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# FRANCE NATIONAL REPORT

**I01: INCLUSION CHAMPION PROFILE  
DESK AND FIELD RESEARCH**

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## Work-Aut

Leveraging WBL to foster professional inclusion of people affected by Autism Spectrum Disorder

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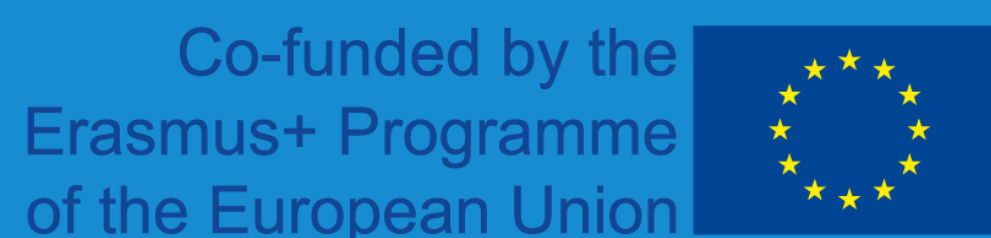


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# 1. National situation of the inclusion of people affected by ASD in the labour market

## 1.1 Policies and strategies

In France, only 0.5% of people with autism have a job in an ordinary environment (autism strategy 2018-2022). It would seem, however, that this figure cannot really be verified, and the only existing figure would be that of 23,000 autistic ESAT users, or around 5% of adults (Court of Auditors report). Different aids are possible for people making a request for recognition of the quality of disabled worker (RQTH) at the Departmental House of Handicapped Persons (MDPH), they will be able to have personalized support to identify the possible aids and achieve their professional objective. , offered by the public employment service (Cap Emploi, Pôle Emploi, etc.); benefit from the supported employment system, including medico-social monitoring and professional integration, from job search to taking up a position; prepare for the interview with a view to being hired, via a support service for social life (SAVS) or an association; request arrangements for taking a professional competition; request the intervention of a support person in employment (also called "job coach", supported employment counsellor, integration counsellor, consultant, etc.) This support aims to prepare and support an autistic adult in employment thanks to individualized support. The job coach can intervene at all stages of professional life: skills assessment and definition of the professional project, job search and preparation for the job interview, integration into a company (adjustment of the position and of the work environment. work, disability awareness, administrative assistance), etc. He works with people with autism for as long as necessary to promote their professional integration and their retention in employment.

To better understand the business world and to train to face situations of social interactions common in professional life, people with autism can also develop their socialization skills through social skills groups, image counselling (to build a professional visual image) and peer emulation (coaching between autistic people). Structures and associations are thus put in place to facilitate the integration of people with autism spectrum disorders.

## **1.2 Legislative Framework**

The State oversees the employment policy for people with disabilities. It sets, in conjunction with the public employment service, Agefiph and the Fund for the Integration of Disabled People into the Public Service (FIPHFP), the objectives and priorities of this policy. The 2005 law defines disability as "any limitation of activity or restriction of participation in life in society suffered in his environment by a person due to a substantial, lasting or definitive impairment of one or more physical, sensory functions., mental, cognitive or psychic, of a multiple handicap or of a disabling health disorder. The law of 2005 and the obligation of employment. Previously, only people holding the recognition of the quality of disabled worker (RQTH) benefited from the employment obligation. The 2005 law broadened the scope of disability. From now on, the categories of beneficiaries of the employment obligation (BOE) are more numerous and their rights have been extended. When reference is made in this guide to people with disabilities, this refers to all these new beneficiaries. The concept of handicap therefore covers a multitude of situations, linked to the different types of handicaps and to the way in which the individual compensates for it personally. Therefore, for a disability of the same nature, the expressed needs may vary from person to person. Accessing and maintaining employment remains a challenge for many people with disabilities.

Successive legislative and regulatory changes as well as the commitment of the various players indicate the desire to improve the conditions of people with disabilities in terms of employment. The law "for the freedom to choose one's professional future" sets up specific rules applying to disabled workers in companies, about access to training and working conditions.

Each Training Center will have a disability referent and will receive additional assistance for each apprentice with a disability benefiting from the employment obligation. (L5213-6-1 CT). The long-term objective is to reach 6% of disabled apprentices in the CFA by relying on the new provisions of the Pénicaud law which implemented the overall flexibility of apprenticeship, The entry into apprenticeship throughout the year, the duration of the adaptable apprenticeship contract and the reinforced support with a modulation of the support of the apprenticeship contract by the OPCOs. Teleworking will be reinforced, and framed by the law (L1222-9 CT) which will oblige the employer to systematically justify its decision in the event of a refusal following the request of the disabled worker or a caregiver employee, the where applicable, the collective agreement or the charter drawn up by the employer governing teleworking must define the terms and conditions of access for disabled workers to a teleworking organization in order to promote their professional integration or their retention in employment. The Minister of Labor and the Secretary of State for People with Disabilities signed on July 12, 2018 with Unea, APF France handicap and Unapei the national commitment "Cap towards inclusive business 2018-2022" which plans to create 40,000 additional jobs in adapted enterprises (EA) by 2022. The Pénicaud law defines the legal framework for EAs with a view to bringing them closer to ordinary companies. It is launching two experiments aimed at facilitating the mobility of disabled workers to mainstream businesses.



### ***1.3 Identification of the Legislative framework problems (prejudices and barriers)***

But despite a few examples of people with autism with promising employment outcomes, many of them continue to experience challenges and difficulties in staying in employment. This is in part driven by role models. service that continue to focus on disability reduction, ignoring the strengths of people with autism, perpetuating low expectations and leading to poor employment outcomes. The difficulties encountered by people with autism in employment are directly linked to the characteristics of autism and are reflected as follows: difficulties in mastering the application process, difficulties in following a sequence of instructions or instructions, difficulties in communicating and interacting with colleagues, difficulties in integrating into the corporate culture, It is however likely that environmental factors, such as the attitudes and concerns of employers in the face of real or perceived obstacles to the employment of autistic workers, influence low employment participation rates. For example, housing costs, additional supervision needs, sick leave, heterogeneity of the workforce, and requirements for employee productivity. Another barrier for people with autism to gain access to employment is the traditional approach in the form of job advertisements and job interviews. These require social and communication skills that are difficult to access for people with autism, even though they are not always necessary in the targeted position. There are specialized services that support people with autism in the recruitment process, job interview, work arrangements and guidance in dealing with colleagues. Employment support services often overlook social support and on-the-job training needs (which are necessary for people with autism) and tend to address their needs in a consistent manner. Many employment service providers are not trained to fully meet the unique and diverse needs of people with autism in the workplace. They also do not understand their strengths, which would allow them to provide personalized support specific to their problems with a view to professional success.

The costs associated with providing professional supports to people with autism can also be a barrier for employment services. The category of people with autism is considered to be the most expensive in terms of employment support with a higher number of services, a need for diversified services and support services that are set up over longer periods of time and with poorer results compared to other types of disabilities.



## ***1.4 Implications for employers and young adults with ASD***

To improve the situation, it is imperative that companies perceive the potential of the great diversity of people with ASD, and do not lock them into a negative stereotype: that of a person not suited to the world of work. The first step is to rethink the design of performance sources and redesign the strategies and practices of human resources management. We must adopt an "ideology of valuation", to seek to see in each resource a potential for creating economic and social value, abandoning any a priori value judgment. The proponents of these business models do not see ASD as an illness or a disability, but rather as a potentially beneficial difference for the company. The most inspiring and successful vision is undoubtedly that of Spécialisterne, a Danish organization dedicated to helping employers and organizations understand and value the unique abilities of people with ASD. Its leader, Thorkil Sonne, likes to express it through the weed metaphor. According to him, when dandelions grow in a lawn, they are considered weeds. But if grown in the kitchen garden of a top chef, they can become the basis of a great springtime recipe. The same plant can therefore be considered as a weed or as a food endowed with many qualities: everything is a question of perspective. Likewise, the value of a human resource is not purely objective. It depends on its perception by the actors and, more broadly, by society. As Josef Schovanec, a researcher in philosophy and social sciences (and autistic himself), points out, measuring the professional skills of people with Asperger syndrome is complex because they "can be very strong in some aspects and extremely weak in others. others". For this reason, the recruiting process is crucial. If some entrepreneurs can detect value in human resources generally excluded from the world of work, it is because they have been able to develop innovative and adapted evaluation systems. Thanks to them, they bring to light invisible talents in traditional interviews, due to communication or socialization difficulties. For example, the company Spécialisterne has invented a selection process combining interviews and Lego Mindstorm workshops in order to reveal unconventional potential. -verbalizable by Asperger within the framework of traditional recruitment processes.

The "PASS P'AS" system, on the other hand, combines interviews, individual workshops and group work to acquire skills. The task is complex, as the professional exclusion of people with autism often leads them to lack self-confidence and to devalue their skills. Beyond the recruitment stage, companies must rethink their organization to best enhance the potential and qualities of employees with autism. It is a question of imagining the activities in which they would be most effective. There is in particular a strong growth in the employment of autists in the computer world where their great capacity of concentration, their cognitive skills, their attention to detail and their extreme reliability are real assets.

However, it is often essential to adapt the workstation to match individual characteristics. People with autism sometimes have a hypersensitivity to nuisances that other employees can tolerate, or even not notice (lighting, smells, noises, etc.). It is also necessary to support them in understanding social rules in the company. And conversely: it is also necessary to make future colleagues aware of certain atypical behaviours (difficulty in looking in the eyes, in understanding the non-verbal and the second degree, lack of attractions for social conventions accepted in the company such as coffee breaks, etc.). In the end, the arrangements are often simple. They nevertheless require that the company change its logic, no longer asking employees to adapt to the organization but by adapting the organization to these employees, to take advantage of their potential. While rethinking the organization makes it possible to develop effective business models, companies should not neglect legitimation strategies that make it possible to reinforce their relevance. As part of our work, we have also shown that IT consulting companies that recruit almost exclusively consultants with TSA also seek to act on the representations that have been made by the various stakeholders, in particular their clients, by mobilizing discursive strategies around the rhetoric of talent. They use a vocabulary referring to that of high potentials: "talents", "extraordinary abilities", "autism as an advantage".



## **2. Relevant studies on inclusion of people affected by ASD in the labour market**

A study was conducted by Malakoff Mederic (2015), presented on several points, after having drawn the portrait of an adult with ASD, man or woman, passionate about many subjects, with a multiple school and university course with a self-taught tendency., mostly without specialized support and unemployed, the study draws a first conclusion. A very large majority is part of a professional dynamic, these people have already had job interviews, have applied for offers. Among the profiles of people with ASD who answered the questionnaire, a veritable anthology of skills emerges, from the most serious to the most unexpected, both of which can coexist in the same person. on many employment-related subjects. In terms of occupational health, almost all are hypersensitive, particularly to noise, and a very large majority confirms that they are easily stressed. In terms of the daily operating mode of the company, there is almost unanimity around the rejection of job interviews (assimilated to stress, superficiality, the hopeless confrontation of the person with his inaptitude or his refusal to come forward, leading to total and traumatic failure). Almost all of them claim an individual office as opposed to the open space, relegate the telephone as a means of professional communication as soon as possible to the benefit of face-to-face or email and misunderstand what hierarchy is. Finally, it is important to underline the evolution of difficulties as much as the expression of skills. Failure to consider a specificity can thus cause a vicious circle worsening its effects and causing new difficulties to develop; conversely, integration and the possibility of expressing one's potential can lead to a virtuous circle that reinforces skills and attenuates disabling specificities. The conclusion is drawn from the French projects observed throughout the study, they are isolated.



To date there is almost no coordination between the different protagonists of inclusion in employment, and even very little knowledge of what is done elsewhere - knowing that the word "elsewhere" can designate the distant city of a few tens of kilometres. By extension, one can note that the international coordination or the exchange of good practices beyond the borders are nowadays, hui, although in development, still extremely limited. In addition, the problem of the ignorance of the institutional actors, as well as the lack of financial means of the associative sector comes back like a refrain throughout the interviews. on support points that would seem essential: coaching people with autism, raising awareness of disability among the professional entourage, the presence of a referent (job coach, tutor ...), adapting the job interview and possibly assignments not in their complexity but in terms of diversity as well as that of the working environment in the broad sense (scheduling, tconsideringof hypersensitivities ...) With regard to the projects observed abroad, the sensory aspects are essential to take into account for the success and the sustainability of an inclusion in employment; notions that the French employers, interviewed, do not yet systematically take into consideration Abroad, the projects which have proved their worth and are duplicated, mainly Specialisterne and Passwerk, require a significant basic investment and have methods of implementation Finally, where abroad, support is provided over a period of one to five months, in France, the measures are spread over more than six months or even a year, some even mentioning follow-up to These models are then more expensive and certainly to be favoured for populations with more severe disorders since they do not achieve the complete empowerment of the target audience and do not allow a substantial increase in the number of people supported. It is interesting to note that the common law financing systems observed in Belgium or England, for example, are subject to an obligation of result, whereas in France the financing is linked to an obligation of means.

### 3. Identification of good practices at National and European level on professional inclusion of people affected by ASD

<b>Title of the good practice</b>	<b>"JOB COACH"</b>
<b>Country</b>	France
<b>Level</b>	<input type="checkbox"/> Local <input checked="" type="checkbox"/> National <input type="checkbox"/> European <input type="checkbox"/> International
<b>Responsible organization</b>	<p>Messidor is an association of managers of sheltered and adapted work establishments, created in 1975 by Vincent Verry.</p> <p>It supports people with mental disabilities in resuming their professional activity by building with them an individualized path of integration through work.</p>
<b>Year/Duration</b>	NA
<b>Website of the practice</b>	<a href="http://www.jobcoaching-ara.fr/le-job-coaching/">http://www.jobcoaching-ara.fr/le-job-coaching/</a>
<b>Description of the good practice</b>	<p>Job coaching is an innovative device that facilitates the professional reintegration of people with mental disabilities.</p> <p>It is based on the IPS model, a particularly effective "integration into employment and individualized support" program that has established itself as a benchmark model for the field of mental health.</p> <p>It is defined by seven principles which condition its effectiveness:</p> <ul style="list-style-type: none"> <li>What is targeted is obtaining a job in an ordinary environment</li> <li>The principle of "zero exclusion" means the absence of selection</li> <li>The job search is quick</li> <li>Support is individualized, with particular attention paid to the person's professional preferences and interests</li> <li>The employment support team is integrated or at least closely coordinated with the healthcare team</li> <li>The support is continuous, adapted to the needs, and without limit in duration</li> <li>Advice on social benefits is provided to participants.</li> </ul>

<b>Target group(s)</b>	Disabled people including ASD
<b>Impact</b>	<p>Help searching for an employment</p> <p>Help to promote better inclusion into the enterprise</p> <p>Support during the employment period</p>
<b>Conclusions</b>	<p>Messidor's objectives:</p> <ul style="list-style-type: none"> <li>• social, by helping people to find a real place in society through paid employment and appropriate training,</li> <li>• economical, by helping enterprise finding relevant recruit even by employing youngsters with ASD</li> </ul>



<b>Title of the good practice</b>	<b>Autism friendly academy</b>
<b>Country</b>	France
<b>Level</b>	<input type="checkbox"/> Local <input checked="" type="checkbox"/> National <input type="checkbox"/> European <input type="checkbox"/> International
<b>Responsible organization</b>	<p>Association « Sur les bancs de l'école » is a non-profit association of general interest under the 1901 Law, supporting families of children with autism and more generally Autism Spectrum Disorders (ASD).</p> <p>Originally, a couple of parents with siblings of four children, the three eldest of whom are autistic, and a psychologist, specializing in the psycho-educational care of children with ASD and their education in mainstream settings with private support.</p>
<b>Year/Duration</b>	27hours per week, during one school year
<b>Website of the practice</b>	<p><a href="https://surlesbancs.wp2.siteo.com/wp-content/uploads/Presentation-Autism-Friendly-Academie-8-pages-2020-2021.pdf">https://surlesbancs.wp2.siteo.com/wp-content/uploads/Presentation-Autism-Friendly-Academie-8-pages-2020-2021.pdf</a></p> <p><a href="http://surlesbancsdelecole.org/nos-missions/#autism-friendly-academie">http://surlesbancsdelecole.org/nos-missions/#autism-friendly-academie</a></p>
<b>Description of the good practice</b>	<p>Autism Friendly Academy is a place of care for young people with autism aged 12 to 20 years old, breaking with the school system because of their inability to integrate a traditional training, which gives them access to:</p> <ul style="list-style-type: none"> <li>• fundamental learning: acquisition of fundamental skills in a adapted framework and in small groups with an individualized, differentiated and innovative allowing to work on a common project while adapting to the level of each student in each subject,</li> <li>• pre-vocational training in line with each individual profile, taking take into account the characteristics of ASD (Autism Spectrum Disorders) and the professions in tension: proposal of three training courses to discover trades (cooking / pastry making, computer code / programming, photography / audio-visual), supplemented by drawing / graphic arts and sports workshops,</li> <li>• sustained social and professional skills workshops, to develop social and professional skills of these young people so that they acquire an appropriate behaviour in these contexts,</li> <li>• an approach of opening to the world through experimentation: access to culture, to art, sport, science, history / geography, civic life,</li> <li>• innovative educational content offering a preponderant place to tools multimedia and new technologies, at the service of creativity</li> </ul>

<b>Target group(s)</b>	Children and young adults with ASD
<b>Impact</b>	Academic support, artistic practice, IT, pre-professional workshops, educational and cultural outings, sport.
<b>Conclusions</b>	A differentiated pedagogy, rediscovers the pleasure of learning, experiences the learning in a very concrete way and has the project of determining to build in collaboration with the team of the Academy and his family a professional training project truly in connection with his appetites and potentialities.

<b>Title of the good practice</b>	<b>ONISEP</b>
<b>Country</b>	France, Paris
<b>Level</b>	<input checked="" type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> European <input type="checkbox"/> International
<b>Responsible organization</b>	Onisep created within the framework of the regional integration plan for disabled workers (PRITH) of Ile-de-France, supported by the Convention regional "Assets for all"
<b>Year/Duration</b>	NA
<b>Website of the practice</b>	<a href="https://www.onisep.fr/Pres-de-chez-vous/Ile-de-France/Creteil-Paris-Versailles/Handicap/La-convention-Atouts-pour-tous-en-Ile-de-France/Plaquettes-formation-et-insertion-professionnelles-pour-les-jeunes-en-situation-de-handicap">https://www.onisep.fr/Pres-de-chez-vous/Ile-de-France/Creteil-Paris-Versailles/Handicap/La-convention-Atouts-pour-tous-en-Ile-de-France/Plaquettes-formation-et-insertion-professionnelles-pour-les-jeunes-en-situation-de-handicap</a>
<b>Description of the good practice</b>	<p>VOCATIONAL INSERTION OF YOUTH WITH DISABILITIES</p> <p>Eight departmental information materials were designed by Onisep, in close collaboration with the academies of Paris, Créteil and Versailles as well as the Regional Health Agency and the Regional Directorate for Business, Competition, Consumption, work and employment (DIRECCTE) Ile-de-France. They identify in each Ile-de-France department the possibilities for training and qualification at bac and infra-bac level offered to young people with disabilities.</p> <p>These brochures also present the existing systems in each academy as well as the disability missions of the companies signing the agreement. The objective is above all to provide prescribers with information that can help better integrate these young people into the job market.</p> <p>The "Young people with disabilities: vocational training and integration" collection is part of the actions supported by the "Atouts pour tous Convention" for the professional integration of young people with disabilities.</p>
<b>Target group(s)</b>	Youth with disabilities
<b>Impact</b>	Vocational training and integration
<b>Conclusions</b>	Onisep publishes a collection of information sheets, which identify in each Ile-de-France department the possibilities for training and qualification at the baccalaureate and infra-baccalaureate level offered to young people with disabilities.



## 4. Field research – Interviews' evaluation

Before starting to spread the questionnaire all over our network in France, a short but necessary presentation of the project and more specifically the project target group has been done.

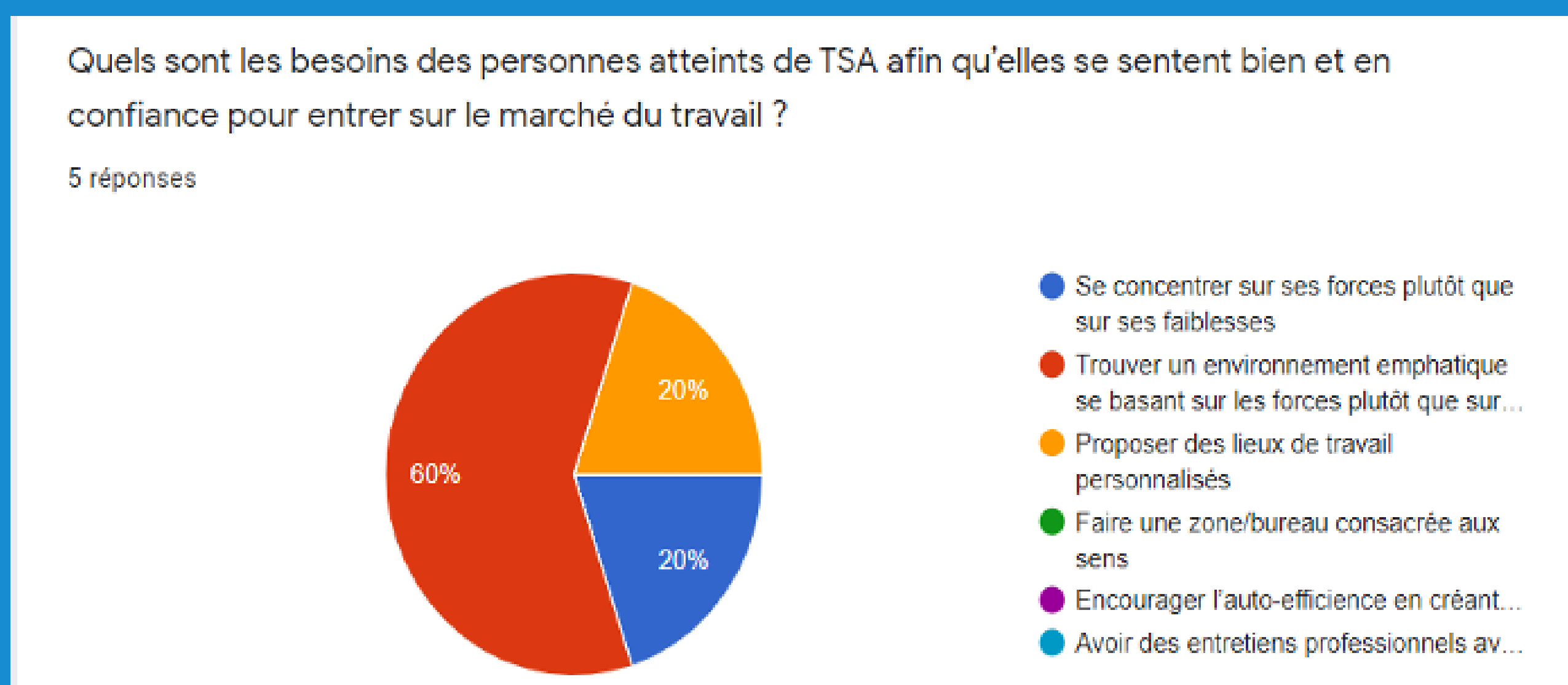
Indeed, when presenting the project aims and challenges, it appears very quickly that not all people with ASD can enter the "classic" labour market. The high functioning category is the target group we have decided to discuss and think about when gathering the skills and competences to be developed by the final beneficiaries when entering the labour market.

The questionnaire was analysed by thinking about both the enterprises through the managers and the HR service, and the ASD people and the competences to be developed to ensure the match between these two parties.

Specialists as psychologist, teachers, trainers working with people with ASD and mental health workers answered the questionnaire. Almost all of them ask to remain anonymous.

5 persons answered an online questionnaire in French (google form) in March and April. The answers were translated and analysed afterwards.

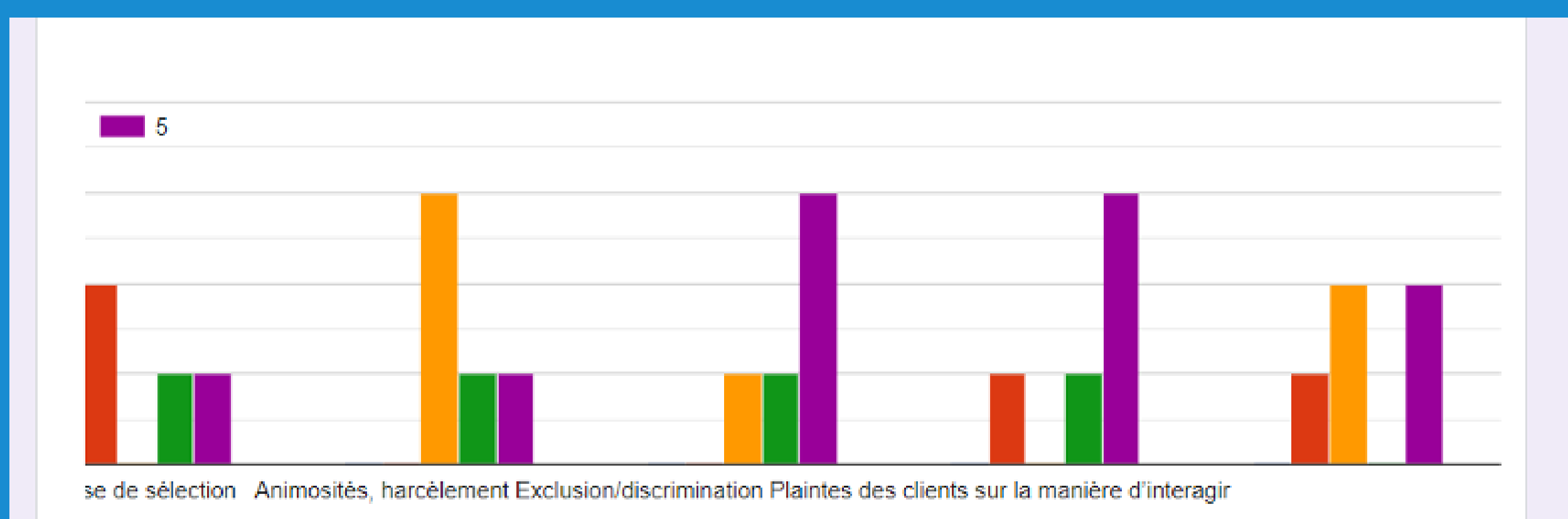
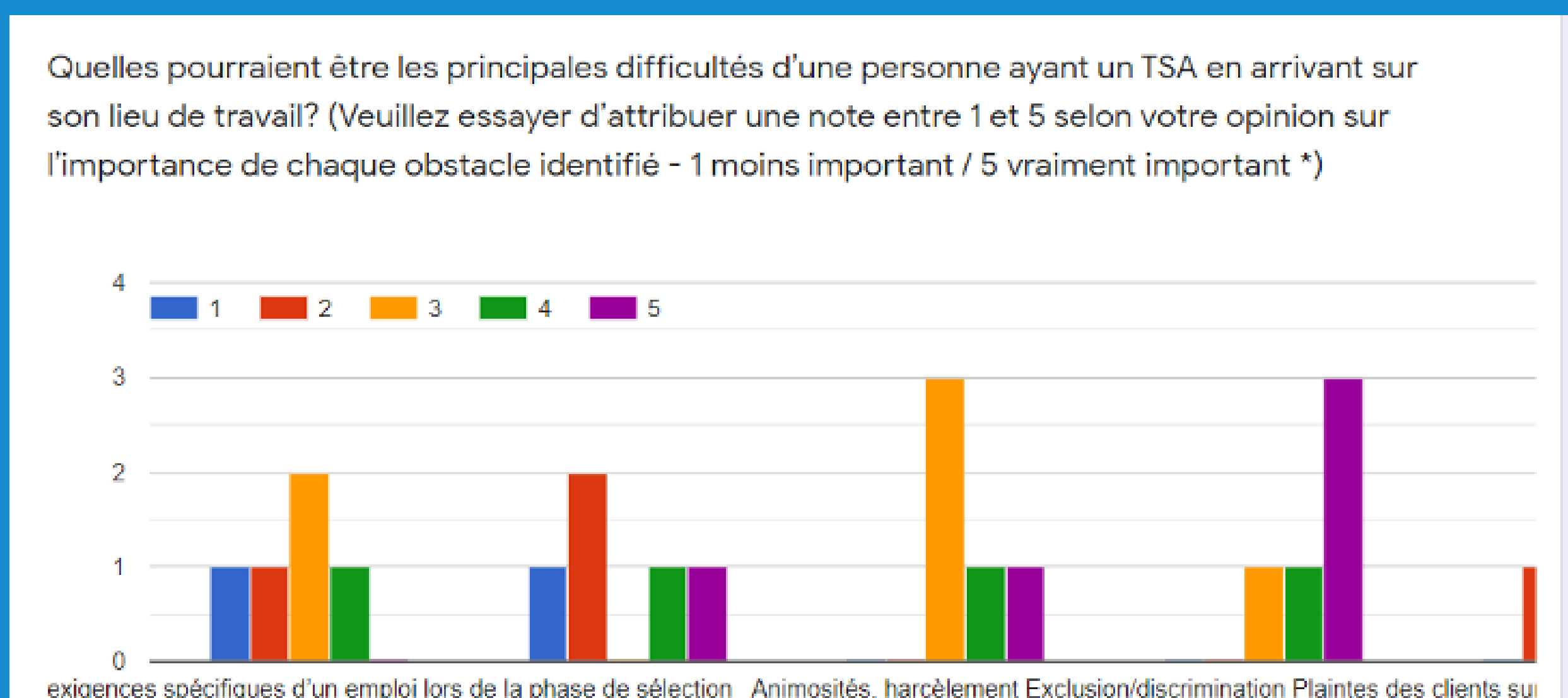
The first question, ask about the needs for the persons with ASD to feel good and confident when entering the labour market?



60% of the interrogated person answered that they should find an empathic environment within their workplace.

20% answered: focusing on strengths instead of weaknesses and 20% answered : providing tailored workplaces.

The second question ask about which would be the principal difficulties for a person suffering from ASD when entering a workplace.



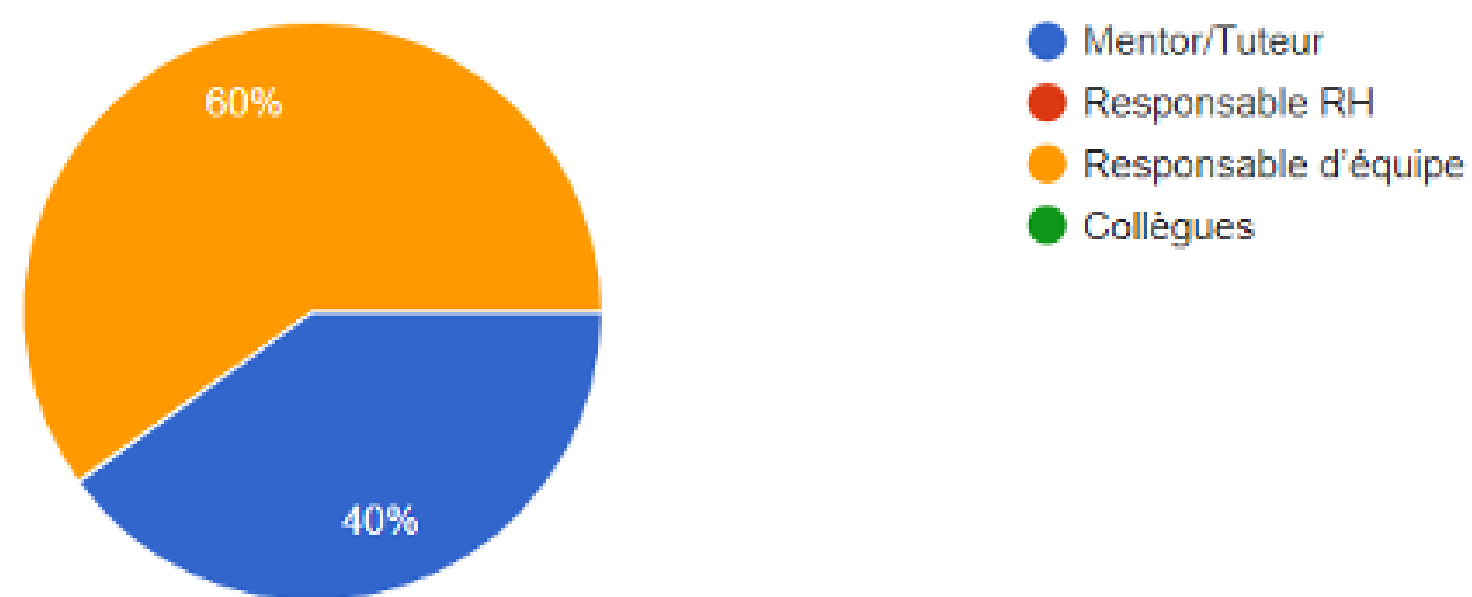
According to the interrogated person, the most important difficulties would be :

- Animosities, mobbing, bullying
- Difficulties in teamwork
- Misunderstanding in social communication
- Prejudice
- Difficulty in the adaptation to the new job routines: mismatch between personal and work rhythm

The third question focused its attention on who would be the privileged interlocutors to meet once the job has been obtained?

Qui sont les interlocuteurs privilégiés à rencontrer une fois que le poste est obtenu ?

5 réponses



For this question, almost everyone agreed with each other with two most important kind of interlocutors: HR responsible and team manager.

The fourth question was an open question regarding in which way could ASD be a challenge in the labour market? How can we adapt this in order to change things?

The answers were as follow:

*"This can present a difficulty because some of the prerogatives are the adaptability of the employee, flexibility, a sometimes noisy, unstable environment or the social bond comes to mingle with the daily work.*

*To adapt, it would be interesting to create calmer spaces, where sensitivities at the sensory level would not be a problem, or calm and where emotional peculiarities would be evoked and therefore prevented.*

*It is possible to adapt by identifying companies ready to make the effort and by considering the capacity of individuals with ASD to also adapt to a new environment.*

*Difficulties in its relations with partners. We can explain / present any difficulties to future colleagues, promote empathy and allow the necessary adaptation time for adaptation to the workstation.*

*A suitable environment must be ensured for that person to feel good, safe and in a setting that reassures*

*If the person has anxieties that cannot contain them, this can represent a difficulty"*



The fifth question is more positive and ask in which way ASD might be a chance in the labour market?

The most common answered are as follow:

*“If we stick to a person in the so-called high-level autism spectrum, where intelligence is not altered, then the strengths are often in the ability to see the detail, to the imposed requirement by themselves often making them shiny and meticulous. Two strong points that are often absent because social concerns take over in certain positions.*

*Their ability to focus on things that are essential to them makes people with ASD brilliant in the areas that interest them.*

*By his sometimes-different way of seeing / analysing things. By openness and tolerance within a team.*

*The case of high-level autists is often intelligence and superior analytical capacity in new areas.*

*The ability to focus on a specific point can make the outcome very positive”*

The sixth question wonder about how tutors/mentors can prepare the staff to the arrival of a person with ASD?

The most common answered are as follow:

*« Consider emotional peculiarities: a person with autism is generally very frank and very persistent. His sense of detail is very sharp, and his thinking is hyper logical. This data must be well integrated to evolve in a harmonious working environment. Anticipation: no surprise if your colleague asks to see the meeting room, the place of a reception before D-Day; knowing where to go will reassure him and he can take his bearings. Inclusion: Get your colleague involved by taking all these tips into account. This feeling of being left out is often felt by people with autism.*

*By presenting the difference as an essential added value to the team without stigmatizing what ASD is and without putting all the disorders in a handicapped box without looking for the human*

*By presenting the characteristics of ASD, by raising awareness among staff by presenting the person's journey*

*By preparing the teams*

*By preparing the team and the environment”*

The seventh question ask about What are the most suitable environment features? What accommodations and/or information are needed before employing a person with ASD?

For this question again, the most common answers are as follow:

*“Calm and serene environment. It also depends on the individual and their needs. It is important to keep an open mind and adapt to the needs of the person. The individual with ASD will also have to adapt on his own. The difficulty is to find a balance*

*Inform partners, flexibility in the organization (test, change if necessary)*

*A stable, non-noisy, calm environment where the instructions are clear and where everything is explained in unambiguous classical terms.*

*The way of functioning of an autistic person is very often simpler than a traditional person. Communication and the social vector being very often weak points, it is necessary to adapt to this particularity*

*It doesn't have to be stressful as it disrupts the concentration of people with ASD. Working in peace is essential for your colleague. Don't be surprised to find him sitting at his desk with earbuds on; people with autism usually have sensory hypersensitivity”*

The eighth question tries to find out the necessary skills/competences a person with ASD should have or should work on in order to enter/feel confident in the labour market.

Most of the answers are in the table below.

Quelles sont les compétences/aptitudes nécessaires qu'une personne ayant un TSA devrait posséder ou sur lesquelles elle devrait travailler afin d'entrer/d'être à l'aise sur le marché du travail?

5 réponses



The ninth question ask how we can we promote the added value for an organization to hire someone affected by ASD in their working environment (e.g., building trust and developing a working relationship, bringing another vision of the work environment, etc.)?

The most common answers are as follow:

*"People with autism spectrum disorders are found in all sectors of the economy and in all types of jobs. Even people with ASD are specifically sought after by certain employers within their companies. An IT entrepreneur in Denmark has founded a company, which only hires people with ASD. The employees are very productive and efficient, provided they are provided with a calm working environment, that their routine is respected and that they are provided with instructions. clear.*

*For the same reasons as previously explained, a person with ASD who has an appetite for the profession for which he is hired can be extremely brilliant and meticulous in his work and therefore bring added value to the company.*

*Identify a "tutor" who will be the "interface" between a TSA and other staff, if necessary, and a reference point for the TSA*

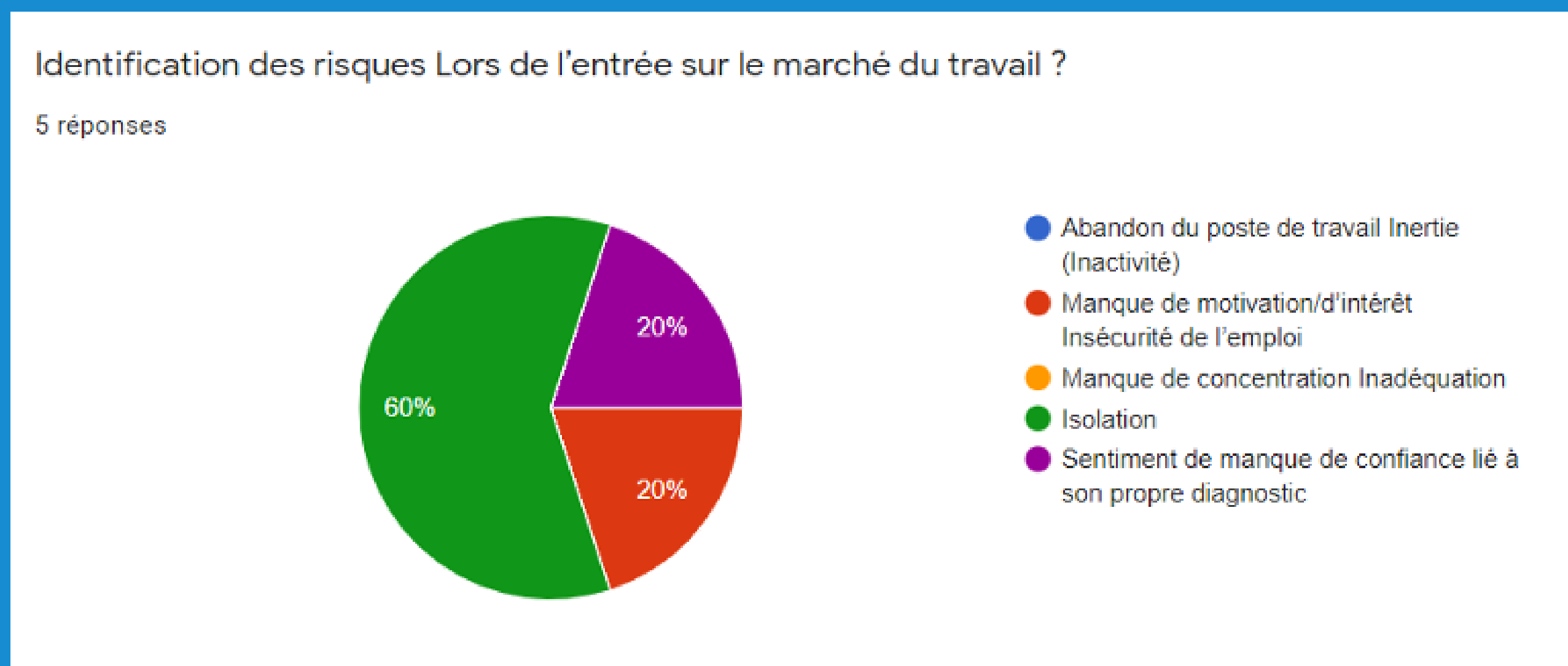
*By showing examples of people with ASD in the workforce and presenting the most popular and why.*



There are many examples of this

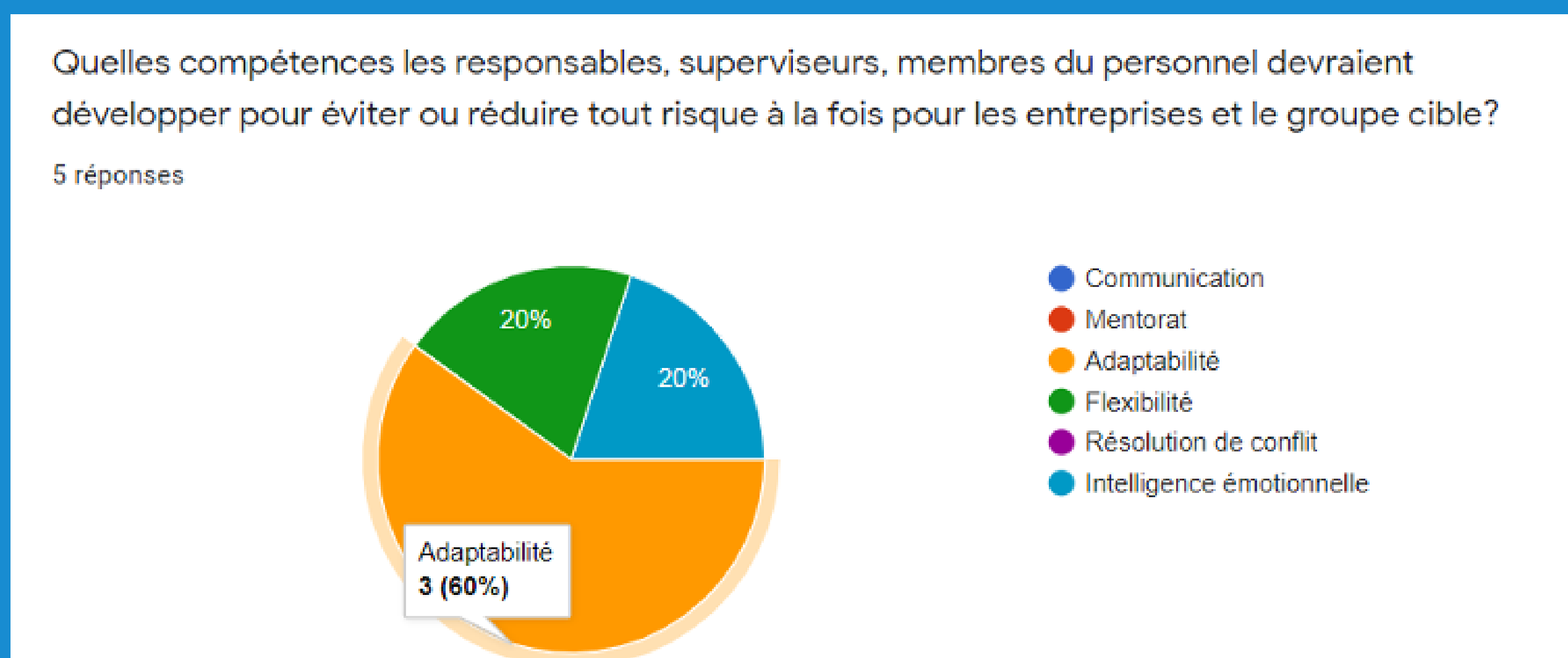
*If people with autism Asperger have higher than average intellectual capacities, managing them or working in collaboration with them, requires some adaptation. And that will make all the difference. Awareness is also very important to properly integrate these operating features.”*

The distributed question 10 ask about the risk when entering the labor market.



The most common risk is the isolation according to the interrogated specialist in France with 60% of the answers.

And finally, the question 11 ask about which skills managers, supervisors, staff should develop to avoid or reduce any kind of risk for both enterprises and target group?



According to the interrogated person, the most suitable skills for the most manager to have been the adaptability to the situation.

<b>Knowledge</b>	<b>Skills</b>	<b>Competences (Autonomy and Responsibility)</b>
Understanding Communication Analytical Flexibility	Problem solving Adaptability Motivation Open minded	Behaviour competency statements Independence and aptitude statement General autism competency statement /

## 5. Conclusions and future remarks

It is very important here to note that some people with ASD have extraordinary intellectual capacities but not all of them have experience it the same way. When bad situation or event happen in public, these are, in fact, symptoms to be dealt with. The specificities of Asperger's autistic people are generally:

- difficulty in socializing,
- difficulty in communicating,
- neuro-sensory damage.

Those particularity can hide very high level of competences that are very sought after in the labour market. Keeping that in mind and working the enterprises into this, would help the labour market in general to be more open minded to the idea of recruiting people with specific needs. If the workplace is adapted then with a good commitment from both parties, having a person with ASD working in an enterprise could become then an added value.



## 6.References

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