



# Good Practice - Einsmehr Akademie

## WP 2

### Activity 1 (Good Practice)

Developed by Wisamar | July, 2025

PROJECT NUMBER: 2024-1-FR01-KA220-VET-000244092



Co-funded by  
the European Union

## Good Practice Card

---

<b>Name/ title of practice:</b>	Einsmehr Akademie
<b>Location:</b>	Augsburg
<b>Size and scale of organization:</b>	Large
<b>Industry/Sector:</b>	Vocational education and training
<b>Contact info (for follow up, if available):</b>	Chair of the “einsmehr” association: Karin Lange <i>karin.lange@einsmehr.org</i>
<b>Additional details:</b>	N/A
<b>Sources information/References:</b>	<b>of</b> <a href="https://www.qualifizierung-einsmehr.de/">https://www.qualifizierung-einsmehr.de/</a> <a href="https://einsmehr.org/">https://einsmehr.org/</a>

## Good Practice/Content

---

<b>Key focus/bias observed:</b>	Disability Bias
<b>Description of the <i>Practice</i>:</b>	The einsmehr Akademie is an inclusive vocational training institution designed to people with learning disabilities/ intellectual disabilities in transitioning from school or sheltered workshops into mainstream employment. The program focuses on practical, workplace-based training in the hospitality and facility services sectors, combined with structured classroom instruction. It enables participants to gain job-specific skills, explore their strengths, and prepare for long-term employment on the open labor market. As a non-profit organization, the Akademie aims to promote social inclusion and unlock the labor potential of people with intellectual disabilities.
<b>Implementation strategy:</b>	The vocational training program offered by the einsmehr Akademie spans either 27 months or 12 months, depending on the participant's previous experience or prior vocational education. It follows a dual approach that combines on-the-job training in partner businesses—such as hotels, restaurants, schools, and public facilities—with block-based classroom instruction. In the classroom, participants acquire both job-specific knowledge, such as hygiene standards, tool usage, and guest interaction, as well as essential soft skills like teamwork and workplace communication. Throughout the entire qualification process, participants receive individualized support from qualified educators who guide and mentor them. The program begins with an orientation phase, allowing participants to explore various work areas before choosing a specialization in either hotel and hospitality or facility and maintenance services, based on their interests and strengths. For those in the hospitality track, the training culminates in a formal certification as a “Hotelpraktiker*in” (Hotel Assistant), confirming their professional competence. By embedding the training in real-life work environments, the program fosters not only practical skills but also self-confidence and a strong sense of belonging in the workplace.
<b>Key actors involved:</b>	<p>Participants: Individuals with intellectual disabilities, typically graduates of special education schools or prior vocational programs.</p> <p>einsmehr Akademie staff: Educators and support personal who provide pedagogical guidance and mentorship throughout the program.</p> <p>Partner businesses: Hotels, restaurants, cafés, schools, and public institutions offering practical placements.</p> <p>Families and caregivers: Often closely involved in supporting the participant's journey toward independence.</p>



	<p>Public agencies and funders: Support implementation through subsidies, program recognition, and potential post-training employment support.</p>
<p><b>Outcomes and metrics of impact:</b></p>	<p>The einsmehr Akademie's vocational training program has led to several meaningful outcomes. It significantly increases employment readiness among individuals with intellectual disabilities by equipping them with practical skills and real-world experience. Many participants successfully transition into mainstream employment, particularly within the hospitality and facility services sectors. As a result of their participation, individuals also report strengthened self-confidence and improved social skills, which are fostered through continuous engagement in authentic workplace environments. Upon completion, participants receive formal recognition through certification, such as the "Hotelpraktiker*in" qualification, which not only enhances their employability but also provides important social validation. Furthermore, the program raises awareness among employers and encourages openness to hiring individuals with intellectual disabilities. This contributes to a broader shift toward inclusive business practices and promotes greater corporate social responsibility among partner organizations.</p> <p>The program's impact can be measured through several key indicators, including the number of participants who successfully complete the training, the number who enter the open labor market, and the level of employer satisfaction with and retention of program graduates. In addition, qualitative feedback from both participants and their families provides valuable insight into the personal and social benefits of the training experience.</p>
<p><b>Potential challenges and barriers for implementation:</b></p>	<p>Despite its success, the implementation of the einsmehr Akademie's vocational training program faces several challenges. One significant barrier is the limited awareness or persistent misconceptions among employers regarding the capabilities of individuals with intellectual disabilities. In some industries, there is also a lack of inclusive workplace structures or prior experience in working with disabled employees, which can hinder the integration process. Additionally, transportation remains a practical obstacle, particularly for participants who are not yet fully independent in using public transit. Another critical challenge lies in securing sustainable funding to ensure the long-term continuation and potential expansion of the program, including the recruitment and retention of qualified staff. Lastly, balancing the individual support needs of participants with the realistic demands of everyday work life requires continuous coordination and mediation to ensure both personal development and operational success.</p>
<p><b>Blueprint for success - recommendations for replication or adaptation of the Practice:</b></p>	<p>To successfully replicate or adapt the einsmehr Akademie's vocational training model, several key recommendations should be considered. Early collaboration with inclusive-minded employers is essential, as building strong partnerships from the outset helps ensure successful placements and long-term employment prospects for participants. Continuous coaching and mentorship throughout the program play a vital role in supporting participants' skill development and improving retention rates. Flexibility in the structure of the training—such as adjusting program length or task complexity—enables the inclusion of individuals with diverse needs and learning styles. The dual-learning approach, which combines theoretical instruction with practical experience in real workplace settings, has proven to be particularly effective for both skill acquisition and social integration. Public communication and awareness efforts, including the use of easy-to-understand materials and the sharing of participant success stories, are also important in reducing stigma</p>





	and encouraging broader engagement. Finally, any replication of the model should be tailored to local labor market conditions, existing inclusive infrastructure, and the availability of support networks for both participants and partnering businesses.
<b>Key lessons learned:</b>	The einsmehr Akademie's experience shows that real workplace integration for people with intellectual disabilities requires more than vocational skills—it depends on inclusive mindsets, personalized support, and long-term partnerships with employers. Flexibility, ongoing mentorship, and early employer involvement are critical to sustainable success. Public awareness efforts and clear communication materials help break down stigma and foster acceptance, while systemic challenges—like funding stability and accessible transportation—must be addressed from the outset.
<b>Other info/notes:</b>	N/A





# FIT FOR THE FUTURE

Scan for more



[fit4thefuture.eu](http://fit4thefuture.eu)



Co-funded by  
the European Union



Funded by the European Union. The views and opinions expressed are those of the author(s) and do not necessarily reflect those of the European Union or of Agence Erasmus+ France / Education Formation. Neither the European Union nor the granting authority can be held responsible for this.