

Guidelines for the development of an Include³ method

in Belgium, Cyprus, Germany and Slovenia
WP3 / Activity 2 Guidelines

Silvia Keller, Yasemin Körtek, Jenny Schulz/ August 2024 / Mannheim

*With the cooperation of eMundus, Ozara d.o.o.,
VHS Bildungsinstitut VoG and Synthesis
Center for Research and Education*

HdBA
Hochschule der
Bundesagentur für Arbeit
University of Applied Labour Studies



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Introduction

Article 27 of the UN CRPD guarantees people with disabilities the right to work in an open, inclusive and accessible labour market. Work can structure the day, provide recognition in society and is a possible safeguard for old age (Bundesministerium für Arbeit und Soziales, 2021, p. 216 f.). Employment in sheltered workshops takes place in a sheltered labour market that does not correspond to the general labour market. Workshops for people with disabilities have the task of preparing people with disabilities for the general labour market and facilitating the transition.

With the Include³ method, we want to develop a counselling method for counsellors and experts for and in sheltered workshops that prepares and supports the transition. The Include³ method provides practical answers to the following questions:

- What does it take in counselling and vocational training to connect the interests and goals of people with disabilities with the needs of the general labour market?
- How should counselling be structured?
- What content and materials should vocational training convey?
- What should networking look like?

Work package 3 of the Erasmus+ project Include³ is dedicated to the creation of guidelines for the development of the Include³ method. Include³ is co-funded by the European Union and runs from September 2022 to August 2025. The project involves organizations from Belgium, Cyprus, Germany, Lithuania and Slovenia.

The aim of Include³ is to identify and disseminate best practices for transition from sheltered employment to the general labour market. The focus is particularly on the transition of people with cognitive disabilities.

The aim of work package 3 is to develop guidelines for the implementation of inclusive and participatory processes of CGC (Career Guidance and Counselling) in workshops for people with disabilities. These should serve as a central guide to effectively align vocational training measures with concrete labour market opportunities and the individual needs, abilities and goals of people with intellectual disabilities. This goal is achieved through collaboration in focus groups, which made a significant and critical contribution to shaping the guidelines for the development of the desired CGC-VET process in workshops. Furthermore, people with disabilities and inclusion experts participated in shaping the guidelines by giving feedback to focus group results in Community Engagement Events. This feedback loop secured participation of relevant stakeholders in this process as well. This approach ensures compliance with the principle "Nothing about us without us."

These guidelines will serve as the foundation for developing a practice-oriented vocational training curriculum.

In chapter 2, important theoretical foundations are discussed based on desk research. Chapter 3 describes results from the focus groups. Chapter 4 is dedicated to a detailed description of guidelines for a curriculum that ensures aligning labour market needs and individual interests and aspirations of people with disabilities to shape tailored training in sheltered workshops to support transitions from sheltered workshops to the general labour market. These guidelines contain three core areas: Counselling people with intellectual disabilities on integration into the

general labour market, vocational training in preparation for the general labour market and the networks to be used for integration into the general labour market. The report ends with an outlook on the upcoming development of the curriculum in chapter 5.

Theoretical foundation in the educational context in sheltered workshops

In the following, we describe important theoretical foundations in the context of education in sheltered workshops and transitions to the general labour market.

Principles

According to Article 6 (empowerment) and Article 29 (participation) of the UN CRPD, the person with a disability is at the centre of all decisions and actions in counselling, vocational training and transition support (UN Convention on the Rights of Persons with Disabilities, 2006).

‘Empowerment here stands for the unconditional trust in the strengths of people who find themselves on the margins of society and for the conviction that they can recognise their own resources and abilities and translate them into social action to gain more life sovereignty’ (Theunissen, 2022, p.28, translated into English). According to Lenz, the empowerment concept involves a consistent focus on people's strengths and competences and moving away from the deficit view and their need for help (Lenz, 2011).

‘The active and informed participation of people with disabilities in all decisions affecting them is a fundamental prerequisite for their equal participation’ (Deutsches Institut für Menschenrechte, n.d., translated into English).

In order to enable inclusion and participation, work with people with disabilities is changing. Newer approaches make use of the person-centred approach. Based on the ‘affected person’ (empowerment), this approach builds on concepts and methodological instruments of community work, lifeworld orientation and social space orientation in social work (Theunissen, 2020).

Career counselling

Professional counselling is a service provided by a counsellor to an individual or a group of people seeking advice (cf. Lent & Brown, 2013, p. 10). Counselling is a structured communication process that is based on an analysis of the initial situation, identifies goals, defines solution strategies and plans their implementation (cf. Zahn, Röer, Bollwien, Rübner & Sprengard, 2010, p. 21). Vocational counselling focuses on three types of problems:

- Support with career decisions and their implementation.
- Support in adapting to (new) work situations and actively shaping one's own professional biography.
- Support during career transitions and in shaping work-life balance (cf. Lent & Brown, 2013, p. 10 ff.).

In the counselling process, counsellors support their clients in getting to know themselves and their environment in order to derive decisions and actions from this (cf. Egbochuku & Oaikhena, 2023, p. 340).

Counselling has an impact at an individual, educational, labour market and socio-political level, for example by increasing individual employability or promoting participation (cf. Schiersmann, Bachmann, Dauner & Weber, 2008, p. 11).

Fabian and Pebdani (2013, p. 357) state that the professional biography of people with disabilities is influenced by similar factors as the professional biography of people without disabilities. However, the disability can provide additional experiences that influence professional development. Counselling must also take these factors into account and reflect the underlying career choice theory according to which support for career decisions is provided. Smart & Smart (2006, p. 9f.) state as an implication for counselling that counsellors should address previous experiences of discrimination and address silent assumptions to avoid unconscious discrimination.

Vocational training

‘According to the specifications of the service provider, it is the task of the vocational training area to enable people with disabilities to receive individualised vocational training and to support them in their personal development. This requires the consideration of the content of recognised training occupations’ (Kranert et.al., 2021, p.21, translated into English). Article 24 of the UNCRPD recognises the right to education of persons with disabilities and states parties must guarantee this right on the basis of equal opportunities and without discrimination (Hartung-Ziehlke, 2020, p.56). The content of vocational education and sheltered workshops and the term job coaching are described below:

Vocational training in sheltered workshops includes a variety of content and programmes with the aim of promoting the vocational skills and employability of people with intellectual disabilities.

The central contents of vocational training are

1. teaching basic vocational qualifications,
2. work-specific skills orientated towards training occupations,
3. development of social competences and soft skills,
4. practical life skills,
5. training in the use of computer and information technologies,
6. support and preparation for the transition from the workshop to the general labour market, including internships, job application training and job coaching,
7. creation and implementation of individual support plans based on participants' personal strengths, interests and goals.

‘Job coaching is the methodologically sound support of the inclusion of a person with a disability in their internship or workplace by promoting the necessary individual and company learning processes. (Hötten & Hirsch, 2014, p.11, translated into English). ‘Job coaching is a qualification and direct support at the workplace with the involvement of direct colleagues and superiors.’ (LWV Hessen, 2023, p.2, translated into English)

‘For new and experienced job coaches, and those considering job coaching as a career, this practice-focused guide sets out established standards for supporting adults with physical and intellectual disabilities in long-term employment. It covers essential skills needed for the job, with examples and advice for overcoming specific issues.’ (Dillenburger et al., 2019, translated into English).

Networking

Internal and external networking in organisations plays a major role in counselling and placement work. In workshops for people with disabilities (WfbM), it can be described as the process in which various stakeholders and organisations work together to promote the social and professional participation of people with disabilities. Each network partner contributes its part to the overall success in accordance with the agreements - supported by joint and coordinated action (Quilling et al., 2013, p. 13; Beutel, Peter & Toepler, 2006).

‘The aim is to ensure a coordinated, seamless rehabilitation process without inhibiting interfaces. To this end, the contact persons of the network partners are known, and they work closely together without ‘bureaucratic barriers’ (Beutel & Toepler, 2006, translated into English). The network partners are informed about the rehab planning and the responsibilities for the individual phases between the partners are defined.

Important tasks and goals of networking in this context are inclusion, resource sharing, innovative solutions and political influence (Fliedl et al., 2012, S. 3; Knorr & Schmidt, 2006). Based on Endres (2001, 2011), Quilling defines seven success factors for successful networking:

1. Shared goals and visions.
2. Willingness and ability to change perspective.
3. Willingness to innovate (embrace new ideas).
4. Mutual trust.
5. Winning principle.
6. Regular contact/communication (internal).
7. Joint communication (external) (Quilling et al. 2013, p. 32).

In summary, networking in sheltered workshops can be described as a systematic approach to promoting the inclusion and support of people with disabilities that is based on cooperation and exchange between different stakeholders and organisations.

It is important to implement the goals and tasks of networking with the appropriate tools, and to be aware of the success factors of successful networking.

Focus group implications for guidelines

In the following chapter, we will describe implications for the guidelines from focus group interviews carried out in 2023. Therefore, we will first outline construction and implementation conditions of focus group interviews to inform the reader about the inclusive creation approach of the following results. Second, we will describe important implications from focus group results for the guideline development. They aim at an Include³ method that needs to be developed. These implications cover the counselling process in sheltered workshops itself, content of vocational training in sheltered workshops and networking.

Construction and implementation of focus group interviews

Focus groups are a qualitative approach. They are used to gain a deeper understanding of selected topics or problems with a group of people (cf. Kitzinger, 1994, p. 103; Nyumba, Wilson, Derrick & Mukherjee, 2018, p. 20) by discussing topics and issues. Focus groups can also be used in participatory research and strengthen the empowerment and ownership of those involved in participatory research (see Minkler, 2005, p. ii7, cited in Bär, Kasberg, Geers & Clar, 2020, p. 208; Unger, 2014, p. 44 ff., cited in Bär et al., 2020, p. 208). Another advantage of focus groups is the ability to capture different opinions with limited resources. Focus groups also encourage discussion and dialogue between participants (cf. Rädiker & Kuckartz, 2019, p. 217). Kitzinger (1994, p. 104) attributes an important role in the research process to this interaction between the participants. (Keller, Körtek & Schulz, 2024b, p. 3)

Focus groups were conducted in Belgium, Cyprus, Germany and Slovenia in summer and fall 2023. The special feature of the focus groups was an inclusive research approach that focused in particular on the voice of people with cognitive disabilities.

To ensure that their voice is not pushed into the background, a first focus group, Focus Group A, is set up as a protected space for them. If people with disabilities are "experts in their own cause", then they should also be given space to become "decision-makers in their own cause". In focus groups B, in which they enter with a strengthened position from focus groups A, they then have the first and last word. This will further consolidate their position in the developed Include³ method.

For data collection, previously defined questions (cf. Nyumba et al., 2018, p.) are used in the form of a guideline (cf. Rädicker & Kuckartz, 2019, p. 218). Bär et al. (2020, p. 216) describe that in participatory projects, the guidelines can also be developed directly by the participatory researchers or participants. We used a guideline that was created based on our overarching project research questions. For the implementation of focus groups A and B, the project consortium agreed upon some common ground - conditions, which were set as the general instruction guidelines for the effective and efficient implementation of the focus groups. [...] A semi-standardized guideline [...] ensured that all topics were addressed and that a natural flow of discussion could develop as flexibly as possible. (Keller, Körtek & Schulz, 2024b, p. 4)

Focus group A in Belgium, Cyprus, Germany and Slovenia consisted of a total of 25 people with intellectual disabilities. The participants' experiences varied widely, including assignments in vocational training areas of sheltered workshops with internships in companies in the general labour market, engagement in activities at inclusive companies, participation in social inclusion programs, and subsidized employment at companies within the general labour market. (Keller, Körtek & Schulz, 2024b).

A total of 46 people took part in focus groups B in Belgium, Cyprus, Germany and Slovenia. Among them were inclusion experts, vocational training experts, employers and people with cognitive disabilities (Keller, Körtek & Schulz, 2024b).

A total of 59 different experts took part in focus groups A and B in the four partner countries.

Implications for the Include³ method can be derived from the focus group interviews based on the answers to the key research questions on guidance, vocational training and networks.

Implications for counselling

1. Phases of counselling

The Include³ method comprises several phases (orientation, testing, decision making and reflection), each with its own counselling support options.

The orientation phase should include an aptitude assessment to determine the ability as well as aptitudes and interests. A phase can also be run through several times if, for example, an internship (trial) leads to persons with disabilities being able to rule out an occupational field for themselves. It is then necessary to return to a new orientation phase. Reflection during and after the decision is an important element, as it evaluates the steps taken so far and thus sets the course for further decisions. The person with intellectual disabilities should be particularly involved in the reflection process. It is advisable to combine the individual phases with an assessment of suitability for the specific job (job with an employer or in a sheltered workshop).

The Include³ method requires practical suggestions on how to deal with successive guidance processes. This is particularly important if the phases are run through several times and counsellors or the counselling institution change during the transition process. The premise should be that after successful integration, the intensity of guidance and support decreases with increasing duration.

2. Principles of counselling

The Include³ method requires basic principles for the design of the counselling process. Basic principles provide a direction and show a benchmark against which the counselling process can be measured. The following basic principles can be derived from the wishes of the focus group: Openness, appropriate regularity, empowerment, participation, perseverance, opportunity orientation, creativity, trust, individualization (attention should be paid to over- and underchallenging).

The Include³ method is based on a stable counselling relationship that requires open, regular, trusting and individual communication on an equal footing.

3. Role of counsellors

The Include³ method requires statements on how counsellors should deal with the multiple roles of vocational training staff and network coordinators. For people with intellectual disabilities, it is important that they have a permanent contact person from the outset who accompanies the integration process on an ongoing basis.

Implications for vocational training

1. Contents of vocational training

The Include³ method should take equal account of technical and interdisciplinary content and the social-communication aspect (work virtues, dealing with superiors and colleagues, personal interests) in vocational training. Individual and group coaching on the topics of empowerment in general and participation, as well as methods for reducing anxiety and stress and reacting in conflict situations, are also required.

Early placement in job-specific internships provides knowledge of various occupational sectors as well as personal skills and interests, and thus serves as early career guidance and facilitates the transition to the labour market. If the person's ability does not yet allow them to complete work placements on the general labour market, vocational training measures in sheltered workshops should take effect, which are geared towards the needs and requirements of the labour market or specific occupational fields or potential employment opportunities. Based on an aptitude assessment, testing and evaluation are carried out using defined methods.

People with intellectual disabilities usually need more time to acquire and understand knowledge and skills. Therefore, patient, praising and understanding guidance is required. For this reason, work assignments in the workplace should be described in small steps and adapted to the realistic abilities of the person concerned in order to facilitate the learning and successful completion of tasks.

2. Supporting material

The Include³ method requires information material that serves to impart knowledge and is written in simple and understandable language. In addition, methodological material is required that can be actively worked on and thus contributes to gaining knowledge.

The material of the Include³ method can have different purposes. If it has educational purposes (e.g. industry-specific knowledge), the boundaries between guidance and vocational training are blurred.

The material for the Include³ method should also include the implementation of the career choice decision (application and material completed jointly by the person with a disability and the company).

The material of the Include³ method used for counselling and education should be descriptive, take into account the national context and provide an overview of employment opportunities (e.g. specific job profiles, job requirements). In this way, it contributes to the empowerment of people with disabilities. The material should be used flexibly, tailored to the individual's circumstances. It must not create false expectations and should offer strategies that can be further developed with counsellors or vocational training staff.

The material used should not only be written, but also visual. Podcasts and explanatory videos should also be used.

Implications for networking

The Include³ method focuses on forming and counselling in networks. The networks include people with intellectual disabilities, rehabilitation providers, rehabilitation agencies, employment services, employers as well as families, carers and close friends. The inclusion specialist/job coach forms the link between the network partners and plays a central role.

Awareness campaigns on the clinical picture of intellectual disabilities and their capabilities should be aimed at employers, with the aim of contributing to de-stigmatization and opening up the labour market to this group of people (working with role models). Training for employers, supervisors and colleagues regarding the recruitment of suitable people with disabilities and during employment should be carried out (peer support and diversity management).

The Include³ method should therefore address the network competencies that contribute to network expansion, continuous network work and network coordination and define target group-specific approaches/content.

Guidelines

The aim of the guidelines is to summarize the implications from the focus groups in an orderly manner and to lay the foundation for the development of a curriculum for training purposes. The guidelines answer the question of what is needed in vocational training and guidance for the transition from sheltered employment to the general labour market. To answer this, the following sub-chapters deal with the basic principles of guidance, guidance during the transition from sheltered employment, vocational training as preparation for the general labour market and networking.

Basic principles of counselling

Principle: Empowerment

Through counselling, people with disabilities should discover their strengths and competences, participate in vocational decision-making processes and achieve goals. This strengthens their right to self-determination, as they can help shape their participation in working life.

In this context, it is important to ensure that the requirements of the labour market are kept in mind and incorporated into development planning. The right of persons with disabilities to express their wishes and make choices must be respected. Any results from previous counselling processes and personal networks should be included at an early stage of the counselling process.

Principle: Participation

People with disabilities should be able to express their own opinions during the counselling process and have a say in their job integration.

This principle underlines the requirement that counselling must be individual and case-specific. People with disabilities must be given the opportunity to reflect on their own expectations and abilities. Self-efficacy, i.e. confidence in one's own abilities, must be strengthened.

Counselling on the transition to the general labour market

Phases of counselling and process

There are several phases in the counselling process, namely orientation, testing, decision making and reflection.

Counselling is an open process. The phases can be taken several times and do not have to be completed in succession. If necessary, it is also possible to go back to a previous phase. Each phase depends on the abilities, strengths and interests of the person with disabilities. Appreciative guidance should be provided on an equal footing and in a way that focuses on wishes and skills.

Based on this, a change of perspective should be made possible, particularly as a result of a development process. An honest approach to the skills and prospects of integration must be ensured.

The internships placed must be close to the labour market. Employers must therefore also be involved in the counselling process. Family members and related persons should be involved in the counselling if the person with disabilities wishes so.

The possible return to employment in a protected environment must remain a possibility or an option and openly communicated to the person with a disability.

Needs and suitability assessment

The focus is on the individual person with their needs, abilities and interests as well as their inclinations and aptitude. A needs and suitability assessment should therefore be carried out and followed up during the counselling. The needs assessment should be participatory and person-centred.

The suitability of people with disabilities should be determined on the basis of strengths and skills rather than deficits. It is also important that no test situation arises. Nevertheless, people with disabilities should become aware of their limitations in a gentle way so that they can either work towards improvement or to be emotionally prepared for some kind of disappointment.

In the ongoing integration process, the suitability assessment must be adapted to the development of the person concerned, documented and updated. This ensures that the counselling process is always tailored to the abilities and talents of the person with disabilities. It is important that counselling takes into account wishes of the person with disabilities as well as experiences. It might be that the test shows positive strength in areas the person with disabilities is not interested in.

When determining individual suitability, no test situations should be created in order to avoid anxiety and stress. Furthermore, various methods should be used.

Job carving should be considered. This is related to the requirement that working conditions on the labour market must be adapted to the skills and needs of the person concerned.

Counsellors / inclusion experts

There should be a permanent contact person for the person with disabilities who counsels the person with disabilities throughout the entire integration process and supports them in the transition from the sheltered workshop to the labour market.

This principle is linked to the aspect of trusting counselling. Successful guidance during the transition to the general labour market requires a basis of a trustworthy and motivational relationship, which is maintained by avoiding frequent changes of contact person during the integration process.

In order to create a basis of trust, the "chemistry" between the people involved must also be right. It would be conceivable to give the person with disabilities a choice of different contact persons and the right to change contact persons. This choice can also exist during the ongoing integration process. Nevertheless, all counsellors in one team should be familiar with the person with disabilities in case the main counsellor is unavailable.

The contact person should develop a transition management system and be networked to the extent necessary for integration. Any hierarchical structures should be softened, i.e. the contact person should have the authority to make independent decisions without having to consult with any superiors.

At the beginning, the counselling and support for the person with disabilities should be close and take place when needed. Over time, the scope and intensity of the advice and support could possibly decrease to make the person become independent.

This is because the need for advice and support must on the one hand be determined on an individual and situational basis. The need can therefore decrease over time, but it can also remain the same or even increase. On the other hand, the self-confidence of individuals with disabilities can be bolstered by gradually reducing the intensity of guidance and support during the integration process, thus encouraging independent action. Support material can be provided, for example visualized information on occupational health and safety or information for employers regarding necessary aids, disability images or possible applications.

Counsellors simultaneously teach vocational training content and act as network coordinators. As a result, this dual role has to work if the transition to the general labour market is to be successful. This is because they not only work on the side of people with intellectual disabilities, but also in particular on the side of potential employers who would like to employ people with intellectual disabilities. They may also need advice, e.g. regarding the benefits that are available to promote the integration of people with disabilities or general information on the existing intellectual disability. Furthermore, new and potential colleagues may need counselling as well so that the counsellor should also recognize and take into account their needs. By doing so, counsellors prepare future employers and co-workers adequately for working together with a person with disabilities. Content can also be dealing with a person with disabilities at the workplace.

Counsellors need to be aware of their dual role and their responsibilities. The contact persons for people with disabilities must meet expectations, particularly in terms of their own competencies. In this context, it is important to take care of your own mental health.

Implementing these principles in practice can be difficult, particularly due to staff shortages or a lack of qualified personnel.

Vocational training to prepare for the general labour market

In vocational training, people with disabilities are taught work virtues, how to deal with tasks and challenges in a company, fields of activity on the general labour market including their requirements and how to deal with anxiety, stress and conflict situations. Moreover, teaching people with disabilities of being aware of consequences of their own actions and being confident at the workplace should be included in vocational training.

The successful implementation of this principle requires, on the one hand, the sensitization of all employees in the company. On the other hand, the expectations of the respective cultural group and the social environment must be taken into account.

The possibility of peer support should be opened up.

In addition to subject-related content, social skills such as reliability and communication skills, so-called soft skills, as well as punctuality and perseverance must also be included.

The duration of support in the various areas of sheltered workshops should be extended to prepare for the transition to the general labour market in an appropriate way. Sheltered workshops should also further expand the possibility of outsourced jobs. In addition, vocational orientation and internships in companies in the general labour market should be offered to a greater extent.

Professional fields and vocational knowledge should be a part as well. As there are so many professions, vocational training should start with a brief overview about occupational fields and then go deeper into branches and jobs of interest.

Support can be supplemented by digital formats, e.g. InAcoach.

Networks for the transition to the general labour market

There are various network partners involved in the transition from the workshop to the general labour market.

We need to distinguish between counsellor centred networks and people with disabilities centred networks. Counsellor centred networks are the networks of the counsellor he or she has built during his or her working life. They contain many partners and grow throughout the working life. Counsellors know their personal network very well and can rely on their network partners whenever needed.

People with disabilities centred networks are the personal, professional and public administrative contacts of a person with disabilities. He or she is in the centre of the network. Some network partners are externally introduced (e.g. authorities or public administrations that are important for one step within the integration process) while others (e.g. caregivers, family members, etc.) are part of the very personal network. There is the speciality that counsellors first need to explore their clients' network.

Network partners in both kinds of networks are, for example, employers, caregivers, the employment agency and the job coach. All network partners should know each other and work well together.

The job coaches or counsellors should have an overview of the network and take a facilitator's role if needed. Job coaches and counsellors should learn and bring network skills for managing the inclusion network for transition.

The roles of the various network partners must be clarified. The family and close relatives are part of the affected person's private network. In this relationship in particular, a demarcation is necessary so that the ideas of the person concerned can be given primary consideration.

Network partners should not be included in the integration process without the knowledge of the person with disabilities. It would be advisable to create a so-called network map for each individual case, divided into institution-related and person-related network actors.

Existing networks must be maintained and deepened. Functioning structures and time management measures must be developed for this purpose.

Among other things, employers as network partners should be informed about existing (financial) funding opportunities in order to create further incentives for the employment of people with disabilities. Offers from the employment services can be used in this regard. The early involvement of employers in the integration process can lead to the creation of more employment opportunities as well as training opportunities for people with disabilities.

Other stakeholders should be included in the networks, such as representatives of the severely disabled, specialist integration services, responsible service providers and inclusion specialists or job coaches from sheltered workshops.

Outlook on the curriculum and Include³ method

According to Art. 27 of the UN CRPD, people with disabilities must be guaranteed the right to work. Special institutions for the employment of people with disabilities are viewed critically in the context of this provision of the UN CRPD. The access of people with disabilities to gainful employment in order to participate in social work enables people with disabilities to secure their own livelihood in a self-determined and independent manner. However, this goal is not achieved because, among other things, people with disabilities in sheltered workshops do not receive sufficient vocational training close to the labour market to enable them to transition to the general labour market and are therefore unable to earn a living. It is true that the transition from the sheltered workshop to the general labour market is supported by various measures.

However, these measures are not sufficient, which is reflected in the low rate of transitions (Keller, Körtek & Schulz, 2024a, p. 1). For example, the concluding observations on the combined second and third periodic reports of Germany of the Committee on the Rights of Persons with Disabilities of 3 October 2023 (CRPD/C/DEU/CO/2-3) recommended: "62. (a) Develop, in close consultation with and with the active involvement of organizations of persons with disabilities, an action plan to promote the transition of persons with disabilities in sheltered workshops to the open labour market across the countries that sets forth a suitable allocation of resources and specific time frame".

The majority of people with disabilities who are supported in a sheltered workshop have an intellectual impairment. As a result, in addition to the existing support measures, innovative concepts need to be developed to support the transition of people with intellectual disabilities to the general labour market. One such innovative concept is the Include³ method.

The guidelines derived from the results of the focus group interviews form the basis for the principles and objectives that will be used to develop the Include³ method. Subsequently, a curriculum aimed at educational staff in sheltered workshops and guidance practitioners will be developed to implement the Include³ method. The curriculum is to be understood as a syllabus for a joint learning process consisting of various accompanying materials. This means that CGC specialists, vocational training experts and employers should be enabled to acquire the skills required for a successful inclusion process, taking into account the labour market as well as individual needs and abilities. These guidelines are taken into account and implemented in the development of the curriculum.

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Appendix

Summary in plain language

Article 27 of the UN Convention on the Rights of Persons with Disabilities gives people with disabilities the right to work.

People with disabilities should work in an open and fair labour market.

There are jobs on the labour market.

Sheltered workshops prepare people with disabilities for the labour market.

Sheltered workshops should facilitate the transition to normal jobs.

There is a project that runs from 2022 to 2025.

It is called Include³.

This project is developing a method.

The method helps counsellors in sheltered workshops.

Counsellors use the method to help with the transition from the workshop to the normal labour market.

There are guidelines in the project.

The guidelines say something about counselling, vocational training and networks.

The guidelines say how people with disabilities can be well prepared for the labour market.

The guidelines for Include³ are developed together with people with disabilities.

The opinion of people with disabilities is important for Include³.

The guidelines have three important points:

Counselling:

- People with disabilities should receive good counselling.
- They should know their strengths and participate in decisions.
- This is called empowerment and participation.
- There are several phases in the counselling process.
- The person with a disability and a fixed contact person speak during the phases.
- The phases are: Orientation, Testing, Decision Making and Reflection.

Education:

- People with disabilities should be well trained.
- They learn in sheltered workshops and do internships.
- People with disabilities should learn in vocational training programmes:
- What are work virtues?
- How do I behave in the workplace?
- What professions are there?
- What skills do I need for the jobs?
- How do I deal with anxiety and stress at work?

Networking:

- Networking means that different people and groups work together towards a common goal.
- For example, employers, counsellors and people with disabilities.
- All network partners should know each other and work well together.
- This facilitates the transition to the labour market.

The Include³ guidelines help people with disabilities to successfully enter the labour market.

They are also the basis for a curriculum.

We are developing the curriculum in the Include³ project.

[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 regard 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 specialized chair for inclusion studies and focused resources on this area over recent years.

Contact person: Silvia Keller, Silvia.Keller@hdba.de

[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.

Contact person: Gregor Cerar, gregor.cerar@ozara.si

[The VHS Bildungsinstitut](#) (Adult Education Center) 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 political 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 labor market. These are also topics that are discussed in several Erasmus+ projects.

Contact person: Liliane Mreyen, l.mreyen@vhs-dg.be

[SYNTHESIS](#) Center for Research and Education Ltd is a pioneering organization 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 organizations with cultural, environmental and social aims. SYNTHESIS main target groups are people from the marginalized/ 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.

Contact person: Irene Kamba, irene.k@synthesis-center.com

[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.

Contact person: Vida Drašutė, info@emundus.lt

