



Work-AUT: Leveraging WBL to foster professional inclusion of people affected by Autism Spectrum Disorder

IO2 – WBL pathways guidelines IO2/A2: Development of guidelines for WBL pathways

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Summary

This focuses on training in the workplace, especially with regard to people with ASD. When taking into consideration the target group individualisation is key. That means, it is difficult to establish in the next few pages of this document a “guidelines for all”. The target group is heterogenous and the main educational needs should be taken into consideration from the side of the employer and the future employer. The following guidelines will introduce various forms of WBL and what individualisation concepts should be reflected on. Formal and informal training adapted for people with ASD requires some insight into what one can be observant of in a learning process for many of those who have ASD; we have gathered some important experiences here, both through interviews, conversations and literature. The report does not aim to provide a full overview, but rather to draw a landscape that clarifies the situation around training in the workplace for people with ASD.

Guidelines and Work-Based Learning Options

These Guidelines address the accommodations employers, labour offices and career counsellors should take into consideration when it comes to Work Based Learning (WBL) activities for people who are on the spectrum. The WBL can take place in various forms, i.e. Career exploration, job-shadowing, work sampling, internships, service learning, mentoring, apprenticeships and paid employment. These memorable training moments may be part of the general education, vocational education, higher education tract, as well as part of finding a suitable place of employment.

The areas of WBL explored include the following:

- Career exploration – learning about various type of jobs and the skills needed to perform them. Eventually, one will meet with employers and persons working in specific occupations to gain more insight about the project. This may go on to include a brief exposure to a specific kind of work environment or job type.
- Job shadowing – lengthier bout of time, often a full workday or several workdays, spent in a workplace accompanying an employee performing daily duties. This methodology introduces workplace circumstances and provides them with initial knowledge about work and careers.
- Work sampling - learning aspects of potential job tasks and the “soft skills” required in the workplace. Helpful to discover work preferences and interests and identify accommodation needs.



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- Internships - formal agreements whereby one is assigned specific tasks in a workplace over a predetermined period of time. Internships may be paid or unpaid, depending on the nature of the agreement with the company and the nature of the task
- Service learning - hands-on volunteer service to the community that integrates with course objectives. It is a structured process that provides time for reflection on the service experience and demonstration of the skills and knowledge required.
- Mentoring - Provides valuable support to young people, especially those with disabilities, by offering not only academic and career guidance, but also effective role models for leadership, interpersonal and problem-solving skills.
- Apprenticeships - Formal, sanctioned work experiences of extended duration. Learn specific occupational skills related to a standardized trade, such as carpentry, plumbing, or drafting. Many apprenticeships also include paid work components
- Paid employment - May include existing standard jobs in a company or customized work assignments negotiated with an employer, but these jobs always feature a wage paid directly to the worker. Such work may be scheduled during or after the school days. It may be integral to a course of study or simply a separate adjunctive experience

WBL and School Leaving Strategies

As you have read, WBL can be applied across a variety of settings with individuals and especially those who are on the spectrum. It is vital to inform the person and employer or trainer in taking part of the this training about the transition process and to raise awareness of the needs of the person with ASD: The transition process, which may also include assessment, is a pillar to the success for a job. It is recommended that WBL pathways be built on:

- Learning approaches based on problem solving strategies, with the assignment of concrete tasks, under a structured environment and a tutor supervision.
- Working hours should be adequate to the student's ability to sustain the working pace and to adapt to the new environment and people.
- Evaluation criteria should assess the student ability to reach the defined learning outcomes (basic, professionals and transversal skills).

The entire school leaving process should begin with a “potential analysis” in order to define the most suitable WBL path. This is followed by orientation to make the student aware about his/her own strengths. Then a “workplace analysis” in order to find the best working suite for the student. There is the professional project where the skills expected are clearly defined the learner is acquainted with



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the working environment before beginning the working experience. Then there is an evaluation to assess educational objectives reached that is conducted by the company mentor and school together. It is recommended to elaborate a monitoring plan in order to identify and analyse any critical situation that arose during the WBL path.

WBL methods and forms supporting efficient learning and employability, especially for people with ASD

Across the partner countries, there was a common theme on strategies to help people with ASD prosper in employability and learning. Quite often, they struggle with organizing and carrying out complex actions with some coherence. They include the following:

- *task analysis*, that is breaking down the activity into all its phases, thus determining more under objectives. Task analysis is fundamental to make people with ASD independent in carrying out daily work activities;
- *video modelling* of the single business process is a valid instrument that lets people internalize complex tasks;
- *daily agenda*, where exact indication of start and end hours of each activity, including breaks, is reported. The daily agenda is a tool that helps people with ASD to manage anxiety by introducing rituals and procedures.

To further support effective and efficient WBL, it is not only important to have a coach or mentor for the ASD person available for the individual to build a trustworthy relationship, but a few there are individual structural characteristics, which should be considered. They include the following:

- the use of clear and unambiguous language by the work supervisors
- precise instructions with exact description of individual tasks, eventually with visual or written aids.
- precise description of the required result and the timeframe available.
- low-stimulus and constant working environment
- timely notification of upcoming changes
- clear regulation of the break times and creation of retreat possibilities. (Dalferth & Seng, 2013)

Some learners like to know the goal and find their own path; others prefer specific courses with short modules. It all depends on what to learn and how. The following two examples were provided in the national research summary of the Norwegian partner and present two ways of meeting the needs of people with ASD.



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The organization Kunnskapstrening IT, many of the learners are both producing and learning at the same time. The ASD learners are often learners with high autonomy, if they are motivated and see meaning in what they do. It can be a personal meaning or a community-workplace related meaning. They are often able to work from home; this gives them a familiar working and learning environment.

Langangskolen in Denmark developed a model especially for this group it is called “Visualization and Structure”. It highlights the need for individualized adaptation by finding a structure and definition of skill level as crucial, small steps, goals are essential, and the learners’ skills and needs to be heard. The speed must be adapted and individualized. In a learning and work process the already enhanced skills must be in balance with new challenges. The learning is recommended as a dynamic process, where the learner's potential will be followed. Some basic points as planning a learning path for this group include defining formal and non-formal learning goals, being aware of the person's specific learning style, and focusing on the person's strength and use motivations and interests as a core. The methodology focuses on visualization of the learning/work process, which makes it easier to understand a plan or learning path.

Another one big barrier ASD employees have in addition to the above mention is the hypersensitivity to stimuli. It is vital for employers to take environmental factors into mind in order to provide a barrier-free working atmosphere. This includes things such as lighting, smells, organization and function of office equipment, quiet working station (or individual office) or noise cancelling headphones, etc. In some situations, specific job tasks may be overwhelming in so that the ASD employee get wrapped up into details. Workload should be monitored and adapted to ensure a timeliness of work deliveries. (Bader, et al., 2018)

The recommendations from the *Menschen mit Autismus im Arbeitsleben* (Bader, et al., 2018) includes a checklist of recommended actions and noticeable differences, as well as further discuss what the action mean when it comes to barriers met by people ASD when introducing WBL at a company. The overview was further subdivided into sections: contact and understanding, activities and need for structure, and lastly peculiarities. The list can provide supervisors and colleagues with appropriate methods to improve the working atmosphere. Some of the following barriers are summarized in the following chart:

Characteristic	Recommended course of action
Difficulty to assess expectations	Formulate and discuss expectations and discuss them. Clearly formulate work tasks
Difficulty with small talk as well as other intercompany occasions	Push, but don't force it Select topics especially interesting to the person
Difficulty with phone calls	Clarify preferred communication channels



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Monologue	Clearly end conversations Clearly identify the time to talk
Statements are taken literally	Communicate clear and select words carefully
Take a long time to answer questions	Allow enough time for the employee to respond to questions
Rituals and routines are necessary	Set clear structures that provide security Add structure into the daily routine Structure the daily tasks Add structure to conversations Organise and maintain structure in the individual working stations

Planning of the WBL and time for this might take more resources related to the Asperger Spectrum learner. Good individualized planning and dialogue is crucial, this might be an investment for a company and challenging in terms of resources. The time aspect, giving time, and reducing stress is crucial.

Educational needs, support, supervision needed, especially for people with ASD

The educational needs and support needs to be a continuous and dynamic process, oriented to the individual needs. The mentor support is important to provide security and ease the relationship with the new environment. They are essential in any internship in order to provide certainties and unchanged environments for the ASD colleague. They will not only be a liaison between the ASD person and the company, but also establish new rituals and habits.

Apart from WBL, an important goal is the sharing of workplace social rules e.g. basic communication rules; shared behavioural rules; feelings, gestures and facial expressions; ability to show empathy; conflict resolution; and collaborative methods of working.

According to the handouts made available by the ABC project¹, funded by the European Union, the following aspects should be assessed by mentors or job coaches while liaising between the employer and the ASD person in order to provide support they need:

- Telephone: uncertainty of phone calls can make ASD persons anxious, therefore during fixed working times; they should refrain from answering the phone and communicate rather via email.
- Breaks: random breaks can be uncomfortable especially when with other people. If the breaks are precise and follow consistent routine or pattern, this can help. Employers should try to phrase the breaks “from ... to ...”

¹ https://autismus-oberlinhaus.de/fileadmin/statics/bbw-oberlinhaus.de/pdfs/allgemein/2013_ABC_Broschuere_16_04_print.pdf



- Stimuli: It is not easy to block out uncomfortable sounds, smells, colours, loudness, movement and so on, therefore a quiet workplace is most suitable.
- Multitasking: This is not always a strong point; therefore, it is important for the tasks to be listed in written form on paper in order to go through the various steps.
- Set priorities: Need structure instructions so that they know which tasks are given a priority and which tasks can be carried out at a later point.
- Mimics: ASD persons may display verbal or motor gestures, which are especially helpful in stressful situations. These actions have to establish inner balance and reduce stress and should be accepted or just ignored.
- Communication: Since social interactions and everyday communication can be challenging some communication aids can help:
 - Ask short closed questions.
 - Ask about interests.
 - When joking, make sure it is clear that it is a joke.
 - Use short concise questions.
 - Use clear indicators rather than signal words.
 - Interrupt them when it is time to change or end a topic.
 - Important tasks should be written down.
 - Avoid using idiomatic or ironic marks.

With taking into consideration the additional needs the ASD person will profit with the comfortable working environment and the employer with the productivity and loyalty of the employee. (Dalferth & Seng, 2013)

Overall, the support, supervision and educational needs depend on the individual learner. For this specific group the individual adapted learning process might be of higher importance than for others. Dialogue in support must be adapted to the learner, as mentioned earlier in the report Kunnskapstrening IT experience that many learners prefer written dialogue, it gives less sensorial disturbances as one need to concentrate on the theme. Avoid learning in larger groups, even online, might take all energy away from the learning content. The autonomy of the learner varies from learner to learner, but also through the individual learning path. The mentor in a workplace should be aware of the learners' autonomy. Supervision must be adapted to these needs, too much might be a disturbance and too little will result in lack of focus. The time aspect is crucial for this group, to give time and reduce stress.



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How to find a suitable regular job

School plays an important role in the transition phase of people with ASD. During the school students with ASD are evaluated the attitudes of students with autism becomes fundamental to orient their abilities and competences to the right occupational and work activities. Teacher, social and health professionals may use different assessment tools, for example the so-called TTAP assessment scale (Teach Transition Assessment Profile) in Italy, or the NAV Arbeidsrådgivning - subjective mapping in relation to studies and work (IVAS, ASWI / ASIAS). This includes the IVAS - Information and communication tool adapted for people with Asperger's syndrome, ASWI - Asperger workplace interview, ASIAS - Asperger's in studies and work in Norway which is also used during the training phase. The main purpose of these tools is to obtain information about the person's own assessments of conditions that are important for mastering school or working day. In order to ensure success students' progressions need to be duly tracked in order to let them become aware about the individual strengths and provide concrete instruments to ease their integration into the labour market.

Across the partner countries, there is a similar theme on transition to the labour market. The following services help in placing the ASD students:

- **Consultancy and training for businesses and employers** relating to the hiring of people with autism;
- **Competencies assessment and training needs identification.** In this phase the person, his/her family, the reference figures in the school and extra-curricular environment should be interviewed, in order to detect behavioural aspects, professional skills, potentialities that may affect the working path;
- **Definition of a tailored professional qualification project:** consists of a series of job placement supporting measures, and tools to assess the results achieved;
- **Work preparation program and social and professional skills training**
- **Parent training:** a consultancy, training and support service for families
- **Orientation and targeted professional placement:** the service consists in the identification, activation and adaptation of suitable workstations calibrated to the individual needs of each person with ASD; a trial placement can happen both within the company by the workstation adaptation and within protected laboratories managed by a social enterprise;
- **Job placement:** depending on the individual features and the levels of competence achieved, three paths are possible:
 - *Direct placement into the company without adapting the workstation:* direct introduction into the labour market preceded by appropriate training and initial



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coaching; this is the case of high functioning autism, which generally show high skills in specific fields; actually, experience shows that, in any case, the person with autism requires a significant adaptation of the workplace also in order to prevent failure;

- *Placement with adaptation of the workstation* (Assisted work): supported employment where workstation is adequately adapted to the individual features; a strong job coaching is provided both by the company tutor (who must be trained) and by the job inclusion professional with guided acquisition of the necessary work skills and autonomy; in any case, the placement needs constant supervision;
- *Placement in a protected laboratory within social enterprises*: this option is adopted for people with ASD with specific social and professional skills but not compatible with the ordinary labour market. People are involved in activities with a high degree of professional accompaniment, inside a social enterprise. The laboratory / sheltered work can also be configured as a learning and transition environment, especially for high or medium functioning forms of autism.
- vocational training areas in workshops for people with special needs (WfbM) and facilities for young people (WfbM) and facilities of the youth welfare services or vocational training centres and similar facilities for people who need special support.
- **Placement accompaniment community network**: definition and establishment of a local actors network (Employment Centre, Rehabilitation Centre, companies, employers' associations, etc.) and agencies.
- Vocational training in special company establishments
- The Entry Qualification (Einstiegsqualifizierung - EQ)² - an internship that is subject to social insurance contributions. It is intended to prepare teenagers and young adults who have already decided on a specific occupation for training. In the company, they are introduced to the relevant training content and can demonstrate their skills. Good for companies to get to know young people on a day-to-day basis in the company and introduce them specifically to the content of the training.

In Italy and in Bulgaria these kinds of services are rarely adequately provided in Italy. There is a need for specialized job placement operators for people with autism, equipping them with specific tools. In Germany, there is a higher tendency for young people with special learning needs to attend a specialty schools. About half of all young people with special needs attend such schooling, which is much higher

² [Betriebliche Einstiegsqualifizierung - Bundesagentur für Arbeit \(arbeitsagentur.de\)](https://www.arbeitsagentur.de)



than other countries like the USA or Italy (Menze, Sandner, 2021). The year prior to leaving school students receive help from the Federal Labour Office's Rehabilitation. After leaving the school the students have different options. In principle, all young people have access to regular training programs (Ausbildung) under the Vocational Training Act (BBiG) training programs. These include:

- 3-year and 3.5-year training occupations, respectively, as well as
- less extensive training programs with a duration of only two years (e.g. salesperson)
- if they are unable to complete such an apprenticeship, they can also enrol in a specially developed training for people with disabilities in a so-called "specialist trainee occupation" (Zöllner/Srbeny/Jörgens 2017)

Transitional measures for young people who cannot find a training place are the responsibility of the state governments. These include, for example:

- vocational preparation years (BVJ) and
- basic vocational training years (BGJ).

Some of the above do not lead to recognized vocational qualifications, but aim to improve training opportunities, by offering the opportunity to make up for missing school-leaving qualifications.

In Norway, different courses and follow-ups come from primary health care and specialist health care, vary greatly from municipality to municipality and county to county. A2G one of the largest work and inclusion companies and they offer a number of work-oriented services within all industries and work areas. They have developed a mastery and competence-building course for people with autism. It provides training in topics such as, working life knowledge, communication, social skills and stress management and helps people with autism to be able to master the demands of working life.

In the partner country, there are also laws on people with disabilities, which introduces the quota principle governing the obligation of employers to provide a certain percentage of people with permanent disabilities to be employed. However, the actual application of the clauses and provisions of such documents is often accompanied by many difficulties, as indicated in the Bulgarian report. For example with the quota principle the state is trying to encourage companies to do that by providing certain incentives for those that hire people with disabilities, but unfortunately the percentage mentioned in the law is very low and despite the existing very often these legal requirements remain unfulfilled and no further actions are taken.



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Best practices

WBL OPTIONS General School

Best practice

Italy – The “Bottegamente” is a training for craftsmen is carried out in e-learning mode on the local and national level in Italy. The course is provided by the Bambin Gesù Pediatric Hospital through a highly specialized professional figure (psychologist expert in autism spectrum problems). From an administrative point of view, a scientific consultancy agreement is used with the hospital in which the person will be clearly assigned and the activities to be carried out within the established times will be described. A first phase is delivered with integrated CBT (computer base trainer), WBT (web base trainer) methodology and interactive seminar lessons. The course contents allow for a general knowledge of the main reference models on autism and will give participants the tools to work effectively and in a safe context with people with ASD. For this reason, a methodology based on the active participation of the participants is used. The training takes place for three months on a non-continuous basis, for a total of 20 hours.

In the next step, people with ASDI confront their abilities, their talents and their characteristics. It is the phase in which the youngsters’ talents take shape. In this phase, they begin to discover and rediscover themselves, giving "voice" to their manual and "artistic" attitudes.

To ensure the activity of the laboratories, very effective coordination work was obviously required between the work team, the associations and the reference shops that were involved in all regions. For each project site, craft workshops are activated with two distinct groups of no more than five children to facilitate the course and interaction. During the lessons, in addition to the craftsman, the presence of a health worker "mediator" is guaranteed in order to allow you to work effectively and in a safe context. The goal is to favour the local craftsman of the reference area, identifying participation and skills.

At the end of the workshops, each participant is asked to create an artifact that represents the experience of training and the "transmission of knowledge" to ensure what has been learned produces effective results, even in terms of work. The products produced will be collected and organized in a single location in order to create an "art-craft" gallery.



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WBL OPTIONS Vocational School

Best practice

Italy – “Agricoltura Sociale Lombardia”³ the biggest project in Italy in terms of involved partners, individuals, schools and institutions. It promotes a set of practices that combine the entrepreneurial aspect of agriculture with a development program oriented towards social values, the inclusion of people with disabilities or in difficult situations and the development of local communities. It aims to develop and promote a new model of action that aims at the socio-labour inclusion of people with disabilities and in difficult situations; promote the construction of a network between agricultural of Lombardy and social realities and support its members; promote their quality product; propose an innovative model of social agriculture that maintains its roots in tradition.

It offers people with disabilities or in difficult situations orientation or training internships carried out in agriculture, aimed at promoting work placement in agriculture; training courses in agriculture and agri-food; and accompanying paths to work placement in agriculture or other production sectors.

Best practice

Germany - The project “ABC – Jobs für Menschen mit ASS (Jobs for people with ASD)” financed by the European Union has the primary goal of the EU-funded pilot project "ABC - Jobs for People with ASD" was to ensure the sustainable integration of young BBW participants with ASD into an employer in the primary labour market. The 17 participants in the ABC project were in their final year of training to become office workers, media and information services specialists (with a focus on archives), bookbinding finishers, woodworkers or home economics assistants. The special feature of this project was the continuation of the coaching that all project participants had already received during their vocational training at BBW. Furthermore, after completing their vocational training, the participants received needs-based support for professional integration and assistance from project staff in setting up mentoring in the workplace. The project was divided into two project fields: The first project field concerned all actions for the integration of participants with ASD into the primary labour market. The second project area focused on knowledge transfer and training for all those involved in the integration process. During the project, information was exchanged mainly through thematic workshops on "communication," "social interaction," and "repetitive behaviours". A special training for mentors ensured the transfer of information and an exchange of experience on the topic of ASD.

³ <https://agricolturasocialelombardia.it/>



Best practice

Twofold (Switzerland) AG⁴ is an IT company that prefers to higher and work with adults diagnosed with Asperger's. They have a special philosophy to higher and work with the target group in order to get them into the labour market, train them and help them develop into specialists. They look at each individual to see what their strengths are. The opportunity to use the online world is an easy way to fulfil individual needs. The company finds this as a win solution for the IT sector, Switzerland's economy and the individual. A woman who has been diagnosed with Asperger has founded the company.

Best practice

Norway - This interviewed small company was in need of competence within programming. A learning company who had this young adult (with ASD diagnoses) as a student contacted them. They were informed about the young person's skills in programming and as well the diagnoses. They were also told that the person preferred to communicate by written, online tools, and wanted to work from home. These preferences were no issue for the company. The transition from school to work was financed by NAV (Norwegian Labour and Welfare administration) who financed most of the wage and tutoring the first year. The manager stated that this was crucial for them so that they do not take economical risks as an SME when testing out the employee, he emphasized facilitating for the work and WBL was not a problem, the employee could work from home and they communicated written through a portal. What did take time was to organize and learn how to facilitate instructions along the way. The employee had a high degree of autonomy, but did need clear instructions. It took time to learn how to do the instructions in a clear way.

Gradually the employee came down to the office once a week for a coffee break. After a year, the company was happy for the new employee and he was regularly employed and included in the company.

WBL OPTIONS Find a Suitable Job

Best practice

Norway - Unicus (p.108 NOU) A consulting company with 3 offices in Norway, as well as one office in Stockholm and one in Helsinki. All consultants have Asperger's syndrome. The company aims to utilize the positive qualities of people with autism, so that they can offer high-quality consulting services to their customers and at the same time contribute to an increased quality of life for the employees in the company. The company offers consultants with expertise in testing, programming, computer

⁴ [twofold \(Schweiz\) AG – Der Andersartigkeit eine Chance geben \(enableme.ch\)](http://enableme.ch)



science, quality assurance, and sells services to, among others, several large companies. Unicus is part of Norwegian FERDS 'portfolio of investments in social entrepreneurship. FERD is a family-owned investment company with the ambition to create and develop companies, ownership environments, organizations and changes, which contribute to the development of individuals and society and thus make a positive impression.

Best practice

Norway - Interview with a supervisor who works with close follow-up in NAV, and who has extensive experience in mapping people with Asperger's, as well as assisting them with work. Through his long experience, the supervisor has met many people with Asperger's who have had different strengths, prerequisites and needs related to the transition from school to work. Based on her experience, she has shared with us what she thinks are the success criteria that can help ensure a good transition for the individual. First, it is the individual teaching plan and possibly individual plan (IP). Individual plan must be updated along the way and should be revised towards the end of completing upper secondary school.

Secondly she suggest thorough mapping of the individual's strengths and needs. Thirdly, transparency about the diagnosis to reassure the person that openness about their own diagnosis will make it easier for others to understand. General information to the employer, it will be important for the employer to get to know the person and what the diagnosis means before starting work.

Good time in starting a new employment relationship, and use funds such as salary supplements and mentors. Spend time getting to know each other, establishing security and predictability. Possibilities for adjustment during the start of an employment relationship important that the person with Asperger's has a person who follows him / her well in advance of starting a new employment relationship in order to assist in making any adjustments in line with the person with Asperger's and the workplace.

A person who can follow the person with Asperger's in the process will be able to help ensure a good transition. Mentor and salary subsidy (some will need a permanent salary subsidy) will be necessary measures from NAV. In most cases, this group will not be able to meet expected productivity in accordance with the employer's requirements and expectations. It is important that those with Asperger's also have realistic expectations of their own production capacity.



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Best practice

Project "Training in work environment - the process of transition from school to work", implemented in the period 2015-2017. The main goal of the project is to study the different approaches to work training in different European countries and to understand „what works ". The overall goal is to find successful ways and strategies tailored to overcome long-standing learning barriers in order to create sustainable learning success and ensure the successful integration of young learners with learning difficulties in the labour market. As a result of the research, a Guide to Good Practices was created, which illustrates the different approaches to learning in the work environment, documents the results of the study and presents the best existing practices.

Best practice

The project “Society and work inclusion technologies for children and youths with ASD” has been implemented in partnership with Autism Association, Adapta Foundation, Spain, Černorizec Hrabar Varna Free University and the Bulgarian Association of Software Companies (BASSCOM) from 2007-2015. The goal of the project was to support the inclusion of people with ASD in the open labour market. To achieve this, a methodology was developed to help young people with ASD to find a high quality employment; individual work plans were developed and used with the chosen candidates; training was provided to all stakeholders - people with ASD, future employers of people with ASD and the families of people with ASD. The success of this initiative has led to increasing the awareness of the employability of people with ASD in the open labour market, as being an asset and a resource to the company.

Best practice

The project, “Pathways for Guiding Employment Skills for ASD” was implemented from 2017-2019. The project focuses on people with ASD and focuses three points: intervention, education and inclusion in the labour market. The main objectives of the project cover training people with ASD (Autism Spectrum Disorder) to join the labour market and contribute to a methodology of inclusion of people with ASD in the labour market. It facilitates a positive working environment for the ASD people training and for employers, managers. Guide the companies for the recruitment of people with ASD and facilitate the adaptation to the jobs.

The project was successful in producing comprehensive guidelines for employers to be able to meet the needs of people with ASD in providing the necessary environment and conditions of work. The project reached the conclusions that it is possible with small adjustments and understanding the needs of the individual, especially sensorial and behavioural needs of people with ASD to facilitate their



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integration and their working performance in terms of accomplished tasks and human interaction and cooperation with colleagues. For this to happen, the first and most important prerequisite for implementing these measures is the existence of a culture of inclusion throughout the organization from senior management (in order to ensure a tailored decision making process) to the working team (in order to ensure the correct implementation of given instructions).

Conclusion and future remarks

Since individualized learning is strongly recommended in WBL and for this specific group, it is hard to talk about most effective WBL methods and forms. The organizer should be aware of the specific learners' needs and motivation. The level of autonomy of the learner is also important.

Learning environment needs are the same as work environment needs, making sure that the learner's sensor requirements are taken into consideration. Structure, predictability, sense of meaningfulness and related to goals are important.



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