



Analysis of the value in use and expectations on the training course

Job Trainers for people with intellectual disability and autism spectrum disorders

Research Report : main findings

Draft

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This project has been funded with support from the European Commission, under the Lifelong Learning Programme.

This report reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1 THE PROJECT

The Jo Tra Di Project - Job Trainers for People with intellectual disabilities and Autism Spectrum Disorders - is funded under the Lifelong Learning Programme Leonardo da Vinci (Transfer of Innovation) and aims at:

Fostering the employability of people affected by intellectual disabilities and autism.

Offering a training course to teachers and tutors dealing with such disadvantaged groups and enabling them to become Job Trainers.

A "job trainer" is an innovative position, it is a figure that acts as a „bridge“ in the delicate transition stage between school and work for people who have autism spectrum disorders or other psycho-social and intellectual disabilities.

The course will be based on classroom theory and a practical traineeship: each trainee will be responsible for a person with ASD/intellectual disabilities who is willing to experience a job placement in the open labour market. The job placement will meet the individual needs of the person to offer the individual with disability and offer him a concrete opportunity to have a professional experience and to be included in a company. It will thus enhance his/her social inclusion and its participation in society.

The objective of the project is to allow the transfer of good practices in Europe and specifically in the project partner countries Austria, Spain, Malta, Turkey. The products transferred were designed and tested in 2012 by CSPMI in Reggio Emilia, thanks to the funding from Provincia di Reggio Emilia, in co-operation with the following partners: Associazione AUT AUT, AUSL REGGIO, Municipality of REGGIO EMILIA and the Provincial School System. The course produced the Facilitator's competency profile, the training course structure and the devices.

The transfer foresees some product adjustment to the local socioeconomic contexts of the countries participating in the project, and to broaden the scope of the Job trainer's profile to also include people with intellectual disabilities other than autism spectrum disorders.

The present report intends to present the main findings of the analysis made in all countries involved in the project: five country reports are attached (see Annex 2)

The research carried out in Austria, Spain, Malta, Turkey and Italy aims to verify the re usability and assess its added value, as well as the limits and the expectations on the training course: "Facilitator of job placements for persons with intellectual disabilities and autism spectrum disorders "

The analysis was conducted through an inquiry with questionnaires, interviews and focus groups.

To this purpose, three different questionnaires were developed by the Austrian partner Die Querdenker, with the support of Autism-Europe.

Teachers and educators have been involved in surveying the product reusability, while the Services in charge of disabled persons' job placement, parents' associations families, people in charge of social co-operatives, stakeholders and enterprises have been involved with respect to the expectations on the usability of the training course.

The results of the research were shared within the consortium during the 1st Milestone meeting in Linz , July 2014. On that occasion, partners have agreed on the structure of this report, which in addition to presenting the main findings of the research is enriched by an overview on the topic of autism at European level and by a chapter "Recommendations" dedicated to employability of people with disabilities as it was an object of discussion and exchange during the meeting.

THE CONSORTIUM

CENTRO SERVIZI PMI

Centro Servizi PMI (Service Centre for SMEs) is a private training and consultancy organization that belongs to Unindustria – Association of Enterprises located in Reggio Emilia.

We design and develop, organize and deliver training actions addressing entrepreneurs, managers, workers and young people in order to adapt their professionalism to organizational & technological change. We carry out at regional level research and surveys within companies in order to detect managerial skills required to manage the requirements of Innovation.

We operate in cooperation with industries, universities, research centres, Public Administration and schools. Our expertise are: training needs analysis, consultancy, training to develop higher-level managerial skills, research activity, in-company & inter-company training, post-certificate & post-degree training, accredited post-certificate high technical professional qualifications, individual training, enterprise internships.

Centro Servizi PMI has long experience within European funded Projects, both as applicant and as partner, covering the following EU Programmes: LLP Leonardo DOI and TOI, Socrates Grundtvig, Erasmus for young Entrepreneurs, Equal, Mobility of workers, Erasmus +

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AUTISM-EUROPE

Autism-Europe aisbl is an international association whose main objective is to advance the rights of people with autism and their families and to help them improve their quality of life. Autism-Europe plays a key role in raising public awareness and influencing European decision-makers on all issues related to the rights of people with autism.

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DIE QUERDENKER

Is a private SME in Austria working in Europe and internationally, which focuses on human health, social work and counseling activities. They direct their actions to the protection of human dignity and the implementation and improvement of social standards that strengthen the social position of people with special needs. The founder and owner of Die Querdenker, Tom Zuljevic-Salamon, can look back on more than 30 years of experience in the field of vocational integration and social inclusion.

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ENGELSIZ TOPLUM OLUŞTURMA DERNEĞİ-ETOD-

We as an active NGO work since 2009 in our region, Mamak. We have a special education center since 2004 under our association and give education and rehabilitation to disabled people mostly in all ages(3-30). We as a NGO are settled in the low developed region of Ankara and wish to give consciousness to the population to be part of the society. We organize educations, projects, seminars, festivals as seen on www.etod.org.tr. Each time we get a chance to interact with European colleagues, we are able to find new approaches on inclusion. On behalf of this togethernesses we believe we can find an unique chance to exchange best practices implemented in our countries. We always aim at our target groups standing on their own feet as independent individuals. Most projects we took part in aimed at reaching this goal.

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INTRAS

Is a no-profit organisation founded in August 1994 as the result of the initiative of a group of professionals working in the field of research and intervention with people suffering from social exclusion due to mental health problems.

These professionals found in the third sector a way to improve the socio-economic situation and the quality of life of disadvantaged groups.

INTRAS stands for Research and Treatment in Mental Health and Social Services. The goal of INTRAS is to develop and promote activities concerning assistance, research, evaluation and dissemination of mental health and other disabilities actions.

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FOLKES

“Foundation for Lasting Knowledge Economy Strategies”, was set up with the main objective to promote the Maltese Islands’ interests in the global market in terms of the knowledge-based economy, in order to ensure the sustainability of growth, jobs and wealth whilst preserving the national characteristics of a small Euro-Med island state. Main aim of FOLKES is to promote awareness and best policies of consolidated and emerging sectorial trends, to promote innovative vocational and educational training that matches Maltese society needs, to spearhead pilot projects that require considerable technology transfer and that would assist the development and growth of new industries and association, to advance the implementation and take-up of new instruments that would assist in the transition to the knowledge-economy also on a social basis.

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2 OVERVIEW ON AUTISM, EMPLOYMENT AND RIGHTS IN EUROPE

Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. It is a spectrum condition, which means that, while all people with autism share certain difficulties, their condition will affect them in different ways. Some people are able to live relatively independent lives but others may have accompanying learning disabilities and need a lifetime of specialist support.

Each person with autism is different, however they have impairments in three main areas: reciprocal social interaction, communication, and restricted, stereotyped, repetitive behaviour.ⁱ They can also experience hyper- or hypo-sensitivities to tactile, auditory, and visual stimuli, and have unusual responses to heat and cold and/or pain.

Due to their impairments, people with autism often experience the following difficulties that hinder their ability to participate effectively in work:ⁱⁱ

- **Social interaction:** People with autism may not understand the unwritten social rules that others usually pick up without thinking. For example, they may stand too close to another person or start a conversation on an inappropriate subject. They may appear insensitive, as they have not recognised how someone else is feeling. They may also prefer to spend time alone rather than actively participating in social conversations and events in the workplace. Thus people with autism can experience difficulties interacting with managers and colleagues and hinder their inclusion in the workplace.
- **Social communication:** Many people with autism have a very literal understanding of language, and can struggle to understand metaphors, idioms, irony and sarcasm. For example an expression like “it’s raining cats and dogs” can be taken literally. Thus they can have difficulties in understanding and interpreting instructions and unspoken expectations. People with autism can often appear very blunt, and have difficulty reading facial expression or tone of voice. Some people with autism may have very good language skills but might find it difficult to understand the back and forth nature of conversations, and may talk at length about their own subjects of interest and not appear to be interested in what others are saying. Other people with autism may not be able to speak at all, and may instead communicate using gestures or visual symbols.
- **Social imagination:** While some people with autism have active imaginations, are very creative and are successful musicians, artists and writers, people with autism generally lack social imagination. They may find it difficult to understand and interpret other people’s feelings, thoughts and actions. They can also have difficulties to predict what will happen next and to understand the concept of danger. This can also affect the way they prepare for change and plan for the future. They often display difficulties to cope with change and unfamiliar situations.

- **Cognitive functioning:**ⁱⁱⁱ Many people with autism have difficulties in completing tasks at work due to problems with planning, attention shifting and working memory. Even those who have an average or above-average level of intelligence, people with autism may still have difficulties with problem solving and organisation, which can affect their performance at work.

Due to their difficulties, as well as a lack of support and widespread stigma and discrimination, people with autism experience many barriers to gaining and maintaining employment. According to the International Labour Organisation, the proportion of people with disabilities not participating in the labour market is at least twice as high as that of average EU citizens, and the unemployment rate is even higher amongst some specific disability groups, such as those who have autism.^{iv} Across the European Union, 11.5 per cent of adults are currently unemployed. There is no consistent international statistical data available for the employment rate of people with autism but various surveys indicate that only a minority are employed. Studies indicate between 76 and 90 per cent. A study in the United Kingdom in 2009 found that only 15 per cent of people with autism are in full-time employment and 9 per cent are in part-time employment. The same study also found that 79 per cent of people with autism who are dependent on financial support from the government say they would like to work, with the right support for their difficulties.^v

People with autism usually struggle to gain and maintain employment for a range of reasons. The most obvious of these is their inherent difficulties with communication and social interaction, which affect their abilities to understand employers' expectations and communicate effectively with managers and colleagues. The deficits in executive functioning and hyper-sensitivity to environmental factors such as sound and light that some people with autism experience can also make it difficult to get, and or keep, a job. Yet, the greatest challenges that people with autism face in relation to employment do not come from within. The greatest challenges they encounter are usually a lack of access to opportunities and stigma and discrimination in relation to their condition.

The barriers to employment faced by people with autism begin long before a person reaches working age and begins to look for a job. The lack of access to all levels of education and vocational training is one of the main barriers. Many adults with autism have not had consistent access to education that is appropriate for their needs during their childhood and youth. A study in the United Kingdom in 2006 found that one in five children with autism has been excluded from school, many of them more than once. The same study found that over 50 per cent of children with autism are not in the kind of school that their parents believe would best support them.^{vi} France has been condemned twice by the Council of Europe for failing to provide education to children and young people with autism. In France, the number of children with autism in school decreases significantly at each stage of compulsory schooling: 87 per cent of children with autism attend primary school, 11 per cent attend lower secondary school and 1 per cent attend upper secondary school.^{vii} These statistics reflect the widespread lack of access to primary and secondary

education for people with autism across Europe. Research has also demonstrated that many adults on the autism spectrum achieve academic results below their potential.^{viii} For those adults with autism who have successfully completed secondary school, there are also many barriers to vocational training and higher education. Across Europe, there is a widespread lack of vocational training and higher education options that are suited to the needs of adults with autism. While some adults with autism who have a high level of intelligence do manage to gain a university education, many of them experience significant challenges as a result of their autism, such as difficulties with personal organisation and planning, and high levels of social anxiety. Many do not find adequate support for these difficulties, leading them to leave higher education before graduating.

Another great difficulty across Europe is the serious lack of services to assist adults with autism to make the transition from school to adult life. This transition includes not only gaining vocational training or a higher education, but also developing skills for independent living and social and communication skills for employment that are not taught in mainstream education institutions because people who do not have autism usually learn these skills from context. As a consequence, long-term outcome studies of adults in the United Kingdom, Canada, the United States and Japan have consistently reported low levels of independence and poor employment prospects. Even for individuals who have autism and only require a low level of support, the proportion in work rarely exceeded 30 percent, and the majority of their jobs were unskilled and poorly paid. Research suggests that outcome, in terms of independence and employment, amongst more able individuals with autism is likely to be determined as much by the services to which they have access as adults, as by their own innate abilities. The lack of support for the transition to adult life is even greater among those adults with autism who require higher levels of support.

Despite the internal and societal difficulties that confront people with autism, they have many strengths that can make them potentially outstanding employees. These can include the ability to focus on details, the ability to excel at logical and repetitive tasks, and the tendency to be very loyal and reliable.

To enable people with autism to gain employment and fulfil their potential at work, support is essential. A range of approaches to, and structures for, providing this support are emerging around Europe.

Support in the workplace can include making adaptations in cooperation with the person with autism to accommodate their difficulties and capitalise on their strengths, such as adjusting the job description, working hours, workplace communication practices and the physical work environment. It can also include providing assistance with transport to and from work and or using assistive technologies such as tools for communication through text and images and tools for daily scheduling. One of the most significant emerging forms of support for people with autism at work is the practice of having identified support people such as 'job coaches' – like the JoTradi initiative - or other staff members who are designated to assist a person with autism with the difficulties they encounter.

When considering the possibilities for people with autism in relation to employment, it is essential to ensure that their rights are at the centre of our concerns. People with autism have the right to employment in inclusive settings and the right to reasonable accommodation and support to enable them to work effectively. These rights are described in detail in Article 27 of the United Nations Convention on the Rights of Persons with Disabilities that has been ratified by the European Union and most of its member states. Moreover, the solutions developed to provide support in employment for people with autism should always be tailored to each person's individual needs. The employment solutions for people with autism must be as diverse as the individuals themselves. At all times, people with autism and the parents or guardians of those in need of a high level of support, should be empowered to make informed decisions about their employment.

Across Europe, many organisations are putting these principles into action. Yet, as the vast majority of adults with autism remain unemployed, further action is urgently required. It is not only the role of progressive employers and autism organisations to create pathways for people with autism into employment, it is also the role of national governments. The European Union and all of its Member States have signed, and or ratified, the United Nations Convention on the Rights of Persons with Disabilities, obliging them to take action to implement the rights of people with disabilities in all aspects of life, including employment.

Supporting people with autism to gain and maintain employment undoubtedly entails costs. Education, training and supported employment programmes all involve public expenditure. This public expenditure must be considered as an investment. However, a recent study in the United Kingdom has estimated the cost of support for a person with autism over a lifetime to be between £0.8 million and £1.23 million, depending on their level of support needs.^{ix} A similar study in the United States estimated the lifetime cost per person with autism to be US\$3.2 million.^x This study also found that adult care is the largest direct cost within the lifetime of an individual with autism.^{xi} While it is very difficult to truly quantify the lifetime differences in costs for a person with autism who is employed and one who is not in employed, these figures clearly demonstrate that the costs of support for unemployed adults with autism are very high. Of course, support to assist adults with autism to gain and maintain employment requires public investment, and policy-makers must consider the financial, as well as the social, benefits of this investment.

Studies have shown that initial costs to establish models of employment support that are effective for people with autism in local contexts can be relatively high, yet their costs can be reduced over the longer term as effective programmes are developed and replicated, and efficiencies are gained. Early studies in the United States demonstrated that employment support services for people with autism required around five years of development before the cost per individual with autism of the service could reach a minimal or even negative level. While it may not be realistic for all employment support services to recuperate their costs, the overall financial benefits of supporting people with autism into employment clearly outweigh the costs.

In addition, people with disabilities, including people with autism, have equal rights and are entitled to dignity, equal treatment, independent living and full participation in society. These principles are enshrined in the United Nations Convention on the Rights of Persons with Disabilities which was adopted in December 2006. The Convention does not establish new rights, but restates, reinforces and updates rights contained in other international instruments, and confirms that all such rights apply to persons with disabilities.^{xii} Among the rights outlined in the Convention, the rights of people with disabilities in relation to employment are detailed in Article 27, and it foresees in particular to : “j) Promote the acquisition by persons with disabilities of work experience in the open labour market;

k) Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.”

The European Union ratified the Convention in 2010. As the European Union and national governments share responsibility for policy in the fields of employment, social affairs and inclusion, the responsibility for implementing these aspects of the Convention is also shared.^{xiii} At the national level, most Member States of the European Union have signed and/or ratified the United Nations Convention on the Rights of Persons with Disabilities, it includes the countries involved in the project. The degree to which the Convention has been implemented in Member States is diverse at this point in time, especially in relation to Article 27 on employment. In order to meet their obligations for the implementation of the right to employment, many Member States need to review and critically evaluate all other relevant existing national legislation and modify it as appropriate.

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- ii. *Hill EL (2004). 'Executive dysfunction in autism', *Trends in Cognitive Sciences*, 8, pp.26-32.*
- iii. *O'Reilly Arthur (2007). *The right to decent work of persons with disabilities*, Geneva: International Labour Organisation. [Internet] http://www.ilo.org/public/english/region/eurpro/moscow/info/publ/right_dw_pd.pdf. [Accessed 19 September 2014].*
- iv. *Redman, S. et al (2009). *Don't Write Me Off*. London: The National Autistic Society.*
- v. *Baird, G et al (2006). 'Prevalence of disorders of the autism spectrum in a population cohort of children in South Thames: the Special Needs and Autism Project (SNAP)', *The Lancet*, 368(9531), pp.210-215.*
- vi. *Council of Europe, Resolution CM/ResChS (2014)2. Action européenne des handicapés (AEH) v. France, Complaint No. 81/2012. Adopted by the Committee of Ministers on 5 February 2014 at the 1190th meeting of the Ministers' Deputies [Internet] <https://wcd.coe.int/ViewDoc.jsp?id=2157099&Site=CM>. [Accessed 19 September 2014].*
- viii. *White SW, Ollendick TH & Bray BC (2011). 'College students on the autism spectrum: Prevalence and associated problems', *Autism*, 15(6), p.684.*
- ix. *Knapp M, Romeo R & Beecham J (2009). 'Economic cost of autism in the UK', *Autism*, 13, pp.317-336.*
- x. *Ganz ML (2007). 'The lifetime distribution of the incremental societal costs of autism', *Archives of Pediatrics and Adolescent Medicine*, 161, April, p.343.*
- xi.** *Ganz ML (2007). 'The lifetime distribution of the incremental societal costs of autism', *Archives of Pediatrics and Adolescent Medicine*, 161, April, p.348.*

3 THE SYSTEM OF PROFESSIONAL INCLUSIONS OF DISABLED PERSONS IN ITALY, AUSTRIA, SPAIN, MALTA AND TURKEY

All reports point out that Jo tradi is an innovative training path that can be integrated and implemented in the existing system for inclusion in the countries involved in the project. The following is a summary of the systems of professional inclusion, as described in the collected reports .

3.1. ITALY

In Italy the system for vocational integration of disabled persons is dedicated to those who hold a certification provided for by law L.104/92 ("A handicapped person is an individual who is affected by a permanent or progressive physical, psychic or sensory impairment, which causes difficulties in learning, relationships and job integration, so that it can cause a process of social disadvantage or marginalisation" - art 3 of Law 104 /1992) and, as far as Reggio Emilia is concerned, the different actors who are in charge of job integration offer a range of different services depending upon the condition of the disabled person.

If the individual is a young or an adult, who is 16 years and older and is not attending any school-training course/programme, the services offered are the following:

- SIL- "The service is specifically designed for disabled adults, mainly from an intellectual disability, and offers them the opportunity, through social-therapeutical-rehabilitation paths, to integrate in the labour market with the support of qualified personnel throughout the project. The aim is to give people with a learning disability the chance to realize their potential and be socially integrated also through selective placement aiming at professional development, which can foster their transition towards a stable occupation. Placements are done mainly in ordinary working environments, sometimes at type B "protected" social cooperatives: this can occur at any time during the year and in the whole Municipality. Disabled adults can benefit from this service, or, more broadly, those who have completed their secondary school courses/programmes and are resident of the Municipality of Reggio Emilia".

- Selective placement (L.68/99) - "The Placement of disabled persons is under the authority of Provinces after the reform of the labour market. In particular, Law 68 of 1999 has substantially changed the assumptions through which this service was managed: the idea of "Compulsory Placement" was complemented by that of "Selective Placement", intended as the whole of the services that can foster the meeting between employers' needs and the individual features of the disabled, as well as the people who belong to other "protected" categories. The Province of Reggio Emilia manages the Selective Placement by means of suitable specialistic offices and in synergy with the "Nuclei Territoriali" (Local Units) for the job placement and job mentoring of disabled and disadvantaged persons.

- Nuclei Territoriali (Local Units): are teams that are present in the 6 districts of the Province. They are located at the offices of Centri Provinciali per l'Impiego (Provincial Employment Agencies) and are teams of public and private service operators who represent the bodies that have signed a Memorandum of Understanding. The Nuclei Territoriali design job placement and job mentoring projects dedicated to persons with disabilities, establish relationships with the companies where the job placement takes place, they implement mentoring and tutoring actions (both at the beginning of the job placement and during the working period) they ensure counselling and support to families. (Paper edited by the Province of Reggio Emilia, CSI, USP in 2010: "To come of age... vocational guidance for young people with disabilities between services and opportunities in local communities").

If the individual is a young or an adult, who is 16 years and older and is attending a school-training course/programme, there are projects to facilitate the approach with the job market on the part of disabled persons which are carried out by vocational training centres in synergy with secondary school institutes.

In relation to the opportunities offered within the school system for vocational training, we may refer to:

- Special project planning that has to do with work-related learning for disabled students during the summer months. During school year 2011-2012, for the first time the Province of Reggio Emilia extended the project of Summer Experiences designed for upper secondary school students to disabled students attending 3rd and 4th-year classes of upper secondary schools. Since 1987 the Province has supervised the summer project which offers young students the opportunity to be included in the work environment through an activity of guidance and training. It is a traineeship that teenagers or young people (ranging from 16 to 19 years of age) who are regularly enrolled in an upper secondary school course/programme can make during summer holidays. The traineeship has a duration of 4-6 weeks and can be served in the period between the end of a school year and the beginning of the next one (June-September). The company at which the trainee student works can grant a subvention of 100 Euros a week, even if it is not compelled by law;
- projects that involve single upper secondary schools and that can be included in the Education Provided Plan (PIANO OFFERTA FORMATIVA), on the basis of school autonomy regulated by Decree Law DPR 254/99.

In relation to the opportunity of specific vocational training for teachers and trainers on how to offer support to the disabled, the provincial territory can offer different providers among which:

- Centro Servizi per l'Integrazione delle persone disabili (Service Centre for the Integration of Disabled Persons) of Reggio Emilia deals with training, among other functions, but so far it has been in charge of projects relating to autism/intellectual disability in the 0 – 6 age group in accordance with AUSL (the Local Health Agency) and Regione Emilia Romagna;

- The Provincial School Office is in charge of and deals with teachers' professional development, but at present no information about past, present and future training programmes on this matter are known.

Assistant teachers who work in schools, have a general qualification which allows them to work with disabled individuals; they are not compelled to have a specific specialization, therefore it is difficult to assess the level of knowledge and know-how to respond to the specific needs of the people in relations to their disability.

The only existing specific training course is a research and training programme on autism and ASD (Autistic Spectrum Disorders), offered by the Regional School Board to Secondary Schools in Emilia Romagna.

3.2. AUSTRIA

In Austria the schooling system and furthermore the vocational system is modular.

The following explanations, taken from the OeAD (Austrian Agency for International Cooperation in Education and Research) webpage, shall give some insight into the system:

Elementary Level- The elementary level (ISCED 0) in Austria refers to the following childcare institutions: crèches, kindergartens, after-school care facilities and children's groups. Playgroups and nannies also offer their services. And also pre-school education of children of school age who are not yet ready for school belongs to the elementary level.

Primary Level- Compulsory education in Austria starts at the age of 6 and lasts for nine years. The primary level (ISCED 1) lasts four years. Schools of this level are primary/elementary schools as well as special needs schools and integrative/inclusive education in regular schools.

Secondary Level I- After completion of the 4-year primary level secondary level I (ISCED 2) starts 5th to 8th form. Pupils can choose between the following types of schools (different admission requirements): primary school upper cycle (Volksschul-Oberstufe), lower secondary school (Hauptschule), new secondary school (Neue Mittelschule), academic secondary school lower level (AHS Unterstufe) as well as special needs schools and inclusive education

Secondary Level II- Secondary level I is followed by secondary level II (9th school year) (ISCED 3 & 4), with the following options: "polytechnical" schools (= schools preparing pupils for an apprenticeship or job), vocational schools and apprenticeships (dual system), vocational secondary schools, vocational colleges (excluding the 4th and 5th forms), upper level of grammar schools (higher secondary schools of general education) as well as the vocational preparatory year and integrative vocational education.

Post-secondary Level- The non-tertiary post secondary level refers to the 4th and 5th forms of vocational colleges, the educational institutions for nurses, education and training for health professions, preparatory and continuing education courses and the vocational matriculation

examination.1

People with special needs can a) either attend “regular” classes with special support or without or b) special need schools.

Special support is financed by the government throughout the whole education system even at university.

Special need schools only exist during the time of compulsory education which comprises 9 levels. After fulfilling the compulsory education in Austria there is no obligation to attend any other kind of education. This can be seen as a critical point where young people drop out of the system.

For people with special needs who need extra support in their vocational education there is the chance on integrated vocational training, which is available in three versions: extended apprenticeship, partial qualification or learning support.

Finishing the vocational education or the post secondary level at the age of 18 or 19 is also again a critical drop out point.

The support in vocational orientation and education happens in different ways:

1 Vocational preparation and orientation as a compulsory subject in all secondary and special schools

2 Integrated vocational training in three versions (see above), financed by the Federal Social Welfare Office

3 Youth coaching in terms of prevention and intervention, financed by the Federal Social Welfare Office or Labour Market Service

Disabled persons mostly attend a special needs school or Volksschule Hauptschule Polytechnische Schule and then hopefully – start an Integrated Vocational Training or some kind of coaching.

Bridging the two critical interfaces after the 9th and 13th school level requires well educated personnel who can coach the young people according to their individual needs and hence help them proceed in the educational or vocational system.

During the whole schooling and vocational system the children, young people and young adults with special needs get in contact with teachers, other pedagogues, social workers, psychologists, ergo therapists, medical staff etc.

This is why these professions are the target groups of JoTraDi training programme in Austria.

3.3. SPAIN

According to the data from the Survey of Disability, Personal Autonomy and Dependency (EDAD 2008) in **Spain** there are 163,650 people from 15 to 30 years old with disabilities, and one of their main concerns are firstly unemployment and then followed by economic problems for house purchase (INJUVE, 2008). Although young people with disabilities have not always been targeted within the population of young people or the population of people with disabilities, during the last decade the Spanish administration has placed youth employment and education at the top of its

national priorities. The vocational guidance, assessment and placement services developed by the Government, private organizations and autonomous regions are presently better designed to respond to the needs of young people with disabilities.

Participation of young disabled in higher education experiences and training, results in a lower probability of unemployment. It is significant that young people with disabilities with a University degree are almost double in the case of employed than the unemployed: 50.8% versus 24%. (Fundación ADECCO, 2013). In Spain, national government has made an effort to promote an inclusive education system. However the expectations of success that people with disabilities and their relatives have during the early years of school turn into frustration at the secondary school level. The reality is that there is a gap in educational attainment between young people with disabilities and people without disabilities at the same age. Over 70 % of young people with disabilities have not exceeded secondary school and just 6.1% of those under 30 with disabilities have completed a university degree, against the 16.2% among without disability (youth and disability: two different ways of exclusion CERMI 2012); In other words, for each disabled young person finishing third level education, two people with disabilities cannot read or write. However, for each young person without disabilities who cannot read or write there are 36 people who attended university.

The end of the formal educational training and the access to employment is identified as a moment of particular difficulty, in which the alternatives decrease. In fact, the access to employment is very limited. According to the data from the first report about employment and young people with disabilities (Fundación ADECCO, 2013) 62% of young people with disabilities are unemployed against the 55% of the unemployment rate for young people without disabilities; The profile of unemployed youth with disabilities according to this survey is a woman (56%) with technical studies (30.4%), physical disability (42.6%) and who lives with her parents (100%). In the other hand the profile of a young person with disabilities into employment is a man, with university studies (50.8%), physical disability (46.2%), full time contract (62.5%), temporally employed (33.3%).

Some policies were designed concerning the labour integration of people with disabilities. In 1982, the employment integration policy represented by the Law on the Social Integration of Persons with Disabilities (LISMI) was approved. The main goal of the employment integration policy was to integrate people with disabilities into the mainstream employment system or, failing that, incorporate them into the production system by means of sheltered employment (Art. 37). One of the measures taken to facilitate the placement of people with disabilities in mainstream employment was a quota system which obliged employers of 50 or more workers to reserve 2% of positions in the company for people with disabilities.

In Spain, however, there has been reiterated failure to observe this law, compounded by the lack of any form of inspection or sanctions for its offenders. Only 20 % of youth people with disabilities have benefited from them and just 3.23 % of young employees with disabilities have benefited

from the quota system (Young people with Disabilities in Spain report. CERMI, 2010).

Several studies published in Spain during recent years conclude that more attention should be placed on promoting employment for people with disabilities in the private and public sector and people with disabilities need to be better equipped (improved skills) to compete in today's labour market. This requires improved education and training of people with disabilities, less attention focused on benefits (benefit traps) and more initiatives to adapt environments to the special needs of people with disabilities. Finally, the country's efforts to decentralize government have created confusion at the expense of people with disabilities and training and employment services require better funding.

3.4. MALTA

With regards to the legislative framework, the Maltese constitution (1964) affirms the right of disabled people to equality in education and vocational training, by stating that:

“Disabled persons and persons incapable of work are entitled to education and vocational training.” (Constitution of Malta Act 1964 - Chapter II, Art. 17 [3])

The Equal Opportunities (Persons with a Disability) Act of 2000 was an important milestone as it made it unlawful to discriminate against disabled people on the basis of their disability in the areas of education and training. The Act also empowers the National Commission Persons with Disability (KNPD) to take action in such cases through the Equal Opportunities Compliance Unit (EOCU).

In 2006, the Special Schools Reform was incorporated within the revised Education Act and changed the role of special schools to resource centres, whose role includes:

“[...] provision for children with individual educational needs who would benefit more from being in such centres than in mainstream schools, for such time as may be appropriate depending on their needs.”

(Act XIII [Education Act Amendment] 2006)

Malta's also a signatory of the UNESCO Salamanca statement (1994).

In Malta, there is a support system for individuals with autism or learning difficulties throughout their formal education until the age of 16.

However once they leave secondary school, most of them do not feel prepared or ready to be employed and enter the labour market. Thus, many of these individuals find themselves lost and end up searching for an educational institution which they fit into rather than one which they feel can maximise their potential and can help them work towards/reach their goals.

Although there is an option for individuals with Autism/other Learning Difficulties to further their vocational training within one of the mainstream educational systems, there isn't always the necessary support to help these individuals achieve from such training. There is also one particular

post-secondary school for students aged between 16 and 22, having disabilities.

Within this school, there are preparations for independent living and employability skills.

Currently there isn't a special vocational training for teachers/trainers on how to support teenagers or young adults with autism or learning difficulties; although these should be in the pipeline to be developed. People with disabilities are mainly supported by their family of origin together with disability pensions from the Government. The Government also currently has a scheme which provides support to individuals entering employment, which is also an incentive and means of support to the employer too. Indeed, there are institutions, both public and independent that provide vocational training. However, the appropriate link to employment from the training being offered always seems to be a common missing factor

Support is provided by governmental and non-governmental stakeholders: Agenzija Sapport, Employment and Training Corporation (ETC), National Commission of Persons with Disability (KNPD), Special Schools and Resource Centres (which are part of the formal Educational System), Malta College of Arts, Science and Technology (MCAST) and Inspire Foundation Malta (NGO).

The training being offered by formal education system/mainstream schools does not probably provide individuals affected by autism or learning difficulties with the right skills to enter the labour market once they leave secondary school.

Not enough is being currently done: more intense training, practice, monitoring and on the job support with a special focus on how to actually get the individuals into employment is needed. Even human resources departments and employers need training on how to support disadvantaged individuals within the workplace.

Programmes aiming at supporting individuals with disabilities into employment are being implemented by Employment and Training Corporation and a Resource Centre. Anyway, no formal training for Job Coaches has been set up yet in Malta, even if several schools and VET centres are collaborating with the Government to develop it. Learning support assistants (LSA), care workers and professionals who assist persons with disability or ASD do not probably have the specific knowledge that is needed to analyse their skills and help them in the transition to the labour market.

3.5. TURKEY

In Turkey there are 3 different practice ways of inclusion education which is the inevitable piece of special and general education.

Full-time inclusion -The registration of the student in need of special education is in normal class; the student has the education in a normal classroom full-time. Special education support services (support education room), educational materials and special tools are supplied for the students in

need of special education in order to have the same education with their peers in pre-school, primary, secondary and non-formal educational institutions in the same classes and for socially integration. Educational programmes will be practiced by individualization and needed physical changes will be done.

Students, who are continuing their education in the full-time inclusion way, will follow the educational program used in the schools of peers who have no deficiency. The population of classrooms in the schools where inclusion methods are used, will be designed in pre-school educational institutions as maximum 10 if there are two special education needed student, and 20 if there is one. In the other levels of educational institutions, the numbers are designed as maximum 25 for two special education needed student and 35 for one. Delivery of students for inclusion education is supplied as maximum 2 per class equally in schools. It is firstly supplied for the individuals who are in need of special education to have their education with their peers who have no deficiency in the same institution. (Regulation for Special Education Services Article 23/2a) In our country, most of the inclusion education is being done in full-time.

Half-time integration Half-time inclusion practices are done by the students attending some lessons in the same classrooms or to the activities out of the classrooms with their peers who don't have deficiency. (Regulation for Special Education Services Article 23/2-b)

The registry of the student who is in need of special education is in special education classroom. The student of special education class is having lessons which he/she will be successful with his/her normal peers.

From the students at the special education classrooms who are at compulsory primary school ages and able to follow the primary school program, follow the primary school program. The students continuing the special education classrooms will have Individualized Education Program (IEP) according to themselves which was prepared also regarding the primary school program. The maximum population of the special education; 10 in preschool education and primary school, 15 in secondary school and non-formal education. But, the population of the classrooms is maximum 4 in special education classes in all levels for autistic children. In half-time inclusion practices, during the delivery of the students in some lessons for the normal classrooms, it is tried to deliver maximum 2 deficient students equally for each classroom.

In special education classrooms for the ones who cannot follow the compulsory primary school education at the compulsory education age, students follow a special education program regarding their deficiency. While preparing the students' IEP, the education program which they follow is taken into consideration. Primary school diploma will not be given for the ones who graduated from special education programs of Educational Program of School for Mentally Retarded, Educational Program for Autistic Children, and appropriate diploma regarding the followed program Not only for the students who are attending the special education classes, also for the students who are attending the special education schools (School for Mentally Retarded- Education

Center for Autistic Children- Primary School for Audial Impaired Student, etc) for the inclusion practices with their normal peers and their attendance to some lessons and social activities out of the lessons is a practice within the half-time inclusion.

(Regulation for Special Education Services Article 23/2-1)

Reverse Inclusion - The students, especially during pre-school education, without any deficiency can make registration with their freewill to the classrooms in special education schools in their environment. The population of these schools will consist of; maximum 14 in pre-school 5 of which will be student in need of special education, 20 in primary and secondary school, 10 in formal education. Inclusion practices in special schools and institutions which are using the primary school program can be carried out as: the students in need of special education having education with the normal peers in same classes or for the students who don't have deficiency, there can be a separate classroom which will be opened in these schools of institutions.

4 EVALUATION OF THE REUSABILITY AND EXPECTATIONS OF THE TRAINING COURSE FOR JOB TRAINER IN ITALY, AUSTRIA, SPAIN, MALTA AND TURKEY

The following paragraphs offer an overview of the key points that were outlined by interviewees in the three different questionnaires which were disseminated.

In general the training currently being offered by formal education system/mainstream schools does not provide individuals affected by autism or learning difficulties with the right skills to enter the labour market once they leave secondary school.

Basically, while in all countries the education of persons with disability from 3 to 19 years of age is foreseen by the legislative and policy context, the transition from the school system to employment and adult life, is less protected and still weak. Supports are provided by governmental and non governmental institutions but they are judged insufficient by the majority of respondents.

The overall objective to be pursued and recognised by all is to give meaning and fulfillment to the schooling of young people with disabilities, from inclusion in the school to inclusion in society.

The analysis of the re-usability of the training programme has enabled teachers and educators involved in the research to point out the importance of acquiring skills to design and plan the transition to employment of disabled students and to emphasize the gap between the world of education and the labour market.

In Italy the transition stage between school and world of work is still weak.

Knowledge and the in-depth analysis of the job context/environment are elements which are absolutely not dealt with, at school, as a consequence, the competences that are promoted are the academic skills, but not the life, communication or social skills, useful to adapt in a professional context.

Attention should be paid to the involvement of all actors involved in the job inclusion of disabled person, at all stages of the process. It would be important to establish a management model to support school-work transition that is shared among the network supporting their integration.

In Spain the problem identified by professionals is the fact that people with disabilities experience a “never – ending training” instead of getting a job.

As of today the school staff implement all educational strategies necessary to facilitate the transition to adulthood for disabled young people with good will and passion but without theoretical references or adapted/proven models.

In Malta, many of the professionals involved in the education of persons with disability declared that there are no formal training models at the moment, professionals mainly learn from

experience .In Spain, Italy and Turkey the training programmes are mostly theoretical.

In Austria, however, the situation is different; even if trainings for trainers are not focused on the work with people with ASD, the education level for teachers and trainers is quite high, therefore the Jo Tra Di training programme will be adapted and more focus shall be put on practical part of the training.

Evaluation of Jo tradi training model

Summarizing all the replies that we collected from the different respondents, it can be said that "Jo Tra Di project " has been welcomed as a useful initiative.

At the end of the training the innovative elements of the job trainer profile and skills will give them the possibility to:

- Identify and relate to the subjects of the network to support young people with disabilities into the labour,
- Analyze the needs for support and the potential of the person with a disability in relation to their own placement social context,
- Monitor and use, together with the families, the opportunities given by the services to disabled people,
- Manage and promote the placement of people inside a business taking care of the different stages.

Regarding the latter they should:

- Identify the host working environment, which has to be up to the expectations, the potentiality and the characteristics of the person, and prepare the reception,
- Identify the skills required by the host environment
- Plan and implement customized training programs designed to strengthen and / or develop the skills of the young person in relation to the requests of the host environment monitor the experience in the context of work by stimulating the development of a warm climate for disabled young people.

The structure of the training was deemed adequate but the suggestion is to reconsider both the duration, which was found to be too long, and the way in which the training should be carried out.

In Italy, those interviewed think that the programme is complete but they suggest to increase the number of internship hours and, as the course is quite demanding, they suggest to implement it as part of teachers' normal activities. It has been stressed the importance to allow a strong family involvement and promote a flexible work arrangement in order to respond to the changes that may take place in the practices of people with disabilities

As said above, in Austria the training is considered much too long, comprehensive enough about assessment and job readiness, but not enough about ASD (strength and weakness) and their

specific needs on the labour market.

In Spain participants commented to add a module about how to present candidates with special needs to employers in a positive and appropriate way and a module about the role of the “job-facilitator” as it is a new role in Spain.

Some professionals commented that instead of a training course run during several months, it would be useful to keep the workload and modules but do it intensively for a month or two at a maximum 3 hours a day.

In order to make the training reusable in Spain contexts , the course must provide:

- Innovative approaches to promote the inclusion and to help strengthen the self-esteem and personal development of young people with disabilities, a quality practical period and establish a successful relationship with employers. As the course will be addressed to professionals, who are busy in their daily routine, it has been suggested to make the course intensive and provide participants with an official degree.

In Turkey

In Turkey, the existing services for a disabled person are too weak to support and guide individuals in an appropriate profession which fits their competences. Mostly it can be seen that a person decides own profession on university. Because there is no adequate guidance in secondary or high school education. So Turkey required a revision on JO.TRA.DI training as 145h+95h+20h=260hours in total. There will be an extra time to observe target group on work time to see their comptences."

In Malta According to Maltese respondents' expectations, the training programme for Job Coaches should provide them with detailed information about autism and other learning difficulties, as well as labour market issues and legislation, be balanced between theory and practice, being recognised through a national certification and identify appropriate work places/staff to ensure that people with disability find the right environment.

The analysis of the expectations

The analysis of the expectations of the proposed training model, conducted involving the families, the dedicated services, the representatives of associations, the stakeholders and the businesses, refers to the same need to adapt the skills of school personnel to the diverse needs of people with disabilities. The expectations are oriented mainly towards the development of specific knowledge regarding the different types and capabilities of individuals, the ability to network, identify and activate the opportunities offered by the territory, increasing the knowledge of the workplace to align education with the needs of businesses

The prototype of the training course already includes a number of important issues to be considered for the integration of persons with disability in the labour market.

It has been underlined that they should develop the knowledge on how to analyse skills and be aware of sensorial characteristics as starting point for the identification of a suitable job and work

environment. It will be mutually beneficial, for the person with a disability and the employer. More job preparation in school will minimise the gap between education and employment so that the training offered becomes the link between.

It has to provide teachers with information about autism in detail and also about other learning difficulties. Case studies have to also be incorporated together with hands on practical assignments coupled with monitoring from professionals in the area – teachers should be interviewed prior to be trained so that they are selected according to prior backgrounds and if they have a great amount of dedication coupled with the right positive attitude.

Trainers in the field would need to have an awareness of the labour market and the respective legislation in order to be able to understand the employer's issues, and hence further support the individual as well as would need to develop competences to identify the appropriate work place/staff to ensure that the disabled persona find the right environment.

This course could also target employers and human resource managers by changing their mentality and the stereotypes that are very often linked to people with disability.

It came out the need of the recognition of the training course through a national certification and follow up training ensured to guarantee continuous professional development

The activation of the training for job trainers must take account of the structural characteristics, in terms of strengths and weaknesses (as shown in the research carried out), of the entire system of services supporting the job placement of people with disabilities and to pursue, through the involvement of all actors in the network, challenging goals such as adopting a shared model of employment of people with disabilities by teachers and educators, the implementation of practices to promote the exchange of good practices, the development of work in co-operation for the customization of interventions and the promotion of opportunities for discussion between school, family and services.

5 RECOMMENDATIONS

WORKABILITY APPROACH

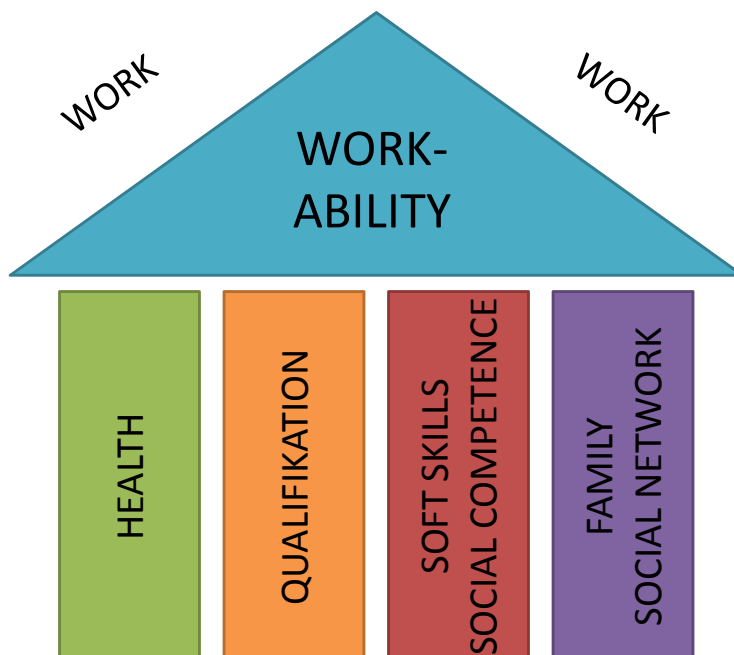
By Tom Zuljevic-Salamon – Die Querdenker

One key point in the integration process is the reverse of the approach. Finding a job is not the starting point to gain sustainable work ability, because first the capacity to work must be existent so that long-term success for the inclusion at work is possible.

Example: Querdenker Individual Coaching

The Individual Coaching is not a group action, but a single offer that is primarily aimed at the entire target group of job seekers and / or unemployed people. Depending on your needs and depending on interference, the program is adapted to the effect that it meets the needs of the target person. As individual as the content of the program also the general duration is absolutely geared to the needs of the participants. The only non-variable is the attitude that focuses exclusively on the needs and requirements of the participants, and not to the requirements of the commissioning organizations.

The two most important pillars of this program are firstly an intense debate on the issue of personal ability to work and on the other an attempt to try a corresponding process of job creation. In a modification of the House of ability to work, according to Juhani Illmarinen, I have developed a four-pillar model to develop the holistic situation of our participants as realistic as possible, and these results are the basement for the ongoing process of integration and job creation.



Graphic: System of working capacity of Zuljevic-Salamon

This model is based on the fundamental assumption that not work contributes to life, but that life must carry the work. In an intensive coaching process, the individual meaning is illuminated and analyzed and the important question in this process is whether work can fundamentally deliver and meet all the diverse and sometimes massively overloaded claims at all.

This is in the process of discharge of the claim to work often the first key to a sustainable solution and to defuse the situation. This also means relaxation because often the overwhelming dominance and importance of the subject work is reduced at the end of this debate. The symbolism of the house and the roof of the ability to work clarifies the protection and shows that the ability to work is inherent in each area of our life and personality.

If this roof is damaged or no longer exists, there is a direct and mostly negative impact of the work, because people can be defenseless and work can have an unfiltered access to health and family can command our entire life.

Therefore, the objective of the coaching process is on one side the evaluation of work capacity to enable the fastest possible recovery of this and on the other hand, the optimal adjustment of labor and the associated jobs, pressures, expectations and needs to the individual work capacity profile of the participants.

The five essential components of this offer are:

1. History - Anamnesis

In a single setting that part of the work has a great importance and we have to take care of the design of the setting. There is no group to use the resources of the group or to hide behind it. As a consultant / advisor I am as well as a participant / participant from the first moment in contact and in an intensive discussion process. Therefore, the issue of mindfulness and attention is even more important than in a group setting.

The goal is to learn all about the history of my participant and to give this possibility also to my participant. The more complete the picture is, the lower the risk to overlook pitfalls, not enough to reward key impairments and needs, and not to recognize stereotyping in the career.

2. Talent Focused Work

The identification of existing talents represents a first step in the whole approach of competence work. Among to realize what kind of talents I am equipped with and by creating links to the professional and everyday world, is an important first step towards opening focuses on what I really really want to do in the future.

Through the talent focused work the soil for this basic question of the orientation process is treated. Often for participants, the basic recognition and perceiving that talents are present, is a very moving and key adhere moment in the process. The reason for this is that very often our users spend years or decades lasting on pure deficit orientation in the perception of one's own personality and their potentials.

3. Skills Assessment

The skills analysis is a collection of all available results in the area of soft and hard skills. While it is usually not very difficult to collect results from the field of hard skills, because they're usually well covered in certificates and confirmations, it's much more difficult to measure the social- and soft skills of a participant and to evaluate them if needed. However, there are sufficient procedures to evaluate these soft skills and to show the results in an understandable way.

The aim is to create a balance of existing skills at the end of this process. This balance is a fundamental component for future orientation and Job Creation processes. While it is rather easy for participants usually to talk about their products occupied with capabilities, it is much harder to give information about the most important soft skills. Flexibility, communication skills, teamwork, critical ability, leadership skills, problem solving skills, organizational skills and motivational skills are the focus of attention here.

4. What I really really want

After the field has been extensively edited by attention, appreciation, respect and self-strengthening methods and attitudes, it is time to bring this most central issue in the integration process. To answer this question it is necessary to be well in touch with myself and to believe quite fundamentally in the vision and the possibility. Here the participants need most of the support of their advisors and counselors, and only in an environment of respect, appreciation and mindfulness this experiment succeeds.

If this experiment has success, it also allows capturing 100% motivation and the will to constructive change. The process of answering this question is a heroic journey, and on this way I am reached firstly from the call for change. Furthermore, I'm on my way and will have to contend with many difficulties. At the same time I also experience support and help from the outside and by remembering overcome challenges, which are a part of my resource, from the inside, by myself. Then it comes to perhaps several attempts to break through and to realize the change and as the final turn on routinization of the new way or a new life.

At the end of this stage is the vision of the personal objective of the participants. Often it is very small and almost self-evident goals, which are inserted, sometimes they are also large and long-term objectives, and they are needed to be broken down into sub-goals, to make them accessible. Clear and important is the fact, not we as advisors and consultants are in title to define the objectives, the participants have to do and formulate them and we have to give them the right tools to enable this step.

We as consultants and advisors should take at this stage just the function of a moderator and note taker and develop humility and appreciation for the results, even if the results obtained are at this stage of the process, in contrast to our workintention and to the funding objectives of our work. Experience shows that patience leads here to a rich harvest at a later date.

5. Evaluation - harvest of results

This phase of the process is about to put all the information and data obtained in relation to each other and to interpret them. Especially in working with problematic groups in the labor market this process is of great importance because we as an advisor or consultant also usually have the task here to make things visible and to promote awareness of the clients' own strengths and abilities, talents and skills.

The recognition of these potentials is also a challenge for the advisor / consultant, as they often are well buried in secret. If this step succeeds well, this is the invitation in the next step on the process to find out what I really really want to do. Visions and dreams are logically and not more difficult. If this turnaround is not managed, it is not surprising if participants are not willing to consider new, creative and innovative solutions for their career and life challenges. If this step succeeds in a good way they are brave and motivated and willing to get involved in experiments. These experiments are necessary to come to sustainable success, off the beaten paths solution. At the end of this step is the concrete planning - the "solid modelling" of the combined results, provided with all the information and assurance steps.

This represents almost constitute a solemn moment when all existing puzzle pieces are assembled to a whole picture, and as few or at best no more blind spots are remaining.

At the end of this stage is the planning goal. Within this framework, it is possible to bring the actual - required by payers - integration needs, but only as one subtarget of a holistic picture. The experience shows, in any case that if all four pillars are intact again, and working on all four pillars, then the roof "work ability" can be worn again and provide the necessary protection.

6. Job Creation

The Process of Job Creation is the logical consequence of the preliminary process. This means the active comparison and customization of job profiles to match the work capacity profile of the participants as much as possible. For this described process is both necessary, first the intensive matching of the personal work capability but also an intense examination of the job descriptions and working conditions on the other side.

All available information are needed and important. Possible job locations must be retrieved and compared actively. But the complete creation of new jobs and the associated profiles should be considered.

7. Staff

This process and the related work is performed by an interdisciplinary team with sufficient experience and training. Ongoing training and engagement with the process design and the necessary conditions are an important part. In addition, the care and use of the entire existing network in the region of Upper Austria and its services and actors well besides the personal attitude of the consultants and advisors is the greatest resource for the success of the process.

8. Results

The results of the work are very good and sustainable. Other bodies and the labor market administration send so called "difficult" participants to our service. These participants usually have little perspective, usually a long and conflictuous situation at the labor market administration in the past or present situation and because of their difficult living constellation they need more than others this holistic view of the whole situation and not just the focus on the next job.

Contributors to this report

Rossella Brindani Long experience in design and management of National and European funded projects within the following programmes: R3L, LLP (Leonardo da Vinci, Socrates), Equal, Phare, Worker's Mobility, Erasmus for young Entrepreneurs, Erasmus +.Specialised skills in needs analysis of the labour market, research analysis with reference to local business and social communities, professional fields and social groups.

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Marco Orlando has carried out both quantitative and qualitative research within the margins of several LLP-funded EU projects. Areas covered by such projects include, among others, social inclusion, business mentoring and occupational health and safety, while activities conducted relate to both secondary and primary research (administration of surveys, interviews, SWOT analyses, training needs analyses, etc.) (Upgraded profile)

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^{xii} *Ibid*, 14.

^{xiii} European Union. *Consolidated version of the Treaty on the Functioning of the European Union*, 13 December 2007, 2008/C 115/01. Article 5. [Internet] http://europa.eu/pol/pdf/qc3209190enc_002.pdf [Accessed 21 May 2014].