

### 3.5 The opportunities for inclusion

#### Austria

In Austrian legislation, the 'IBA' (IVET- Integrative VET) is a flexible training model for disadvantaged people based on a work project conducted with the social partners aimed at qualifying and integrating these people into the world of employment.

The IBA is designed for persons:

- with special educational needs, linking with the curricula already attended in mandatory school;
- who did not achieve qualification at the end of the lower secondary school;
- with disabilities, as defined in the Regional Act about persons with disabilities (Landesbehindertengesetz);
- who are to be employed within specific orientation measures, or whose work placement at the end of another apprenticeship has failed due to reasons related to the person itself.

There are two possible IBA approaches: 1) extension of the apprenticeship period by one year or, in exceptional cases, two years, with part-time attendance in school, ending with a regular final exam; 2) acquisition of a partial qualification in one or more apprenticeship paths, for a period of two or three years, via a totally personalised path, that where possible is concluded with an individual exam.

Other inclusion facilitation measures are:

- supra-company apprenticeship* (ÜBA), a training system that provides for attendance of an apprenticeship centre financed by the Public Employment Service (AMS) by those who have completed mandatory schooling but are not directly placed in a secondary school path or have failed to land an apprenticeship in a company;
- extension* of the chance to sit the apprenticeship qualification exam to those who have not completed a formal apprenticeship but wish to obtain qualification, subject to being older than 18 years of age and to being able to demonstrate that they have acquired the competences requested for the apprenticeship profile in question.

In late December 2013, a total of 6,152 apprentices had been inserted in an integrative IVET programme, 411 more than in the previous year. Since the implementation, in 2003, of the Integrative VET (or IBA, in German), the number of young people has continued to increase. Overall, the vast majority of IBA apprentices (61%) of 2013 are training in enterprises. In 2013, about 76% of IBA apprentices are completing and integrative IVET in the form of an extension of the apprenticeship period, and about 24% in the form of a partial qualification.

The number of participants in supra-company training programmes commissioned by the Public Employment Service (AMS) in the academic year 2013-2014 amounted to 11,329. These include 9,183 participants in supra-company apprenticeships (ÜBA in German) based on article 30b of the Vocational Training Act (BAG), and 2,332 participants in an (inclusive) integrative IVET programme commissioned by the Austrian Public Employment Service (AMS).

#### Germany

The Federal Government promotes the integration of people with disabilities into the world of labour.

According to provisional data, an annual average of 47,264 persons with disabilities have been inserted in vocational training measures as part of employment promotion schemes with initial integration into an occupation and with a professional qualification (50,900 in 2010), as per the 2011 goal. Another 15,215 young people (2010) were inserted in pre-vocational training measures. An annual average of 20,446 persons (2010) were funded in 2011 to take part in admission procedures and in vocational training schemes in workshops designed for persons with disabilities (WfbM). These were people who, due to their disability, were not or not yet able to work in accordance with the demands of the labour market.

The TUF and the Trade and Crafts Code establish that persons with disabilities have the right to be trained to become recognised professionals just as much as persons without disabilities. For people whose kind or degree of disability makes vocational training in a recognised occupation impossible, the relevant authorities must develop training regulations based on recognised professional profiles.

Based on these regulations, 11,203 training contracts were concluded in 2011 and 9,454 in 2013 (national data).

In June 2011, the Federal Government adopted a national action plan aimed at activating the UN convention regarding persons with disabilities, so as to further increase the involvement of people with disabilities into society.

### Friuli-Venezia Giulia

Vocational training in Friuli-Venezia Giulia is oriented towards the integration of persons with special educational needs, socially disadvantaged people or people with negative training experience (drop-outs from training or from school, etc.).

In the event of special educational needs, training activities are carried out taking into consideration the specific learning disabilities (dyslexia, dysgraphia, dyscalculia, etc.).

As regards exams, compensatory or dispensatory procedures may be adopted, adjusting the exam to the young persons' specific competences/disabilities; in any case, the final qualification is achieved only if the candidate completes all of the exams, based on the verification of all of the profile/diploma standards. Should the candidate fail to obtain the final qualification, he/she is issued a certificate for the competences achieved at the end of the path.

The training system is organised in such a way as to allow for the realisation of modular courses and of personalised courses.

The aim of these courses is to:

- favour scholastic success;
- foster continuity in the learning process even after the end of the three years of the course;
- contrast dropping-out from school and facilitate studying in particular living conditions.

Modular and personalised courses can be of two kinds:

- extra-curricular integration pathways, to integrate the 3-year path with the achievement of additional competences, intended for those who want to merge into a 5-year technical or vocational education path, or to support educational success in reaching qualification in difficult circumstances;
- personalised pathways functional to the different learning styles and rhythms, intended for those who want to return to training after dropping out or for those who have completed obligatory schooling without obtaining the final qualification and are older than 16 years of age. For the latter, the

courses can be activated with the agreement of the Permanent Local Centres; if the young person is younger than 16, the agreement must be between the Region and the Regional Education Office.

These paths envisage an initial tutoring, functional to the construction of a path that takes into account the youth's style/condition of the young person involved and that defines the educational, cultural and professional goals he/she intends to achieve; following which, the path is designed in a modular manner in accordance with the VET offer.

At the end of the path, the young person obtains path qualification and, should he/she not have lower secondary school qualification, he/she can obtain the missing qualification during attendance of the training path, in agreement with the relevant facility.

### Autonomous Province of Bolzano

The South Tyrolean training system envisages and promotes the inclusion of students with special educational needs within the schools. The internship and traineeship system also envisages special measures for ensuring the inclusion of students with some types of disability.

More specifically, as regards apprenticeship training, financial concessions are granted to companies willing to train apprentices with disabilities or living in socially disadvantaged conditions (no specific concessions are envisaged as regards the "gender gap" or the inclusion of apprentices of non-Italian nationality); the contributions are granted by the Provincial Authorities based on 6-month periods of apprenticeship.

For every apprentice with a disability, the company has a right to contributions, assigned when the disability causes a reduction in the apprentice's working capacities (2000 € for each 6-month period of apprenticeship).

Concessions are also envisaged for enterprises that train apprentices "assisted by a public assistance office", namely Social services, Juvenile court, Mental hygiene service, etc. (with a 2000 € contribution for the first two 6-month periods and 1000 € for every subsequent 6-month period).

In order to contrast the drop-out phenomenon, for example, the Vocational Training Area in Italian language organises information and orientation consulting activities for scholastically disadvantaged young people aged 14 to 18. In particular, the system also envisages the possibility of attending, within a specific project, corporate orientation and training internships lasting 2-3 months, under the guidance of a tutor.

Workplace traineeships are also envisaged for the orientation and training of socially disadvantaged people (former drug addicts, former alcoholics, former prison inmates, etc.): these are internships (128 in 2013) held at companies or in social cooperatives, monitored by a tutor and lasting a maximum of 500 hours.

Orientation and training internships are activated for the same purposes (in addition to specific consulting and information paths) for people undergoing occupational difficulties, that are supported in their search for a new job via the transmission of suitable tools (writing up a curriculum vitae, preparation of selection interviews, etc.) and via contacts with interested enterprises.

### Autonomous Province of Trento

Since a dual system is not structurally in place yet, it is impossible to draw conclusions regarding the special educational needs in connection with apprenticeship. The following information regards the Guidelines approved in 2012 by the Provincial Council for provincial vocational education and training (VET) paths.

The Regulations of the Autonomous Province of Trento acknowledges the full right to education and training of students with special educational needs (BES), guaranteeing their integration and inclusion starting from kindergarten up to higher education.

As regards upper secondary school and vocational education and training, in the case of a simplified path in one or more disciplines for the achievement of the minimal objectives envisaged assessment refers to the classroom path; in the case of a differentiated path in the learning of one or more disciplines, an assessment opinion will be expressed that takes into account the initial knowledge and the path actually followed, and this must be explicitly mentioned in the corresponding assessment document. In the case of temporary partial or total exemption from learning one or more disciplines, the indication “exonerated” or “not envisaged in the PEI (Personalised Education Plan)” can be used in the assessment card, with the indication of the period.

It is possible to set up and create educational and vocational training projects for students holding the certificate envisaged by Law No. 104/1992 up until they have turned 20 years of age. In agreement with the Department of Knowledge, it is also possible to set up vocational education and training paths intended for workplace insertion for students up until they are 25 years old.

Within the context of upper secondary school and vocational education and training, several regulations must be observed as concerns legal validation of the qualification for students with certified disabilities: in upper secondary school, students with simplified PEI sit the same tests of the other students, or equivalent tests are envisaged with longer time allotted for test completion. The diploma is issued when the tests are passed.

Within the context of vocational education and training, the same tests as those envisaged for the other students are applied, possibly with longer completion times, but no equivalent tests. Passing these tests leads to qualification. As regards students with differentiated PEI, the degree of achievement of the expected results is assessed, via differentiated tests. In this case, specific skill certifications are issued, but not the qualification and/or diploma.

It is worth noticing that in upper secondary school and in vocational education and training, should a student with differentiated PEI achieve a level of preparation compatible with the essential level of the class attended, the student can be admitted to the regular path. At the time of yearly assessment, the class committee shall evaluate the outcomes and ratify admission to the next class level with full legal value. In this case, the assessment card shall not bear any reference to the PEI and at the end of the school path the student will be entitled to sit the qualification and State exams.

### Poland

The education of pupils having special educational needs is an integral part of the Polish Education System. Special education is not imparted in separate classrooms but rather is integrated into the mainstream school paths (Ministry of National Education, 2010; 2012 amendments). Pupils can attend 3 different types of schools:

- mainstream schools (1-2 students with special educational needs in a class of maximum 30 pupils; the specialist activities are performed in counselling centres);
- integration schools (with a 1:4 ratio, with a maximum of 20 children and with the support of a special educator, according to the type of disability);
- special schools for serious and severe intellectual disabilities and for multiple disabilities.

Educators believe that the success of integration depends on personal factors, such as physical and/or emotional development levels, psychological resilience levels, cognitive ability and motivation.

The pupils attending special schools are assessed in the course of the year based on the same rules applied in mainstream schools. They therefore include descriptive evaluations and the assignment of marks. An exception regards students with serious disabilities who are given only a descriptive evaluation at all school levels.

The tests and exams (in primary and lower secondary schools, in qualification schools and in professional schools) are adjusted to the students' physical, language and writing skills; where necessary, the exam is conducted in a separate class, at home or at the hospital. Students with multiple disabilities may be qualified with exemption from sitting the exam or, in the event of seriously ill students, can be totally exempted.

All students with special educational needs, with the exception of those with serious intellectual disabilities, receive school certification that is identical to that of the other students. Those with serious disabilities receive a descriptive evaluation of their achievements.

Students qualified at professional schools receive a qualification certification for the specific occupation they have been trained for.