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Open-Minded

Assessment of the current state of inclusion in apprenticeship and identification of consequences for in-company training in construction

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Specialized Didactics in Construction Technology & Technology and Didactics of Technology

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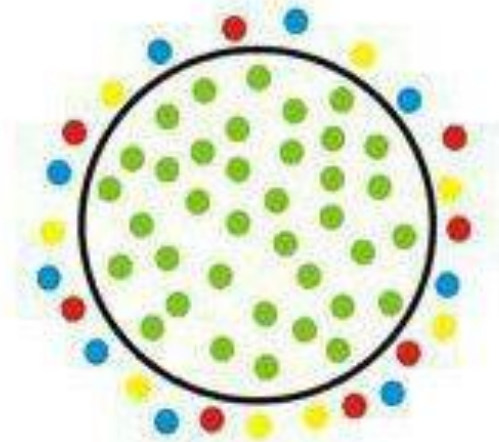


- Introduction
- Methodology
- Key results
- Conclusion
- Discussion

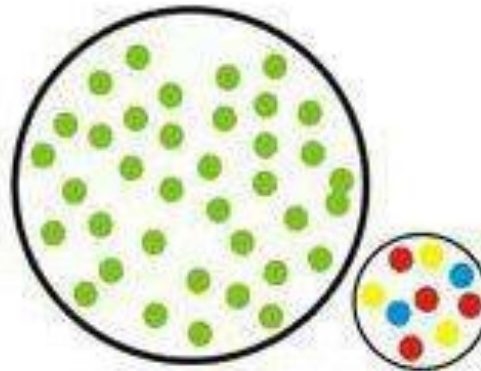
- The topic of inclusion in vocational education and training (VET) is still under researched in Germany (Buchmann & Bylinski, 2013)
- This is especially true for VET in technical areas such as Construction Technology (CT)
- Despite this lack of fundamentals, the pressure to act is currently growing in this area.
- A challenge in this context is the qualification of the staff in VET schools as well as in in-company training
- This explorative study should provide a first basis regarding obstacles and barriers and possible measures to support the professionalization of VET trainers



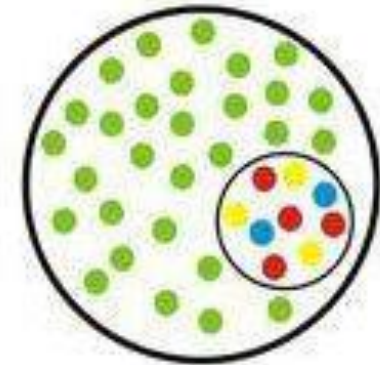
Inclusion



Exclusion



Segregation



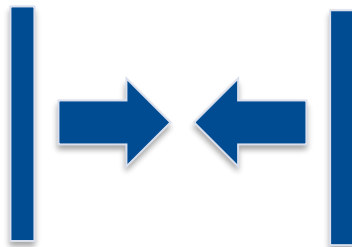
Integration

UN-CRPD* (narrow understanding of inclusion)

- The right of education for people with disabilities is recognized as a human right by the signatory States.
- People with disabilities should be allowed to participate in the general education system (ref. Rützel 2016, 32).

UNSECO** (wide understanding of inclusion)

- It is intended to enable all people to participate in the general education system, regardless of their individual needs and special needs - which result from circumstances such as disability, education, gender, migration, illness, social origin, etc. (ref. Enggruber/Ulrich 2016, 59; ref. UNESCO 2014).

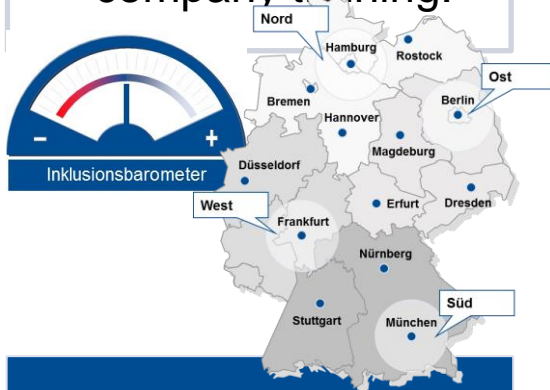


* United Nations Convention on the Rights of Persons with Disabilities

** United Nations Educational, Scientific and Cultural Organization

Exploration

Identify individual and organizational / systemic obstacles and barriers in the current implementation of inclusion in in-company training.



Fundamental Data

Fields of Action

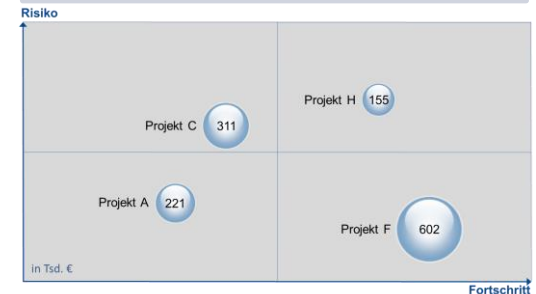
Identification of possible fields of action and measures for the professionalization of in-company trainers.



Analysis

Further Steps

Methodical as well as substantive further steps, new research questions and initiation of further projects.



Focusing

- Research question 1 (RQ 1)

What is the current status of inclusive education in the field of in-company training in construction apprenticeship?

- Research question 2 (RQ 2)

What are the current qualifications and the competency inventory of in-company trainers regarding inclusion?

- Research question 3 (RQ 3)

How can we support in-company trainers to professionalize their competencies in inclusive education?



116 trainers participated in an online survey
(experienced company trainers, nearly all of the
construction professions)

Few have knowledge about inclusion. Most of them gained informal knowledge which is ranked as high.

How do you rank the quality of this knowledge?

Do you have already knowledge about inclusion?

How do you gained this knowledge?

high
57,14%

medium
14,29%

low
28,57%

Knowledge about inclusion
15,22%

during my education
14,29%

through previous activities
(e.g. worked in workshops
for the disabled)
42,86%

private initiatives (readings or
personal involvement through
family situation)
71,43%

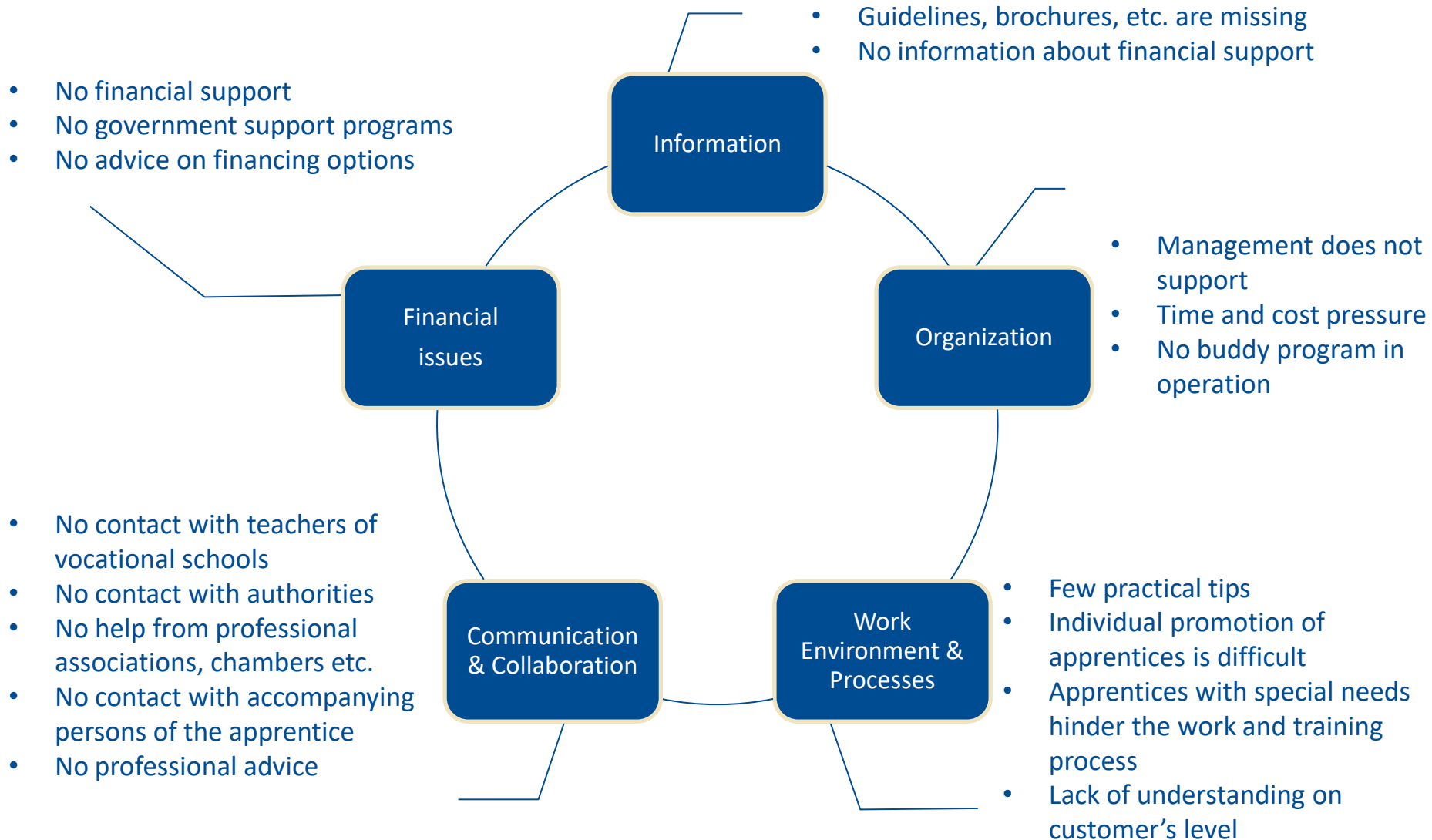
In many cases positive and benevolent attitude towards inclusion. But, in many cases they do not know what inclusion means for them in concrete terms. → Organizational Issue?

Inclusion is addressed in the company and, in some cases, there are already special offers.

- Inclusive apprenticeship is rather to be found in larger and therefore more structured companies.
- In nearly 56% of the cases inclusion has been not or only in parts addressed in the companies (34% not, 21,74% partly).
- Where it was addressed, there are in about 26% of the cases special offers for inclusive apprentices. For example,
 - personal support (for questions and problems),
 - barrier-free working areas,
 - tutoring / coaching and
 - support in the team.
- In the same group, however, about 11% do not want to (further) open to the topic of inclusion.

What could be the reasons?

There seems to be 5 dimensions of existing barriers



- Personal, methodological and social competencies are well developed (based on the self-perception of the participants).
- The question is not “how” in-company trainers support and accompany apprentices with special needs. The question seems to be: “What” has to be done?
- This leads to the assumption that in-company trainers need immediate, actionable support at the **operational** level.

What support measures could be helpful?

Compact, customizable formats are preferred

0% 20% 40% 60% 80% 100%

Thematically delimited brochures and flyers

45,65% 30,43% 23,91%

One-day seminar at an external educational institution

39,13% 30,43% 30,43%

Exchange workshops with other in-company trainers

36,96% 30,43% 32,61%

Several day seminar as in-house training in the company

15,22% 63,04% 21,74%

Own independent study of literature

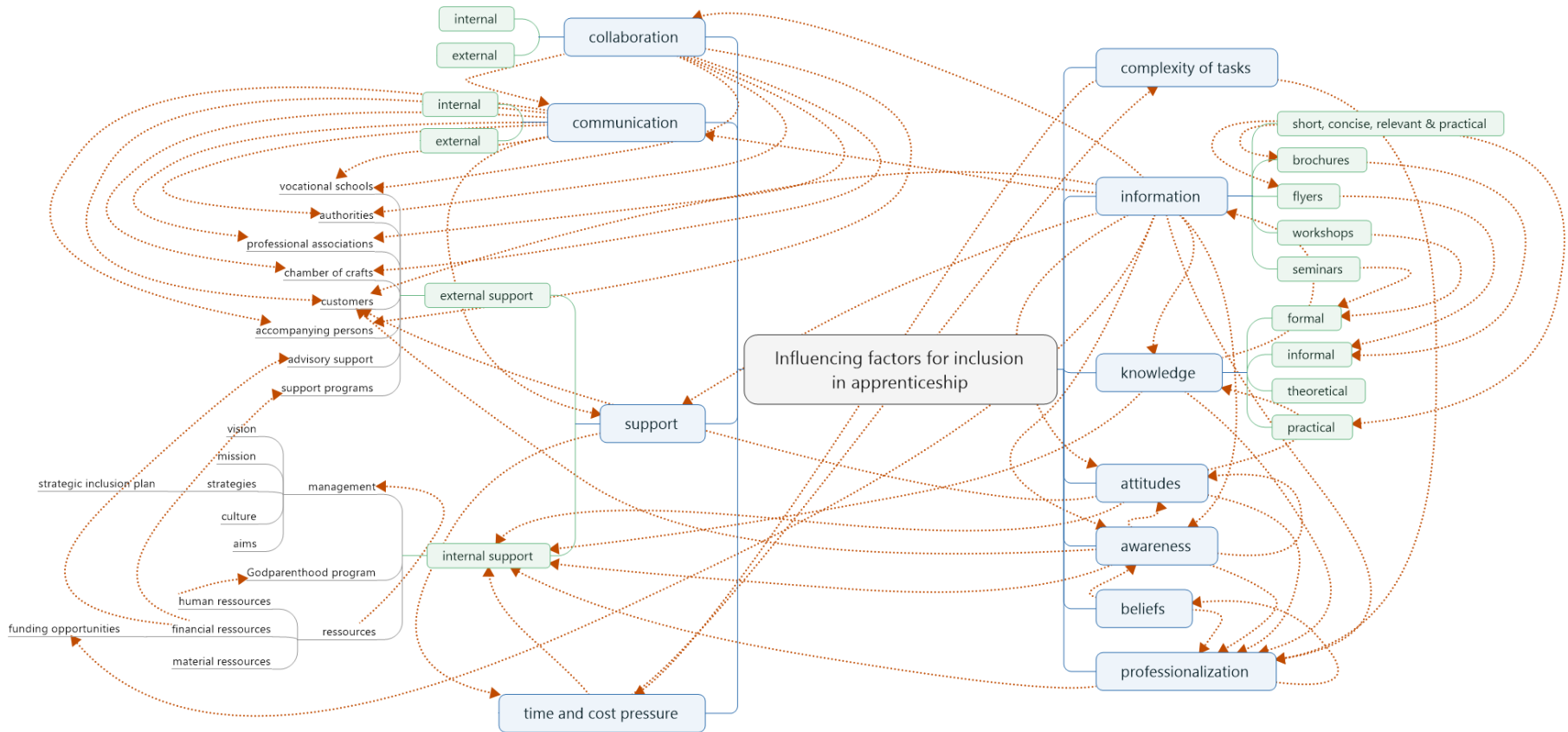
10,87% 63,04% 26,09%

Recorded seminars on the internet

8,70% 56,52% 34,78%

yes no not sure

Inclusive apprenticeship is a highly complex topic



Causal system for inclusive apprenticeship (draft)



... to overcome the barriers in practice!



Source: <http://www.chilloutpoint.com/images/2009/12/the-most-incredible-construction-mistakes/funniest-construction-mistakes-42.jpg>

Any questions?

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