



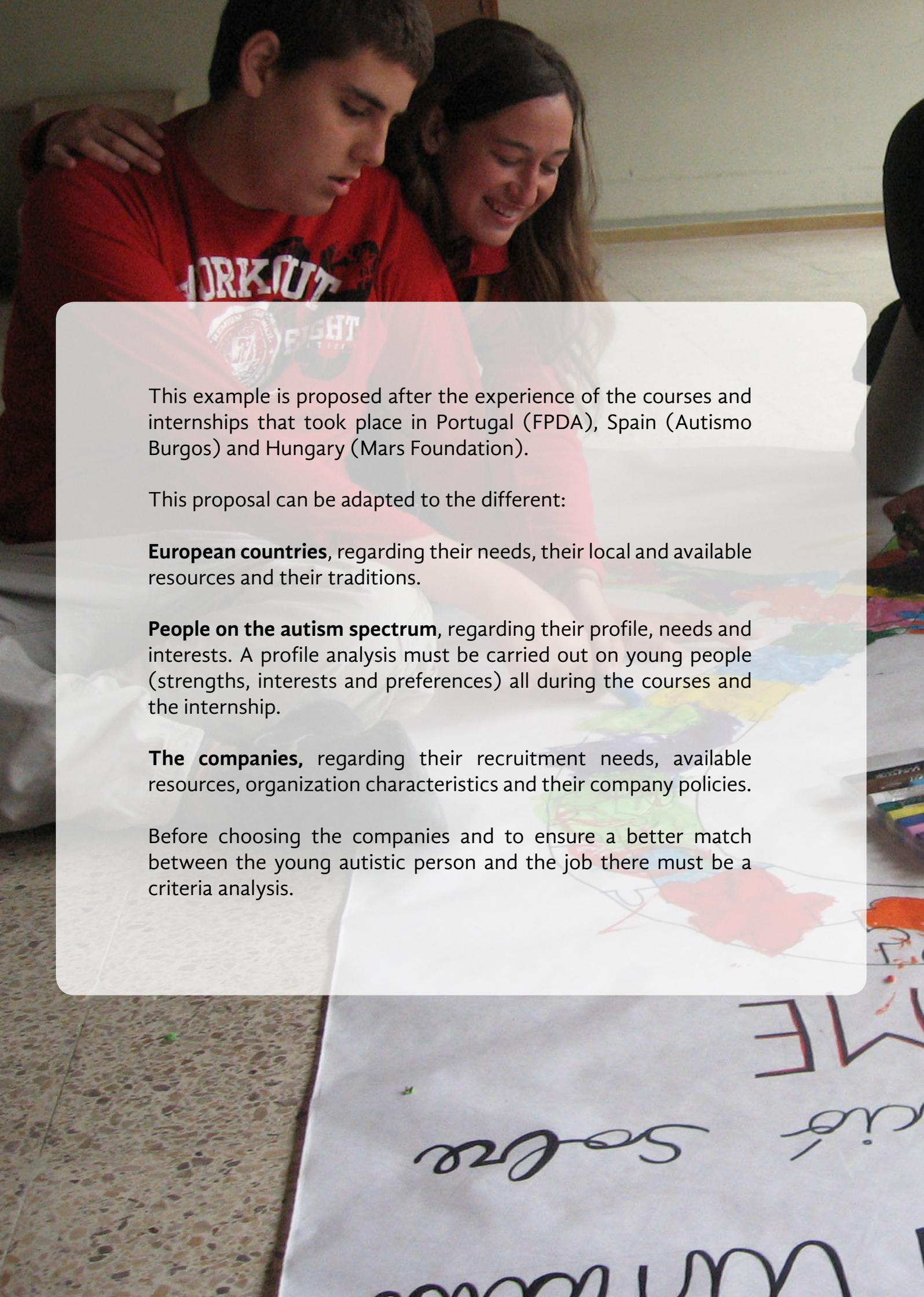
Example of a practical application of the courses and the internships

Coordinator:



Partners:



A young man and woman are looking at a large drawing on a table. The man is wearing a red t-shirt with 'WORKOUT' and 'FIGHT' visible. The woman is smiling and has her hand on his shoulder. The drawing on the table is colorful and abstract, with some text like 'ME' and 'Soc' visible.

This example is proposed after the experience of the courses and internships that took place in Portugal (FPDA), Spain (Autismo Burgos) and Hungary (Mars Foundation).

This proposal can be adapted to the different:

European countries, regarding their needs, their local and available resources and their traditions.

People on the autism spectrum, regarding their profile, needs and interests. A profile analysis must be carried out on young people (strengths, interests and preferences) all during the courses and the internship.

The companies, regarding their recruitment needs, available resources, organization characteristics and their company policies.

Before choosing the companies and to ensure a better match between the young autistic person and the job there must be a criteria analysis.



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COURSE 1: NEW BRIDGES FOR PROFESSIONAL INCLUSION OF AUTISTIC PEOPLE

The IVEA project pointed out the need to enable and empower young autistic adults with soft skills in order to promote a successful inclusion in the job market. Autistic people can have great competence in many types of skills (informatics, technologies, mathematics and science, etc...), however the experience showed that they may have difficulties not only in finding an employment but also facing the demands of a new job situation. Dealing with colleagues and with employers can sometimes trigger challenges that might jeopardize the success of their inclusion at work.

In order to develop the skills that can be complementary and innovative to the vocational education of the youngsters in Europe, this course intends to provide them with the additional knowledge and experiences they need to find and keep a job with success.

People on the autism spectrum and with other communication's disabilities deserve the same opportunities every other person can have.

Objectives of the course

- Enable and empower autistic people to be included in the job market
- Hear their voices and understand their choices
- Foster inclusion of autistic people in the job market through the employment
- Foster the development of soft skills through its inclusion in the course and in the internship
- Raise awareness in autistic people regarding the transition to active life

Course contents

- The selection of content of the course must be made according to the profile and needs of young autistic people.
- The contents (soft skills and other competences) are organized and distributed in 5 modules

Module 1 - Personal Development

Autonomy

- Appearance / Self care
- Personal hygiene
- Use of hygiene facilities
- Healthy diet
- Attendance and Punctuality

Self-advocacy / Decision-making

- Make their own choices
- Embrace respectful communication

Responsibility

- Understand and complete the duties
- Act professionally

Assertiveness

- Ask for what they need
- Communicate their thoughts

Persistence

- Being able to continue working on tasks even if they are difficult to complete

Resilience

- Being able to manage from demanding workloads to relationships with colleagues

Flexibility / Adaptability

- Being able to deal with changes in the environment / Dealing with unexpected situations

Self-efficacy

- Believe in their ability to complete tasks efficiently

Self-confidence

- Being able to understand their competencies and use them with confidence
- Being confident to interact with everyone needed

Module 2 - Social Development

Interpersonal relationship

- Accepting different points of view (understand the perspective and thoughts of others)
- Respecting the hierarchy in the workplace
- Accepting rules and limits

Social consciousness

- Try to build awareness of being a part of the working environment

Empathy

- Try to understand a situation from another person's perspective

Cooperation

- Team work
- Sharing tasks
- Endurance of the physical closeness of others

Concept of private and public

- Differentiate public place behaviours from private space behaviours

Module 3 - Emotional Development

Emotional literacy

- Knowledge and identification of feelings and emotions in themselves and in others
- Stress tolerance
- Frustration management
- Self-control
- Self-regulation
- Tolerance to critics
- Problem solving (to be able to find solutions or alternatives)
- Critical thinking

Module 4 - Transition to active life

Communication in the workplace

- Ability to question, argue and ask for help from the supervisor and colleagues
- Active listening
- Ability to interpret and execute verbal and written instructions
- Establish and maintain a conversation

How to join the job market

- How to elaborate a motivation letter, a CV and a spontaneous application for a job
- How to apply for a job offer
- How to behave in a job interview (clothing, presentation, conversation, how to respond to frequently asked questions)

Independency

- Being able to work at their own pace
- Following "To- do" lists to complete tasks independently

Ethical commitment

- Build trust in the working environment

Organizational capacity in the workplace (plan, organize and execute tasks)

- Organise the working space, desk
- Follow a written list system; the list of tasks can be renewed each day/week

Orientation

- Space orientation
- Orientation in time (timetables and schedules)
- How to use a public transport system (train, bus, tram, etc...)

Availability

- For training

Creativity

- Task solving
- Expression of ideas
- Distinctive imagination

Motivation to perform tasks

- Initiative to perform tasks and to propose new ideas

Module 5 – Legislation

UN Convention on the rights of persons with disabilities

European Legislation on people with disability

- Written declaration: The Charter of Rights of Autistic People
- The European Parliament Written Declaration on Autism: <https://epale.ec.europa.eu/en/resource-centre/content/european-parliament-written-declaration-autism-2015>

National legislation on employment of autistic people and people with disability in general

Rights and responsibilities

- Type of contracts
- Trade unions

Methodology

- A total of 30 to 50 hours that include:
 - Online sessions* (when the trainees have training together with the trainer in real-time)
 - Individual and autonomous work (when the trainees don't work directly with the trainer).
 - The sessions may be face-to-face depending on the current pandemic situation.

Resources

Multimedia (e.g. videos, contact email) basic concepts (power points); group dynamics (e.g. role-playing); books

Evaluation

There will be a continuous and qualitative evaluation during the course.

At the end of each session the trainer and the trainees will fill questionnaires to evaluate strengths and points for improvement and discuss what they learned in the session.

COURSE 2: NEW DYNAMICS FOR PROFESSIONAL INCLUSION OF AUTISTIC PEOPLE

The main aim of the course for employers is to promote and implement good practices on employment of autistic people across Europe. It can be a small contribution to increase the employment rate of autistic people in the European countries of the partnership.

This course intends, based on the good practices shown in the literature review, to foster employers' awareness of the different kinds of contributions autistic people can give in the workplace.

If the job will match the skills and interests of the employee, autistic people can be a good asset to the company.

It is important that all people that will be in the workplace with the autistic person understand the way they think, act, communicate and learn.

The co-workers, tutor and human resources can be a valuable help and are essential to the success of the autistic employee in the company.

Objectives of the course

- Understanding people on the autism spectrum
- Raise awareness about Autism
- Share the advantages of employing autistic people among stakeholders
- Provide resources and strategies for a better inclusion of autistic people to different types of stakeholders
- Increase the number of "inclusive stakeholders"

Course contents

- The contents are organized and distributed in 3 modules

Module 1 – Legislative framework and public incentives for the employment of disabled people

- Awareness regarding the modalities of employment of people with disabilities in their country (e.g. tax reduction, etc)
- Measures and modalities of supported employment
- Public benefits

Module 2 – Autism

- What is Autism?
- Main characteristics of Autism
- Physical, social and cultural barriers
- Positive features of Autism
- Resources and strategies for a positive inclusion

Module 3 - Good practices on employment of autistic people

- Person-centred planning
- The role of the tutor in the workplace
- Co-worker teaching
- Autism specific accommodations in the workplace
- Create work groups considering the characteristics of each person
- Study visits to the stakeholders

Methodology

B-Learning: Is the combination of face-to-face sessions (with a trainer in a classroom) and on-line training (online courses or other digital formats). It is a teaching modality that uses tools for both face-to-face and distance learning. The course will have a total of 30 to 50 hours.

Face-to-face sessions

- Face-to-face sessions with a total of 10 hours
- Frequency – Distributed over the total duration of the course. The first face-to-face session is always at the beginning of the course.

Online training

3 Modules online with 3 activities (e.g. searches, reflections)

Resources

Multimedia (e.g. videos, contact email) basic concepts (power points); group dynamics; scientific articles

Evaluation

There will be a continuous and qualitative evaluation during the course. At the end of each session the trainer and the trainees will fill questionnaires to evaluate strengths and points for improvement and discuss what they learned in the session. Questionnaires and reflection on the 3 activities chosen by the trainees.

The internships

As a final result of the two courses developed in the IVEA Project - “New bridges for professional inclusion of autistic people” and “New dynamics for professional inclusion of autistic people” the internships for autistic people may take place in the organizations of the stakeholders involved.

During this internship there will be an active interweaving among participants in the two courses and they will have the opportunity to exchange their different experiences and knowledge.

The expected results of the internship together with the results of the two previous courses will determine the future of the courses in a different country or context.

Objectives of the internship

- To improve the quality of life of autistic people through meaningful employment experiences
- To improve good practices on employment of autistic people across Europe
- To promote a full participation by autistic people in the society
- To break myths regarding the abilities of autistic people
- To foster the autonomy and independence of autistic people
- To develop the self-worth/self-esteem in the autistic people making them feel useful and capable
- To foster innovative changes in the dynamics of the organizations
- To promote opportunities of interaction among the participants of both courses
- To allow stakeholders and youngsters to apply the acquired skills in a real context

Methodology

The internship will be flexible according to the match of the different characteristics of the context, the autistic person and the employer.

In most of the cases the tutor in the company will be the same person that attended the course. However, in the multinational or big enterprises, there can be a team in charge of the internship.

If it is a different organization or stakeholder, the responsible for the internship must propose to train and help the staff.

Note: A written cooperation protocol will be signed by all interested parties: the autistic person, the employer and the responsible by the organization.

Evaluation

The evaluation must be continuous and qualitative. The internship must be evaluated mainly by the autistic person together with the tutor or the team. The tutor must be supported by a person that can advise him/ discuss the situations and propose alternative solutions.



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