</li> </ul> <p>The JOBSTER.team website provides a generally accessible job portal with job offers for people with disabilities.</p> <p>The offer is locally limited to Bonn and Rhein-Sieg.</p>
Innovative aspects	<p>Participation of people with disabilities is based on three pillars: accessibility of areas of life, attitude of the environment to differences and availability of aids and support services (Doose, 2007).</p> <p>The innovative aspect is the close counselling and support of both sides: The person with disability who would like to get a job and the employer who has a job to offer. This counselling and support includes the interests and needs of both sides in the placement. In addition, the holistic action also includes the immediate work area of the person with disabilities, as new colleagues are also sensitized to working with people with disabilities.</p>

Attribute	Single case study
	<p>Through the placement of jobs in the first labour market, the living area of the working world is made available. The preparation of the environment for differences succeeds through the close involvement of employers and colleagues. The close accompaniment of the people with disabilities before, during and after starting the job by the JOBSTER.team meets the availability of aids and support services.</p> <p>The JOBSTER.team thus keeps the three pillars of participation Doose (2007) described in view.</p>
<p>Why is this project interesting for Include<sup>3</sup>? Which aspects can be transferred to Include<sup>3</sup>?</p>	<p>For Include<sup>3</sup> it can be transferred that the integration on a job on the first labour market can only be achieved by a detailed counselling of both sides (future employee and future employer), ideally by a counselling instance that knows exactly the needs and interests of both sides. Furthermore, it is transferable for the Include<sup>3</sup> project that the process of counselling and placement is not finished with taking up the job and finishing the training on the job. Potential challenges can be identified at an early stage through close monitoring (in this case, daily visits to the company in the first phase after taking up the job), and the occurrence of problems can be better remedied. For the Include<sup>3</sup> project, the exchange format for people with disabilities sharing about their new job can also be adopted, as they can learn from each other and find that their experiences are also shared by other people with disabilities.</p>
<p>Link to project information</p>	<p><a href="http://jobster.team">JOBSTER.team (jobster.team)</a></p>

Source: HdBA

The vocational choice process is typically divided into a pre-decision phase, a decision phase and a post-decision phase. In all phases, the person seeking advice needs different information, for example, about his or her criteria for choosing a career. In the post-decision phase, dropout tendencies can arise in the case of negative experiences that deviate from expectations, when the frustration tolerance is exceeded (Ertelt, Schulz & Frey, 2022, p. 185ff.). The JOBSTER.team accompanies the vocational choice process of people with disabilities. It can therefore be assumed that the close-meshed follow-up support provided by the JOBSTER.team during the familiarization phase and beyond contributes to mediation between employers and employees with disabilities, seeks solutions to problems and thus preventively reduces dropouts.

The counselling concept of the Federal Employment Agency (BEKO) includes a manual for consultants of disabled people. The counselling services are provided by counselors and mediators of the Federal Employment Agency. They provide vocational guidance for people with disabilities. Counselling is already provided during the school years before graduation in special schools and schools with an inclusive approach. At the same time, the counselling concept also refers to people who have completed compulsory education and are looking for a job or training position. The rehabilitation counselors are also responsible, among other things, for assignment to workshops for people with disabilities. In the counselling setting, the person with disabilities is considered an expert in his or her own right. The counselling phases in the interview are also oriented accordingly. The empowerment and participation approach stands out innovatively (see National report Germany, p. 23 f.).

Table 8: Single case study “Counselling concept of the Federal Employment Agency (Beko)”

Attribute	Single case study
Subject of single case studies	Counselling concept
Project name	Counselling concept of the Federal Employment Agency (Volume III Handbook for counsellors of disabled people)
Responsible institution(s)	Bundesagentur für Arbeit
Target group	Counselors of people with disabilities
Short project description	<p>The counselling concept of the Federal Employment Agency includes a manual for counselors of disabled people. The counselling services are provided by counselors and mediators of the Federal Employment Agency. They provide vocational guidance for people with disabilities. Counselling is already provided during the school years before graduation in special schools and schools with an inclusive approach. At the same time, the counselling concept also refers to people who have completed compulsory education and are looking for a job or training position. The rehabilitation counselors are also responsible, among other things, for assignment to workshops for people with disabilities: The medical diagnosis and the psychological report are incorporated into the counselling process. The individual, personal counselling interview often takes place with the participation of third parties (e.g. relatives, legal guardians). The counselling concept includes two specific counselling formats: The orientation and decision-making counselling and the integration-accompanying counselling. Both types of counselling are divided into three phases with corresponding standard sequences:</p> <ul style="list-style-type: none"> <li>- Phase I: Situation analysis</li> <li>- Phase II: Goal setting</li> <li>- Phase III: Solution strategies</li> </ul> <p>The following are examples of the three phases of orientation and decision counselling with their standard sequences:</p> <ul style="list-style-type: none"> <li>- Entry</li> <li>Phase I: Situation analysis <ul style="list-style-type: none"> <li>● - I-01 Reason for counselling</li> <li>● - I-02 Status in the orientation and decision-making process</li> <li>● - I-03 Overall assessment</li> </ul> </li> <li>Phase II: Target identification <ul style="list-style-type: none"> <li>● - II-01 Exploration of target options</li> <li>● - II-02 Concretization and coordination of action goals</li> </ul> </li> <li>Phase III: Solution strategies <ul style="list-style-type: none"> <li>● - III-01 Solution options of the customer</li> <li>● - III-02 Joint solution steps</li> <li>● - III-03 Implementation planning/agreement</li> </ul> </li> <li>- Conclusion</li> </ul>



Attribute	Single case study
Subject of single case studies	Counselling concept
Innovative aspects	<ul style="list-style-type: none"> <li>Vocational orientation and decision-making counselling and integration counselling, which include aspects of the disability in the counselling process. The client is seen as the "expert" of his disability (cf. Zahn et al., 2010, p. 91). It is important for the counselling to have a framework that is free of disturbances and takes the disability into account (cf. Zahn et al., p. 90). In addition, concrete sample questions are provided for the individual phases in the counselling interview, which relate to different types of disabilities (e.g., visual impairment, hearing impairment).</li> </ul>
Why is this project interesting for Include <sup>3</sup> ? Which aspects can be transferred to Include <sup>3</sup> ?	The counselling concept and its method case can serve as a basis for the Include <sup>3</sup> method. In particular, the technical and methodological preparation of the individual phases (method case as a flexible system) should be included. The counselling concept of the Federal Employment Agency is flexible and receptive to method modules of the Include <sup>3</sup> method and individual modules from the curriculum.
Link to project information	Link not freely available

Source: HdBA

The counselling concept and its method case can serve as a basis for the Include<sup>3</sup> method. In particular, the technical and methodological preparation of the individual phases (method case as a flexible system) should be included. The counselling concept of the Federal Employment Agency is flexible and receptive to method modules of the Include<sup>3</sup> method and individual modules from the curriculum.

The EUTB is a complementary counselling service to the existing counselling services offered by the service providers. In Germany, there are approximately 500 counselling centers that provide information and advice on rehabilitation and participation services. The independent counselling service for people with disabilities works according to the peer counselling concept and empowerment approach, supported by barrier-free and digital counselling services. These innovative services and counselling approaches can be cited as a transfer for Include<sup>3</sup>.

Table 9: Single case study "Supplementary Independent Participation Counselling (EUTB)"

Attribute	Single case study
Subject of single case studies	Counselling concept
Project name	Supplementary Independent Participation Counselling (EUTB)
Responsible institution(s)	Specialist office for participation counselling

Attribute	Single case study
Subject of single case studies	Counselling concept
Target group	People with disabilities in the EUTB
Short project description	The EUTB is a supplementary counselling service in addition to the existing counselling services offered by the service providers. The counselling is based on the individual needs and resources of each person. The counselling is free of charge. In Germany, there are approximately 500 counselling centers nationwide that provide information and counselling about rehabilitation and participation services. On the legal basis of § 32 SGB IX, the EUTB is funded by the Federal Ministry of Labour and Social Affairs.
Innovative aspects	In counselling, the focus is on self-empowerment/empowerment and participation. A mission statement has been developed for the counselling work. The core of the counselling service is peer counselling, where those affected advise those affected.
Why is this project interesting for Include <sup>3</sup> ? Which aspects can be transferred to Include <sup>3</sup> ?	The counselors in the EUTB are often affected persons or relatives of persons with disabilities themselves and thus experts in their own field. The training program developed especially for the consultants and their use in peer counselling can be used for Include <sup>3</sup> . Some EUTBs stand out for their barrier-free offers, e.g. digital barrier-free explanatory videos. Their application for Include <sup>3</sup> should also be examined. Likewise, the APP "Participation Counselling" was developed, which offers support for questions about participation and rehabilitation.
Link to project information	<a href="#">Teilhabeberatung</a>

Source: HdBA

### 3.3 Transition into labour market

The transition from sheltered employment to the general labour market contributes to the inclusion and participation of people with cognitive impairments. In Germany, a small proportion of people working in sheltered workshops for people with disabilities transition to the mainstream labour market. Concepts that focus on and accompany the transition from the workshop therefore represent a starting point for the exchange of good practice at the European level. In this chapter, the job coaching concept of a workshop is presented.

Table 10: Single case study "Jobcoaching at sheltered workshop Diakoniewerkstätten Rhein-Neckar"

Attribute	Jobcoaching
Subject of single case studies	Transition into Labour market
Project name	Jobcoaching – Beratung, Qualifizierung, Vermittlung

Attribute	Jobcoaching
Responsible institution(s)	Diakoniewerkstätten Rhein-Neckar der Gemeindediakonie Mannheim, Berufsbildungsbereich Malau
Target group	especially young people with intellectual and learning disabilities
Short project description	With the job coaching project, the Diakoniewerkstätten accompany young people from the Malau vocational training area and sheltered workshop employees from the various work areas who have the goal of working outside the workshops. In addition to individual case support, theoretical, practical and personal development content is taught. The individual case support includes the acquisition of the internship, the preparation of the internship contract and the intensive support during the internship. Parallel to the internship, one project day per week takes place in the workshop, where qualifying measures as well as reflection discussions are held. An important element is also the support on the way to the decision: Employment contract or outsourced workplace. Consultation with the company is anchored in the concept and is implemented regularly and according to the situation. In addition, there is close cooperation with the integration specialist service in clarifying the framework conditions for a possible transfer to a subsidized employment relationship (Verein für Gemeindediakonie und Rehabilitation e.V., n.d.).
Innovative aspects	In order to accompany the operational inclusion of a person with disabilities at the internship place or workplace well, a methodically founded support is needed - the job coaching. Job coaching focuses on the promotion of necessary individual and company learning processes (Hötten & Hirsch, 2014, p. 11). The special feature of the job coaching approach lies in workplace support, i.e. job coaches take part in the everyday work of people with disabilities in the company. By participating and experiencing the work situation, the work atmosphere with colleagues from the perspective of the PWD directly, they can assess their abilities and limitations and develop solution-oriented ideas that can promote inclusion in the long term (Hötten & Hirsch, 2014, p. 12). These ideas can include everything from collegial collaboration and leadership styles to the design of job requirements and work processes. Job coaching is thus characterized by two parallel and interlocking work tasks: 1. supporting the trainee and (potential) employee with disabilities and 2. supporting the company in dealing with disability-related opportunities and limitations (Hötten & Hirsch, 2014, p. 12.). According to Hötten and Hirsch, job coaching is to be classified as a systemic approach, since all people from the company environment are to be included equally. The counselling focus changes from the individual to all groups and persons involved in the inclusion process. It is about the acceptance of disabilities and limitations and about a productive and solution-oriented interaction of all.
Why is this project interesting for Include <sup>3</sup> ? Which aspects can be transferred to Include <sup>3</sup> ?	The method of job coaching has been used for more than 10 years, especially in Supported Employment (Unterstützte Beschäftigung, UB) and increasingly in other social labour market projects. The innovation of the intensive job coaching and the intensive support of the people with disabilities and the employers is considered as a very recommendable method for workshops. Therefore, the method itself should be made known in the workshops and correspondingly adapted instruments or working

Attribute	Jobcoaching
	materials in the sense of an Include <sup>3</sup> method suitcase on the topic of job coaching should be made available to the workshops.
Link to project information	<a href="http://gemeindediakonie-mannheim.de">Jobcoaching Gemeindediakonie Mannheim (gemeindediakonie-mannheim.de)</a>

Source: HdBA

The origins of job coaching lie, among other things, in the concept of Supported Employment (UB), which was developed in the late 1970s. UB is applied primarily to new employment relationships and includes not only intensive workplace support, but also all activities and measures necessary to take up paid employment. The Bundesarbeitsgemeinschaft für Unterstützte Beschäftigung (BAG UB) was founded in Germany in 1994 (Bundesarbeitsgemeinschaft für Unterstützte Beschäftigung e.V. [BAG UB], n.d.), one year after the founding of the European Union for Supported Employment (EUSE; European Union of Supported Employment, n.d.) In the concept of Supported Employment (UB), one speaks of qualification trainers and an in-house qualification (InbeQ). The UB also offers a fee-based further education course to become a job coach. Other materials from Hötten and Hirsch and the JobBudget model project from 2012, as well as documents/videos from the Jobtrainer blog, can be used as best practice models for further development of the Include<sup>3</sup> curriculum.

See the table below for links to additional resources related to UB, job coaching, and transitioning to the general labour market.

Table 11: Links to further interesting case studies

Name	Link
Concept of Supported Employment (Unterstützte Beschäftigung (UB))	<a href="http://bag-ub.de">Unterstützte Beschäftigung - Konzept und Überblick (bag-ub.de)</a>
Jobcoaching materials of Hötten/Hirsch	<a href="http://balance-verlag.de">Balance Verlag Detailseite zum Buch Jobcoaching (balance-verlag.de)</a>
Inclusion in the labour market: JobBudget model project shows practicable ways (working materials for the transition from WfbM to the general labour market)	<a href="http://isl-ev.de">Modellprojekt JobBudget (isl-ev.de)</a> <a href="http://isl-ev.de">Sammlung der Arbeitsmaterialien zum JobBudget (isl-ev.de)</a>
Jobtrainer-Blog (materials for teaching and counselling for job coaches in labour market projects)	<a href="http://jobtrainer-blog.de">Allgemeine Startseite des Jobtrainer-Blogs (jobtrainer-blog.de)</a>
Inklupreneur movement in Berlin and Bremen, bringing together people with disabilities and innovative start-ups and grow-ups.	<a href="http://inklupreneur.de">Inklupreneur (inklupreneur.de)</a>
Mauricio Klumpp has a subsidized job in a Kindergarten that is subject to social insurance contributions, after taking a theoretical course in home economics from the personal budget.	<a href="http://arbeitsagentur.de">Bericht der Agentur für Arbeit Göppingen über die Arbeit von Mauricio Klumpp im städtischen "Haus für Kinder" in Ostfildern (arbeitsagentur.de)</a>

Name	Link
Handbook "Ich habe meinen Arbeitsplatz gefunden" 67 examples of people with disabilities in companies	<a href="https://daten2.verwaltungsportal.de">Handbuch „Ich habe meinen Arbeitsplatz gefunden“ (daten2.verwaltungsportal.de)</a>
BÜWA - Accompanied transition workshop - general labour market in Bavaria	<a href="https://stmas.bayern.de">Kurzinformation BÜWA (stmas.bayern.de)</a> <a href="https://cab-b.de">Informationsbroschüre für BÜWA-Kooperationsunternehmen (cab-b.de)</a> <a href="https://wfbm-bayern.de">Begleiteter Übergang Werkstatt – allgemeiner Arbeitsmarkt Bericht zur Verstetigung des Projekts (wfbm-bayern.de)</a>

Source: HdBA (Status of sources: 03<sup>rd</sup> of February 2023)

## 4 Conclusion

The rights of people with disabilities are extensively standardized. This includes the organization as well as the procedure of the support in a WfbM. The support in the vocational training area of a WfbM does not lead to a recognized vocational training. As a result, the chances of being integrated into the general labour market are low and depend, among other things, on the advice and mediation provided by the labour administration. In addition, some WfbM have created additional education and qualification measures to improve the chances of people with disabilities to participate in working life.

Although it is part of the WfbM's obligations to promote the transition of suitable persons to the general labour market, the transition rate from the WfbM to the labour market is rather low. The German legislator has introduced new services, in particular the Budget für Arbeit and Budget für Ausbildung, to create an alternative to WfbM for people with disabilities. Since the aforementioned benefits were introduced on 01/01/2018 and 01/01/2020, respectively, it is not possible to make a conclusive assessment of their prospects of success.

With the budget for training, i.e. promotion of a recognized, socially insured vocational training on the general labour market, the legislator has made it clear that a change to enable recognized vocational training in the vocational training areas of WfbM will not be considered. As a contribution to the creation of an inclusive training and labour market, it is also intended to make entry-level training possible for young people with disabilities as a supplementary preparation for training in accordance with § 66 BBiG/§42r HWO if they are not eligible for training in a recognized training occupation due to the nature and severity of their disability. This is intended to increase their chances of finding an in-company training place (BMAS, Referentenentwurf, Entwurf eines Gesetzes zur Stärkung der Aus- und Weiterbildungsförderung und Einführung einer Bildungszeit, p. 34, 48).

As a consequence, it remains to be recommended to support WfbMs that offer additional education and qualification measures and to include regulations in this regard in the WVO.

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[HdBA – the University of Applied Labour Studies](#), as the national institution responsible for the education of specialists to work in the Federal Employment Agency, has a particular expertise on questions of vocational education and training (VET) and counselling with regards to such questions. This includes the education and training of counsellors working in the specialist departments for supporting people with disabilities who are, among other things, responsible for assigning clients into the VET section of sheltered workshops. HdBA has a specialised chair for inclusion studies and focused resources on this area over recent years.

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[OZARA](#) service and disability company d.o.o. is one of the national key service providers in the field of vocational rehabilitation and social inclusion. Enjoying indisputable status of professional authority in the field of training, employment of persons with disabilities, social inclusion, vocational and employment rehabilitation in Slovenia, OZARA d.o.o. brings crucial resources to the consortium by transferring its knowledge regarding the needs identified in the scope of project proposal. It has around 150 potential end users, and tens of professional workers and mentors, supporting these disadvantaged groups.

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[The VHS Bildungsinstitut](#) (Adult Education Centre) is the educational service of the Christian Labour Movement (CAB) in East Belgium, in the German speaking Community. The CAB is the largest social movement in Belgium. The VHS is engaged mainly in social-political learning activities, such as trainings for project coordinators for cultural and social projects, and in the ACADEMY 50+ in training for elderly people in different subjects such as politic sciences, sociology, philosophy, history, cognitive stimulation, etc. After 2015, the VHS coordinated the integration pathway in East Belgium with language classes (German) on different levels and civic lessons for all people coming to the German speaking Community. The VHS is also involved in trainings for unemployed persons in application techniques, and integration into the labour market. These are also topics that are discussed in several Erasmus+ projects.

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[SYNTHESIS](#) Center for Research and Education Ltd is a pioneering organisation which initiates and implements projects of positive social impact, with a focus on social inclusion and accessibility of services and products for everyone. SYNTHESIS is one of the leading institutions in Cyprus in the fields of social entrepreneurship and social innovation. It founded and manages HUB NICOSIA, an educational centre and a community of organisations with cultural, environmental and social aims. SYNTHESIS main target groups are people from the marginalised/ disadvantaged / vulnerable parts of the society, such as youth, adults and the aging population, migrants, refugees and asylum seekers, people with physical and mental disabilities.

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[Všj "eMundus"](#) has a broad expertise in the development of various ICT applications. The mission of eMundus is to actively promote the development of the knowledge society by developing services related to educational activities, information technology, innovation and practical applications in education and social activities, ecology, healthy lifestyles and harmonious education in order to ensure quality cooperation.

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