



JoTraDi

*Job Trainers
for People with intellectual
disabilities and Autism
Spectrum Disorders*



CUP CODE: G83D13000560006

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

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CONTENT

1.	INTRODUCTION	3
2.	EVALUATION OF THE STAKEHOLDER QUESTIONNAIRE.....	5
3.1.	Usefulness of the training.....	5
3.2.	Existence of inclusive programme	7
3.3.	Description of the existing system for inclusion.....	8
3.4.	Description of the existing support and training models	9
3.5.	Existence of similar training model.....	10
3.6.	Can the model be introduced in the country, what is necessary	11
3.7.	Is the content complete and adequate	12
3.8.	Biggest differences between actual work situation and training	12
3.9.	Necessary changes and adaptations in the training	13
3.10.	Necessary changes and adaptations in the local, regional and national frame	14
3.11.	Be careful of, risks.....	14
3.12.	Expectations.....	16
4.	FEEDBACK TO THE STAKEHOLDER MEETING..... ¡Error! Marcador no definido.	
5.	EVALUATION OF THE USER QUESTIONNAIRE.....	17
5.1.	System of vocational integration	17
5.2.	Are the existing trainings and offers satisfying.....	19
5.3.	Usefulness of the training.....	20
5.4.	Expectations of the training.....	20
5.5.	Additional skills	22
5.6.	What is missing	27
5.7.	Size and composition of the training	28
5.8.	Integration possible	29
5.9.	Overlaps	30
5.10.	Additional resources and framework	31

5.11.	Necessary changes in local, regional and national regulations	32
6.	FEEDBACK OF THE USERS	¡Error! Marcador no definido.
7.	EVALUATION OF THE EXPECTATIONS.....	33
7.1.	Experience.....	33
7.2.	Is the training satisfying	35
7.3.	Kind of support	37
7.4.	Useful addendum.....	38
7.5.	Additional skills and expectations	40
7.6.	Usefulness of size and composition.....	44
7.7.	Necessary changes in the regulations.....	46
8.	CONCLUSIONS	47

1. INTRODUCTION

The project JoTraDi is executed under the Lifelong Learning Programme, Leonardo da Vinci, Multilateral Projects, Transfer of Innovation.

Partners from 5 countries, namely Austria, Italy, Malta, Spain and Turkey are involved.

The aim of the project is to transfer a product linked to the training project “Facilitator of Job placement for people with intellectual disability and autism spectrum disorders”, funded by the Province of Reggio Emilia to the participating countries.

All partners will test the programme and elaborate best practices which will then be transferred and adjusted and become a standard in the new context.

The specialized training course is aimed at the training of professionals who are able to promote the employability of people with autism spectrum disorders and consists of 260 hours: 160h theory input, 20h project work and 80h situated learning.

Based on three questionnaires the usefulness, relevance and adaptability of the programme are evaluated. These questionnaires were filled by experts in the field of education and training, users and their families and companies. Here some data about who participated in the research and how were their participation:

MEETING WITH USERS:

This group was set by 7 service users, who attend the Vocational Training Center run by INTRAS Foundation in Valladolid; in addition 3 users’ relatives attended this focus group. The focus group took place in Valladolid on April, 28th.

MEETING WITH STAKEHOLDERS:

The group of stakeholders was set by 7 managers from private and public companies with some history of collaborating with INTRAS before. The majority of these companies are micro-business with less than 10 employees. Three of them were national enterprises; and two of them were public organizations. Not all of them have hired or reflect upon the possibility of hiring a person with disabilities.

These organizations came from different fields such as: Food Companies, wine production, hotel management, TICs, health care supplies, building industry, and public enterprises.

The focus group took place in Zamora on May, 5th.

MEETING WITH PROFESSIONALS IN VOCATIONAL TRAINING OR LABOURAL INCLUSION:

The group of trainers was set by 6 VET professionals and 4 trainers from users' or relatives associations. All of these professionals are currently working supporting people with mental health issues to get into employment as integral part of their recovery process.

This focus group took place in Zamora on April, 17th.

In the following chapters you will find the questions, the answers and conclusions. If some additional comments or useful indication were made, you can find them in a separate chapter.

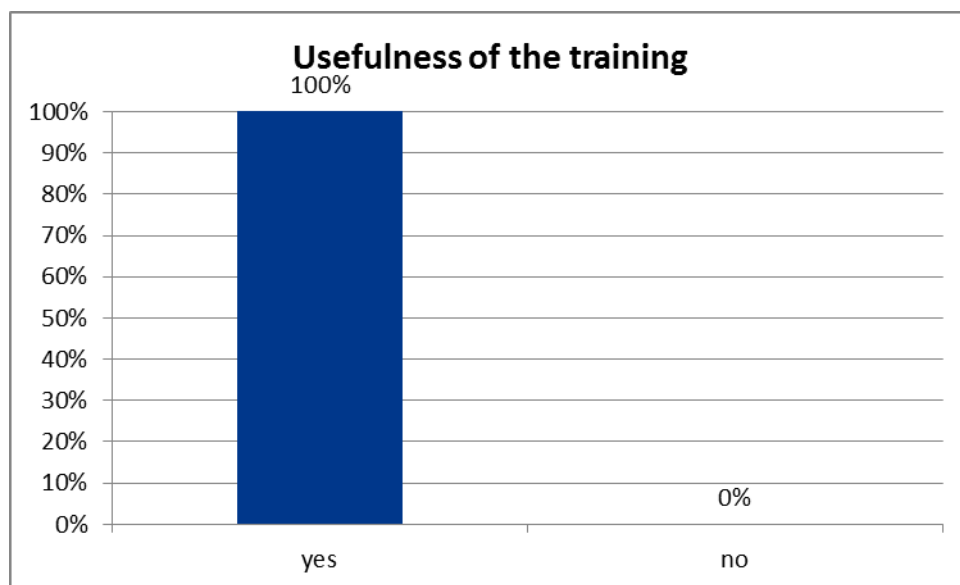
EVALUATION OF THE STAKEHOLDER (VET INSTITUTIONS) QUESTIONNAIRE

1.1. Usefulness of the training

Do you think this training can be useful for teachers and trainers working in this field? Yes, no, why?

1) Usefulness of the training

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
sum	10	0
%	100%	0%



Please add a comment to the evaluation

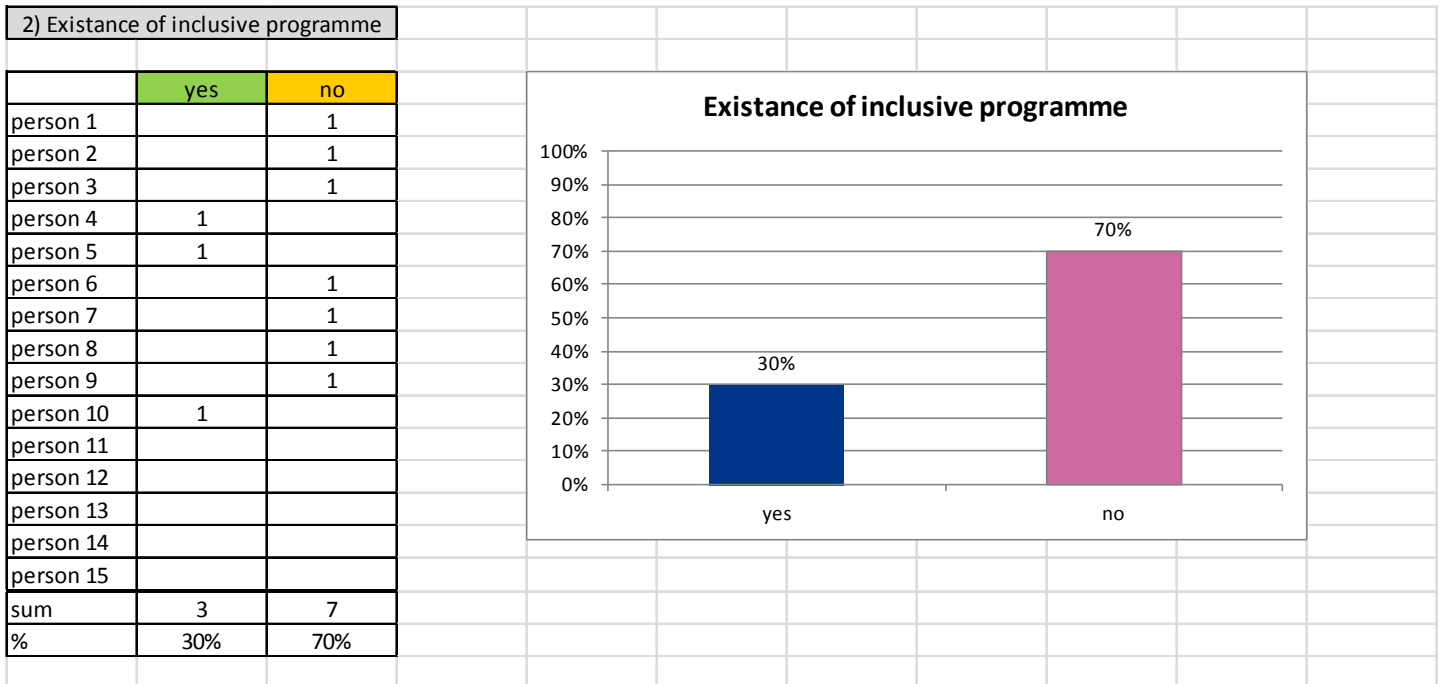
Intras presented the general structure of the training and introduced it to attendees; The graphic shows the confidence of participants about the usefulness of this course, as 10/10 attendees answered “yes” to this question. During the discussion, participants highlighted two main reasons:

1. There are not enough resources (maybe because this crisis situation) aimed at professionals to provide them with what they need to become a job-coach to lead the labour integration of young people with mental health issues; so this course could help to solve it. Attendees commented that a few years ago there were more resources offered by the General Administration, and professionals (both employed and unemployed) had access to free training courses with good quality; *“With this economic crisis situation, governments have stopped funding training entities and consequently there are less courses aimed at professionals available”*. Another responded commented that *“Some Universities offer a Master degree in social and labor integration of people with disabilities, but these kinds of courses requires almost absolute dedication in terms of time, which make them difficult to be attended”*.

2. Although respondents generally noted that the right approach would be individualized, focusing in each person’s preferences, needs, motivations, etc. it is totally needed to have general knowledge about the process of integration and practical experience *“to start running it by yourself”* .

Existence of inclusive programme

Does a programme for the inclusion at work of people with autism or with learning difficulties exist in your region or on a national level?



Linked with the question above, 30% of attendees answered “yes” too this question, as they think that there are different resources such as center, Foundation, Associations, etc. with programmes for the inclusion of people with mental health problems. 70% of the attendees pointed out that at this moment time, there are not many programmes available with these characteristics.

1.2. Description of the existing system for inclusion

Please describe the existing system for inclusion at work in your local, regional and national frame.

Participants commented that in Spain, there are some measures, which regulates the support received by people with disabilities to get into employment. Participants pointed out that there are two important movements: *“Traditional sheltered structures”* and the emerging and not totally consolidated *“supported employment”*.

Some of the attendees commented that one of the measures taken to facilitate the employment, within the National Law (LISMI, 1982) was a quota system which obliged employers of 50 or more workers to reserve 2% of positions in the company for people with disabilities. But they all agreed that in Spain, there has been reiterated failure to observe this law, compounded by the lack of any form of inspection or sanctions for its offenders. So this quota system is not being respected here in Spain.

1.3. Description of the existing support and training models

Please describe the existing support and training models for trainers and teachers, users and employers in your local, regional and national frame.

Participants agreed that people with disabilities are able to work and pursue careers if they are properly supported, but at this moment time, there have not enough support addressed at both: job-facilitators and students. One of the attendees commented that *“some teachers in vocational schools see the inclusion of students with disabilities as extra-work, and students do not get the support they would need to follow the class and to get into employment”*.

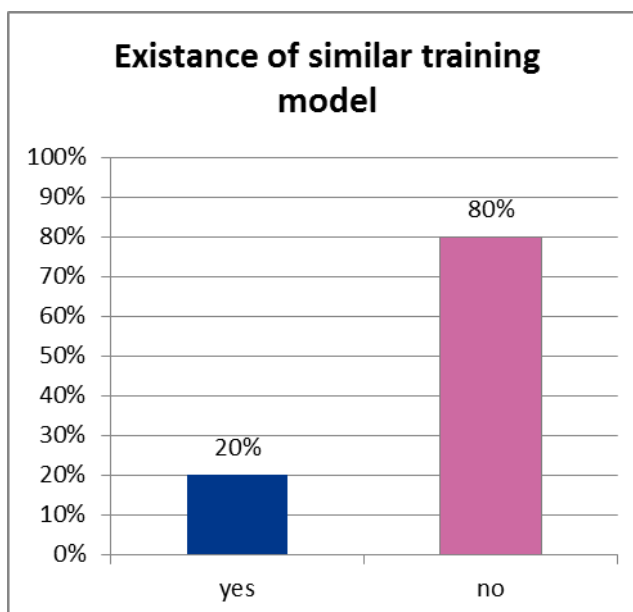
Another attendee pointed out that there is strong evidence that Individual Placement and Support (IPS) is the most effective method of helping people with mental health problems to get into employment, including young people. Attendees agreed that although people with disabilities are less likely to finish secondary school and University than other young people without disabilities, they are prepared enough to get into employment with some support. Attendees agreed that *“instead of never-ending training periods, support related the work they do is needed. “We are tired of seeing the same people start one course after another without finally getting a job”* said one of the participants.

Participants agreed that IPS should be the model to follow, but also agreed that it is not yet consolidated in Spain. Concerning the crucial transition between formal education and employment, the support must act as a bridge for as long as it is necessary.

1.4. Existence of similar training model

Is there a similar model of training in your network you already use? Yes, no, please describe.

	yes	no
person 1		1
person 2		1
person 3		1
person 4		1
person 5		1
person 6		1
person 7		1
person 8	1	
person 9	1	
person 10		1
person 11		
person 12		
person 13		
person 14		
person 15		
sum	2	8
%	20%	80%



As they answered in Q1, most respondents said they did not know similar courses aimed at trainers or professionals which suited to their needs. Some of the attendees commented that they had faced students with learning difficulties or disabilities before, but they had not received specialized training, regardless of how to adapt the training curriculum to students with special needs.

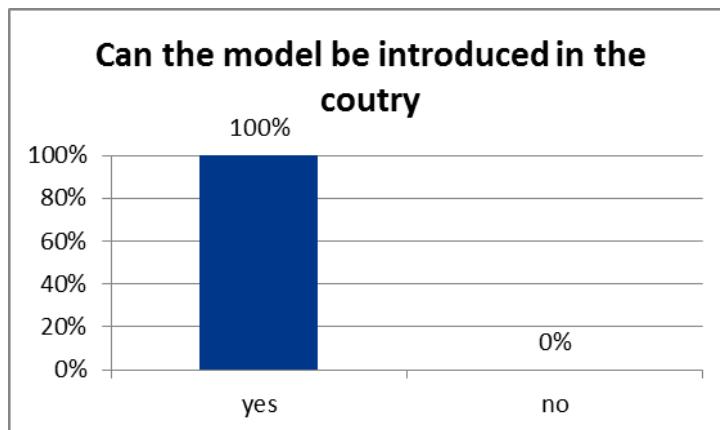
Some respondents commented that the University of Valladolid offers a Master Degree focused on socio-labor integration of people with disabilities. The same attendee commented that *“it is long and expensive unless you are going to specialize in integration of people with disabilities”*. Some participants commented that the system of work integration for young people with disabilities here in Spain is based in sheltered employment, social enterprises or occupational centers, which generate employment for people with mental illness *“... but there are not any resources tailored for teachers working in regular vocational training centers and I don’t know anyone using something similar”*.

Participants also commented that during the last years, the economic resources for professional training have decreased, and therefore there are fewer courses available;

1.5. Can the model be introduced in the country, what is necessary

Do you think this model can be introduced in your local, regional and national frame, and what is necessary to implement it successfully? Yes, no, why.

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
person 11		
person 12		
person 13		
person 14		
person 15		
sum	10	0
%	100%	0%

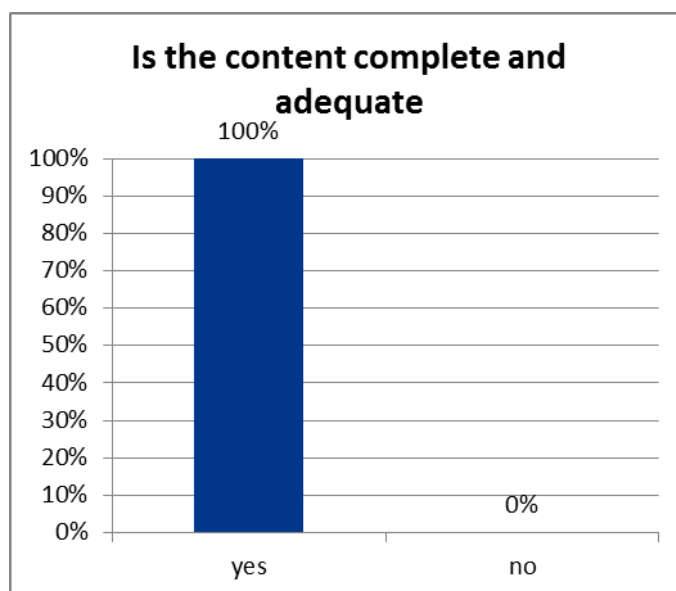


Here the answer was unanimous and everyone who participated in the focus group responded that the course model could be applied locally in Valladolid, and would be useful for many professionals. They see no reasons to not be able to organize such a course here in Spain.

Is the content complete and adequate

Do you think the size and the content of the presented training is complete and adequate? Yes, no, is there something missing.

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
person 11		
person 12		
person 13		
person 14		
person 15		
sum	10	0
%	100%	0%



Biggest differences between actual work situation and training

Where are the biggest differences between the actual work situation and the presented training?

Although all participants commented that the idea of this course is innovative, stimulating and they would be interesting in attending it, some participants commented that:

- Instead of a training course run during several months, participants proposed to keep the workload and modules but do it intensively for a month or two at the maximum, 3 - 3:30 hours per day.
- Some professionals with more experience in the integration of people with mental illness commented that it would be very interesting to add a module about “marketing” of people with mental illness, to transfer a positive picture of service users to potential employers.
- Some attendees commented that it will be also useful to add a module about the role of the job-facilitator, their responsibilities, tasks, etc. in the process of integration of people with mental disabilities, “...as it is quite a new role here in Spain”.

Necessary changes and adaptations in the training

What has to be changed and adapted in the training to make it reusable in your local, regional and national frame?

Apart from the stated above, professionals who participated in the focus group commented that:

- **INNOVATIVE APPROACHES:** The course must provide innovative approaches insertion to help strengthen the self-esteem and personal development of young people with disabilities. *“A job coach must make the potential employee feel able to develop the job”*
- **PRACTICAL PERIOD:** A quality practical period that provides with the experience needed to work with young disabled people. *“Job coaches should be able to use tools and strategies to help service users to carry out their tasks more and more autonomous”.*
- **CONTACT WITH THE EMPLOYER:** Participants agreed that one of the most controversial points in the employment of people with disabilities is to contact with the employer and to establish a successful relationship; all attendees commented that it would be useful and necessary to include a session about it”

1.6. Necessary changes and adaptations in the local, regional and national frame

What has to be changed in your local, regional and national frame to make the training reusable?

Participants commented that here in Spain we need to work further to establish the supported employment model in line with the approach of this course and to make employers to respect the Law. Apart from that, participants commented that the course could be successfully adapted to the current structure of labor integration of young people with disabilities.

1.7. Be careful of, risks

Is there something we have to be careful of? What are the biggest risks?

Participants discussed about the risks foreseen when running this course, and they pointed out two main weaknesses:

- **TIMING:** Participants commented that usually and for every course the rate of absenteeism is around 10%. If the course is long (more than 2 months) this rate could be higher. Another attendance commented that this course is addressed at professionals, who are busy with their daily routine, and for certain reasons could stop attending it. To avoid this, there could be some possibilities: make the course more intensive or provide students with an official degree...

- **INDIVIDUALITY:** From the point of view of attendees, this course follows a general approach, what is good for the beginning, but sooner than later participants may be aware that what works for a service user, may not work for others. An individualized road of labour inclusion must be designed for each service user, and the course must transfer this idea to students; *“At the end of the course students must know how to design individual roads of labour integration”* said one attendee.

1.8. Expectations

What do you think are the major expectations in such a training and model?

Again the conductor of the focus group asked the group of participants for the expectations they may have if they were students and a brainstorming was organized. The answers were:

At the end of the course students:

- shall know what is needed to promote the employment of young people with disabilities in every stage of the process.
- will have the necessary skills to promote social and labor integration of young people with disabilities.
- will be able to introduce the disabled candidate to employers as an effective worker, capable, competent and efficient.
- will be able to collect the information needed to analyze the workplace, assess the expectations of employee and employer and to modify them if needed.
- will be able to identify areas of improvement of service users and provide adequate support being as less intrusive as possible.
- will be able to design an individual road of job integration.

2. EVALUATION OF THE USER QUESTIONNAIRE

	vocational training	
	Yes	no
person 1	1	
person 2	1	
person 3		1
person 4		1
person 5	1	
person 6		1
person 7		1
person 8		1
person 9	1	
person 10		1
person 11		1
person 12		
person 13		
person 14		
person 15		
	4	7
	36%	64%

2.1. System of vocational integration

Please describe briefly how the system of vocational integration of people with mild autistic spectrum disorders or learning difficulties works in your country.

- Who supports people with disabilities

Users and users' relatives who participated in the focus group identified as providers of support: relatives (mother, father, brother, sister ...) co-workers, other service users, and professionals. One attendee commented that *"I am very grateful to my parents; the worst thing is to have your family against you"*. Participants also stressed the importance of this support when they feel well, as a key factor to avoid relapse.

Interesting is the fact that participants identified as providers of support their peers who attend the same services or activities and with the same difficulties they have. One respondent commented that *"my colleagues know exactly how I feel and it helps you not feel alone or weird."*

- * Are there any opportunities in the regular school system or is it outsourced

Participants commented that there are resources for young people with disabilities within the regular educational system and outside it. However some attendees criticized the educational system in terms of inclusion; many participants commented that they felt discriminated against; there were many comments concerning the topic of bullying, like: *“I passed from one school to another and it was always the same, I felt awful”* or *“it was really difficult to follow the classes, even when I attended supported classes, that also made me felt different”*. Participants commented the very difficult moment when you finish school and the lack of opportunities once the period of formal education is completed.

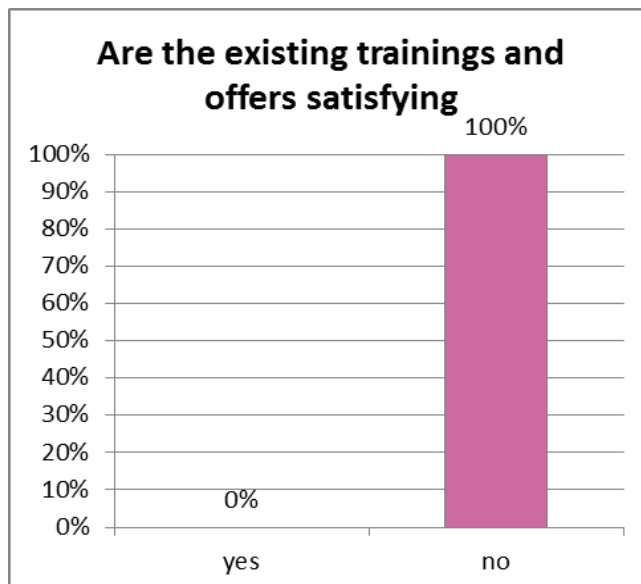
- Is there a special vocational training for teachers / trainers on how to support teenagers with autism or learning difficulties?

Attendees were not sure about this question, although they suggested that the current educational model was designed to place students in regular schools and provide them with extra support offered by specific centers or teachers. Concerning the skills of teachers to make the integration a reality, participants commented that it is important that trainers or teachers are able to assess the needs of each student and to mobilize the necessary resources to avoid students gradually disconnects from the educational system.

Are the existing trainings and offers satisfying

Do you think the existing trainings and offers are satisfying and offering enough support to all involved parties?

	yes	no
person 1		1
person 2		1
person 3		1
person 4		1
person 5		1
person 6		1
person 7		1
person 8		1
person 9		1
person 10		1
person 11		1
person 12		
person 13		
person 14		
person 15		
sum	0	11
%	0%	100%



Participants commented that the existing trainings and support are not enough as the situation for young people with disabilities is far away from the situation of young people without special needs: *“We have more difficulties to get into employment, and I do not know anyone who could afford to buy a house and live by his own”*

Participants agreed that participation in higher education and training, results in a lower probability of unemployment, but they also recognized the difficulties they met when trying to finish secondary school level.

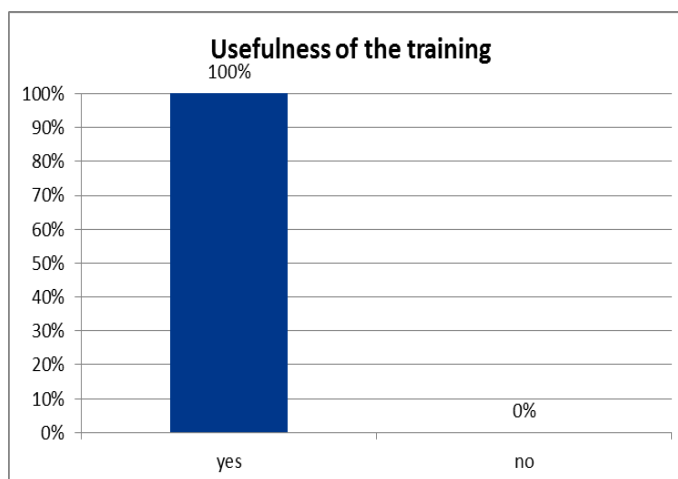
Attendees commented that there are not enough efforts to fight against social stigma, almost everyone said had felt it when looking for a job *“Employers underestimate us and our potential”*.

Usefulness of the training

Do you think the presented training and model could be useful and included in the existing system of training and support? Yes, no, why.

3) Usefulness of the training

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
person 11	1	
person 12		
person 13		
person 14		
person 15		
sum	11	0
%	100%	0%



All attendees believed that this course will be useful as *“professionals do not always have the necessary expertise to support people with special needs without interfering”*, another participant also commented that *“eventually, professionals do not really believe in their service users and in those cases the labour inclusion is very difficult or impossible”*.

In general, all participants agreed that this course will be useful, although there should be also another measures to achieve the real inclusion of people with disabilities into the labour market.

Expectations of the training

What do you especially expect of a training course for teachers and trainers who would be in charge of supporting the inclusion at work of young people with autism or learning difficulties?

Attendees identified:

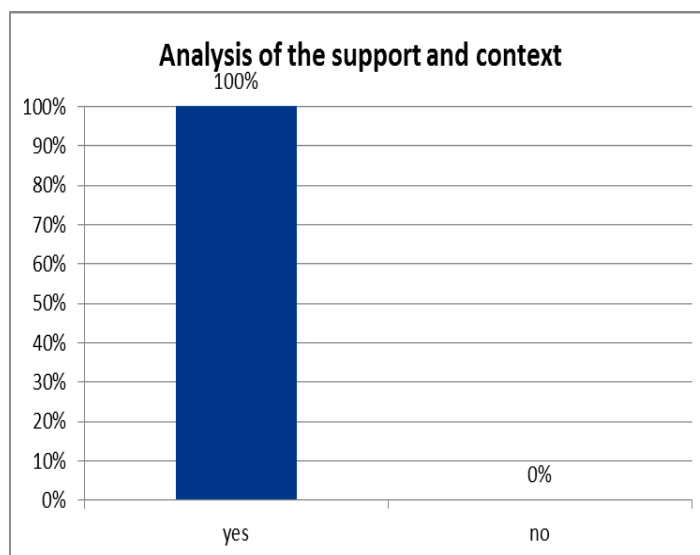
- Flexibility and understanding: *“They may be experts but no one knows better than I do what I would like to do, professionals should first listen to us”*
- Professionals should be able to provide support to promote good relationships with co-workers; as some attendees commented that *“it is difficult and you may feel isolated and misunderstood in the workplace”*.
- Professionals should be able to adapt to the job vacancy to their needs if possible, to make their integration process easier.
- Professionals should support service users on how to prepare an interview and how to look at their CV. Participants agreed that mental illness limits them, and even though they have made a big effort to be trained and ready for employment, a history of short jobs and unfinished training courses, have an adverse effect on them, finding difficult to explain this situation in a job-interview.
- Participants also identified the work with employers as main task of the work facilitator; attendees commented that *“we have the right to gain independence and to be like others; first step is that employers give us an opportunity without believing that they are going to failure, even before to start working”*.

2.2. Additional skills

Which of the listed additional skills are necessary to fulfil the expectations of all involved parties like teachers, trainers, users, relatives, employers and stakeholders?

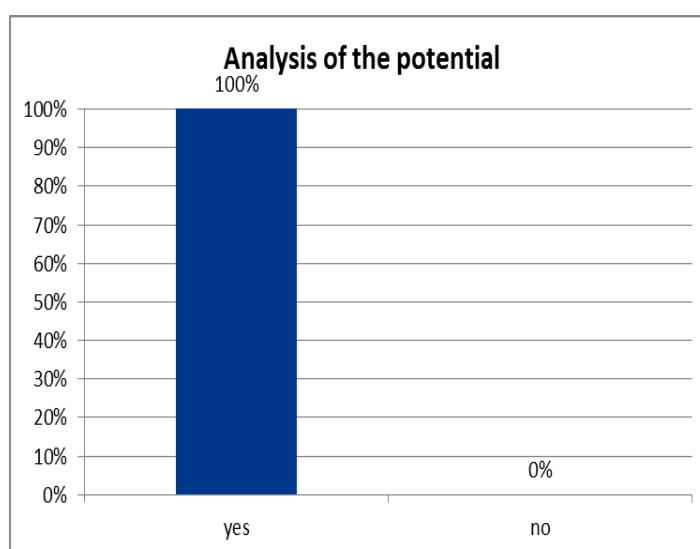
Analysis of the support and context

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
person 11	1	
person 12		
person 13		
person 14		
person 15		
sum	10	0



Analysis of the potential

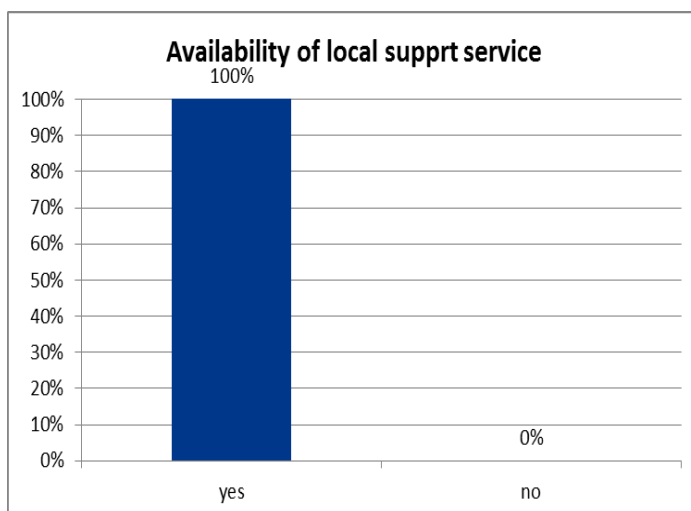
	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
person 11	1	
person 12		
person 13		
person 14		



person 15		
sum	11	0
%	100%	0%

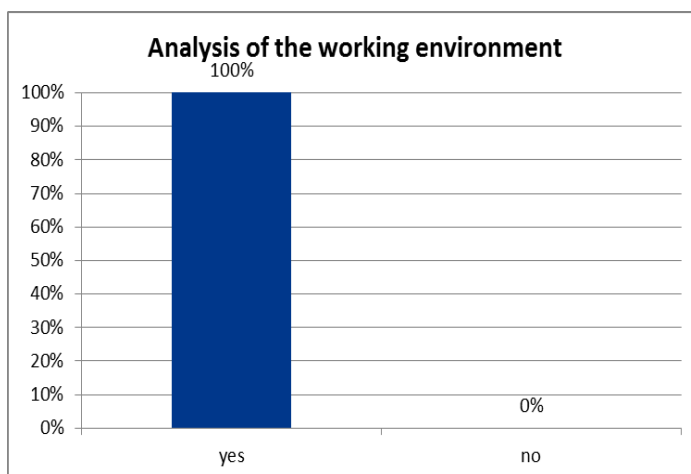
Availability of local support service

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
person 11	1	
person 12		
person 13		
person 14		
person 15		
sum	11	0
%	100%	0%



Availability of the working environment

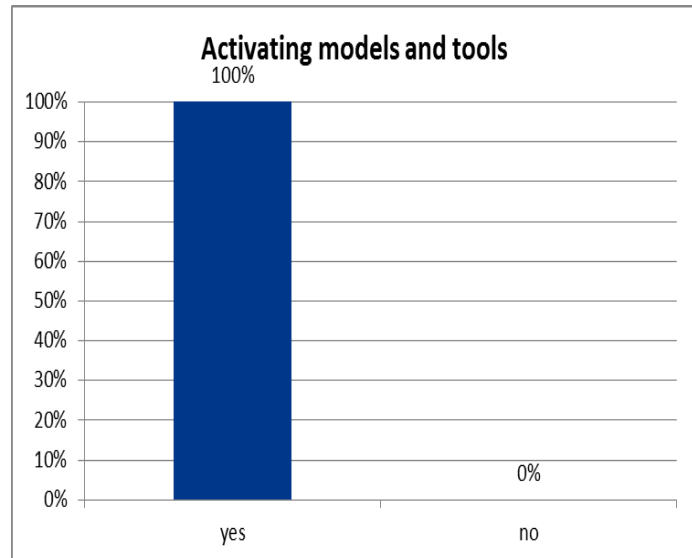
	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
person 11	1	
person 12		
person 13		



person 14		
person 15		
sum	11	0
%	100%	0%

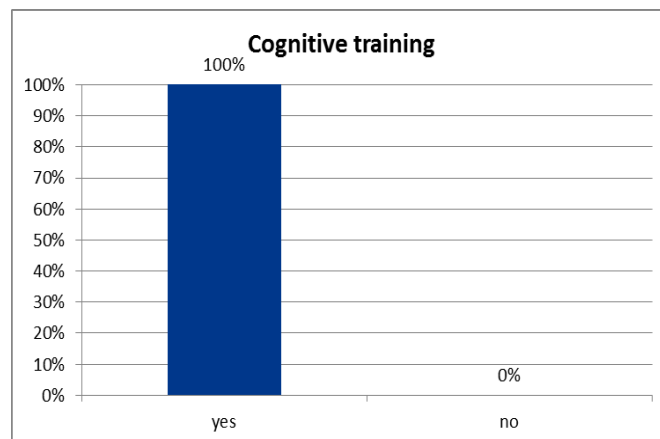
Activating models and tools

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
person 11	1	
person 12		
person 13		
person 14		
person 15		
sum	11	0
%	100%	0%



Cognitive training

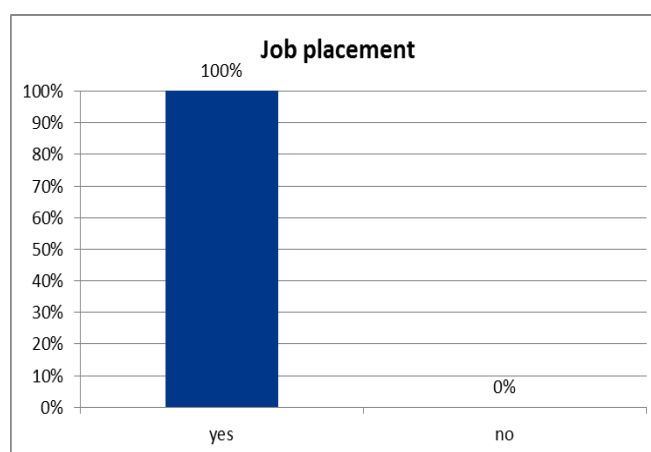
	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	



person 11	1	
person 12		
person 13		
sum	11	0
%	100%	0%

Job placement

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
person 11	1	
person 12		
person 13		
person 14		
person 15		
sum	11	0
%	100%	0%



What is missing

Participants considered all the topics proposed appropriated, besides they identified other topics that are also important from their point of view. Attendees considered that a job facilitator should be able to:

- Provide individualized treatment: Attendees commented that professionals must be able to analyze what kind of support is needed in each case: *“each person has different needs and we cannot be treated as a group I do have different abilities than my colleagues, and they may need different support and in different areas than me”*.

- Support the adaptation and integration into the workplace without making feel different to the person who receives this support.
- Assess individually what is needed in terms of training, *“instead to make us attend different courses not really related with the tasks we are going to develop afterwards, that’s really frustrating!”*
- Support service users to carry out a job-interview, *“including being confident enough to explain what you are able to do”*.
- Support service users to get the skills needed to solve problems with co-workers. Participants related feelings of isolation while working: *“They know that you have a disability, you have to take pills, sometimes you have ticks... and even if you do not feel like telling people your problems, they already notice them, and that makes you feel different and not well”*
- Support service users to deal with frustration: Participants agreed that pharmacological treatment makes them feel sleepy and decreases their productivity. *“Medical treatments make you feel tired, and even when you want to work and develop all your tasks, it is really difficult, and this feeling of impotence triggers anxiety and the feeling of nervousness, what is even worse for your mental health”* said one participant. That is also related to the balance of medication while working. *“Shouldn’t be the job-facilitator in touch with our psychiatrists?”* Added another participant.
- Identify lack of commitment of their service users: *“sometimes people ask for a sick leave when it is not necessary, and it has an adverse effect on all of us”*, said one respondent.
- Work with employers and fight against social stigma and stereotypes: *“managers sometimes think that people with mental illness are less productive, and that is not necessary true”* One of the participants commented on the need to break stereotypes and improve the idea that people have about intellectual disability: *“There is the need to normalize mental illness, make it more visible...people with mental illness is just on TV because of aggressive acts; that does not help us at all”* In general, all participants agreed that it is important to explain employers that there are different types of disabilities and the real implications of it case by case, bringing out the potential of each person, instead of the weaknesses.
- Support service users to deal with stress: Participants also commented that it may be useful to learn relaxation techniques to help them to overcome stress due to long working days, changings in daily routine, etc.

2.3. What is missing

What else is missing from your point of view?

2.4. Size and composition of the training

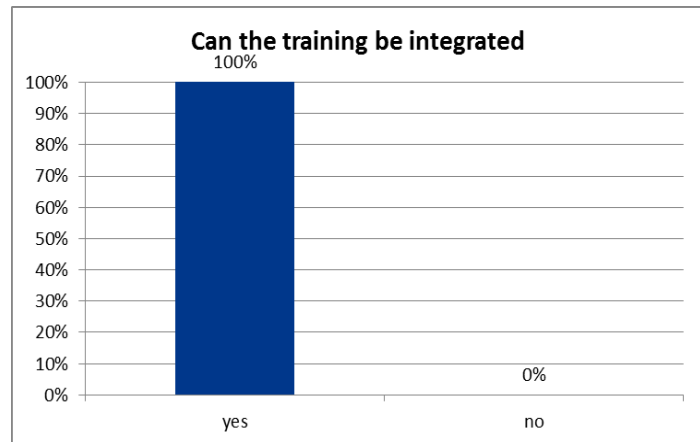
The volume of the designed training consists of 260 hours. It is divided into 160 hours of theory, 20 hours of project work and 80 hours of on - the-job training. The following methods are used: lectures, exercises, simulations, internships with service facilities and different services for people with disabilities. Do you think the size and the composition is useful and useable. Yes, no, why.

Participants commented that the course structure seems appropriate, but would not know if it is too long or short. All agreed that the practical part should be an important one.

Integration possible

Could this training be integrated into your training? If yes – how.

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8	1	
person 9	1	
person 10	1	
person 11	1	
person 12		
person 13		
person 14		
person 15		
sum	11	0
%	100%	0%



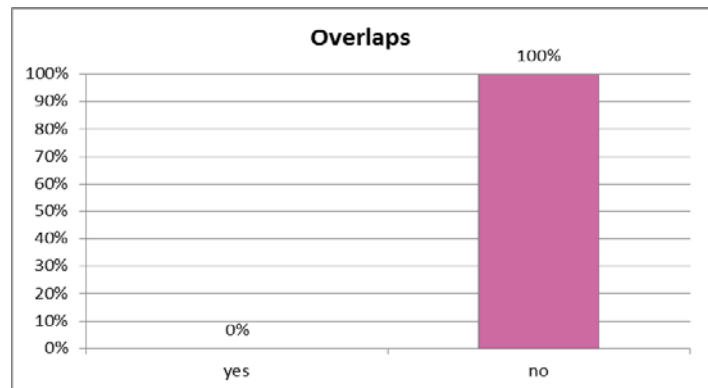
All participants said that they will be pleased to participate in the practical part of this training course.

One of the respondents pointed out that it would be useful to have an assessment system before starting this or another training course to avoid unnecessary failures.

Overlaps

Are there some overlaps with the training currently offered?

	yes	no
person 1		1
person 2		1
person 3		1
person 4		1
person 5		1
person 6		1
person 7		1
person 8		1
person 9		1
person 10		1
person 11		1
person 12		
person 13		
person 14		
person 15		
sum	0	11
%	0%	100%



2.5. Additional resources and framework

Which additional resources and frameworks are necessary?

Here participants commented about the need of additional resources to make the labor integration a reality; one of the participants said *"for labour integration, I don't mean that all people with mental illness have a job, but the unemployment rate for people with intellectual disabilities has to be just the same than the rate for the general population"*

Participants also commented that although the Law promotes the employment of people with disabilities, *"Organizations do not pay attention to it, they are not fully aware of the situation... and it is because nothing happens if you do not fulfill the Law"* said a participant.

Necessary changes in local, regional and national regulations

Which changes in your local, regional and national regulations are necessary?

Participants commented about two different topics concerning the system of getting people into employment:

- System of allowance: One of the respondents pointed out that when a person with a disability allowance wants to work just part time, there is a risk to lose that allowance, and as a result many people with mental illness decide not to work: *“If your job is a part time job, you do not get any economic benefit. For instance, I have my allowance of 650 € per month, if I would like to work just 4 hour per day, my allowance would be decreased and my total income would be just the same”.*

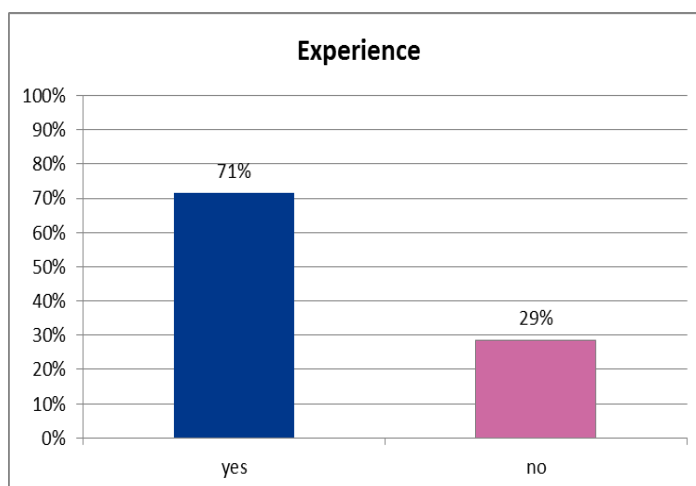
- Problems observing the Law: As respondents identified before, although the Law states that each company should have a percentage of jobs for people with disabilities, the majority of the companies do not fulfill it.

3. EVALUATION OF THE EXPECTATIONS

3.1. Experience

Have you had experience of occupational integration of persons with mild autistic disorder or learning difficulties? If so, tell us please?? What has worked well? In which fields there were problems?

	yes	no
person 1		1
person 2	1	
person 3		1
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 12		
person 13		
person 14		
person 15		
sum	5	2
%	71%	29%



70% of participants have had some experience hiring and integrating people with mental health issues into their entity. During the discussion about their experience, they reflected upon:

- To contribute towards improving the labour situation of people with disabilities is not the main reason: *“It is not a matter of charity, if I want to give some money away I will give it to charity, but for my enterprise I look for motivated and competent employers, then the fact of one or two of them have disabilities, it will be a plus, because I am fulfilling the National regulations”.*

- Roles of the labour training: *“If from the beginning, when you are being visited by an association representative, and he/she starts talking about the social value, it will make you feel suspicion; there should be some economic advantage, and professionalism, otherwise the positive effect of hiring someone with disabilities becomes a negative factor”.*

- Satisfaction: The majority of the respondents commented that they were satisfied when they hired a person with disabilities *“we have not had any problem”*. Some of them even claimed to have noticed an extra effort by employees with disabilities aimed to improve things and to keep their job. *“We hired a girl for 2 months to do some paper work and she is still with us”* said one of the attendees. Another participant pointed out that *“when you hire people with mental illness, he or she is motivated by the job itself and take it seriously. Furthermore if there are people who support them, like coaches who monitoring the work and motivate them, and make them to feel capable, the results must be even better”*.

- Motivation: *“It is difficult to find motivated people in some kinds of jobs, otherwise when a worker with mental illness find a job, he/she really appreciate it and do not want to lose this chance, it makes them more diligent more responsible.”* Although another respondent added: *“In this crisis situation, with unemployment rate of more than 26% lots of people do not work for a long time and try to keep the job when they find one, so this differences in terms of motivation are decreasing now”*.

- The kind of job: For participants the most suitable jobs for people with mental health issues are those that do not require specialization: For one respondent, *“cleaning jobs, paper work, etc. are suitable to be carried out by people with mental illness”*. Another participant related the success achieved employing people with mental illness in the documentation department, and being the digitalization of files one of the activities carried out by the employees with mental illness.

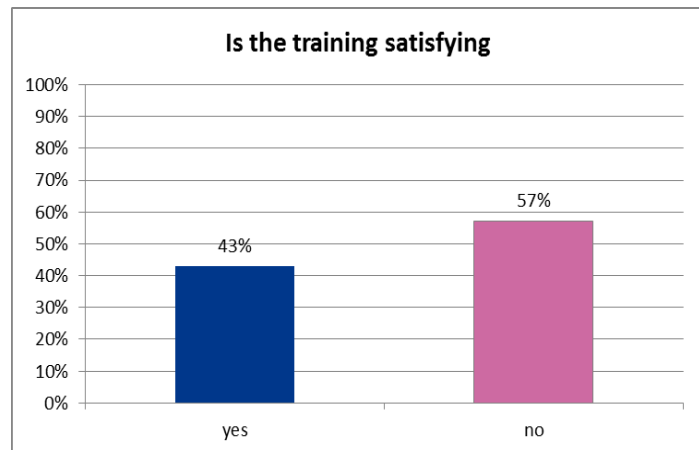
In general, employers with some experience hiring people with mental illness, showed a positive opinion about their performance within the company they manage.

Those who had never hired people with disabilities also considered the possibility of integrating a disabled person in their company. Nobody showed a negative opinion about this topic.

Is the training satisfying

Do you think the existing trainings and offers are satisfying and offering enough support to all involved parties?

	yes	no
person 1		1
person 2		1
person 3	1	
person 4		1
person 5		1
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 12		
person 13		
person 14		
person 15		
sum	3	4
%	43%	57%



Here, employers considered that there aren't fully satisfying with the existing trainings and discussed about the topics that must be covered by the training course, which are not covered yet by any resource, the barriers they find to hire people with disabilities and the needs they have.

- Job adaptation: Employers commented that one of the main barriers is the adaptations that must be done to accommodate the worker with mental illness to the vacancy. *"Sometimes the vacancy requires a high level of autonomy, and assistance from the job trainer is needed"*.

- Kind of contracts: Other respondent explained that sometimes people with mental health issues are reluctant to get into employment, because they are afraid to lose the disability allowance. To help people to overcome this situation, it is needed to know the juridical situation of each person, and discuss with them how adapt the terms of the contract to avoid any decrease in the economic situation of the employee once he/she is in employment, stating that *"there are a lot of possibilities and kinds of contracts to cover any situation"*.

- BUREAUCRACY: employers reveal the slowness and difficulty in processing all the paperwork for hiring people with disabilities; attendees believe that one of the tasks

of job facilitators should be to facilitate this process to the employer. *"The job facilitator should be in charge of all procedures and paperwork, he should bring the forms and submit them, then we will sign them and within a month the person must be in the workplace with the right support"* said one of the employers.

3.2. Kind of support

Which changes in your local, regional and national regulations are necessary?

Here, employers talked about increasing the training on social skills and new technologies. Also they commented that having a coach will be more useful than anything, at least for the first month, to support the employee while working. One respondent affirmed that once a person with mental illness wishes to be into employment, the support from professionals who monitor his/her pharmacological treatment is very important: *“professionals should be aware if their clients are or not into employment, to balance the pharmacological treatment”*.

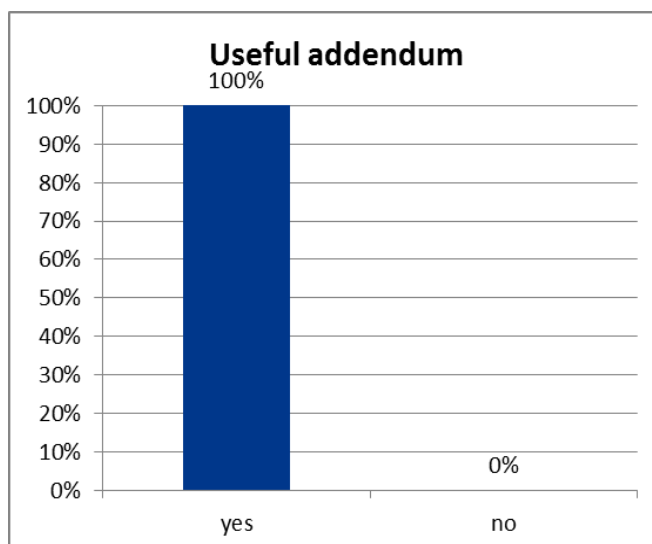
Participants commented that if the person with mental illness comes from a social enterprise or from a vocational training center, it is convenient and positive for them to train how to cope with frustration, anxiety or impulsivity, firstly because the private sector is more demanding than the social enterprises where usually there is more room for error, and secondly because a private company has a different context and environment more focused on productivity: the worker should show commitment and discipline. Participants thought this question is somehow related with the last one, and added that it could be useful for employers to count with a personal coach who could support people with mental illness during their daily routine.

Participants focused on the fact that in this context of economic crisis, there are fewer resources available from the local and national administration and the cuts and also the delays in the payments do not help them. Another respondent commented that due to the lack of resources available in this context of crisis, to promote the placement into employment is even more complicated, *“we have now to overcome other problems, such as cash-flow problems, do layoffs and cuts, etc.”*

Useful addendum

Do you think the presented training and model is a useful addendum to the existing system of training and support?

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 12		
person 13		
person 14		
person 15		
sum	7	0
%	100%	0%



Participants commented that anything that pays attention to the aspects discussed above will be useful for the job integration of young people with disabilities. Very important is the internship at the end of the training, because at least the first month of integration in the workplace, the new employee will count with the job coach.

Participants also commented that when the disability is because a mental illness, the support is crucial for a successful integration into the workplace; attendees also pointed out that this support should be always available, not just during the first month.

Interestingly, the picture that employers have of people with disabilities who use specialized job agencies as social enterprises, special employment centers or special integration channels, is more negative than the picture they have for those who get a job autonomously. *"If you need to find a job through an association, it may be because either: you are low-skilled, you have low motivation or you have problems retaining a job... however, those who get employment by their selves is because their effort and preparation".*

Employers commented that this kind of courses, designed to enhance the job skills of people with disabilities and improve their "employability" are always useful, but not a

priority for the government in this time of crisis. Participants stressed that contact with the standard employment context is particularly important for young people with poor labour experience, so the internship will be useful.

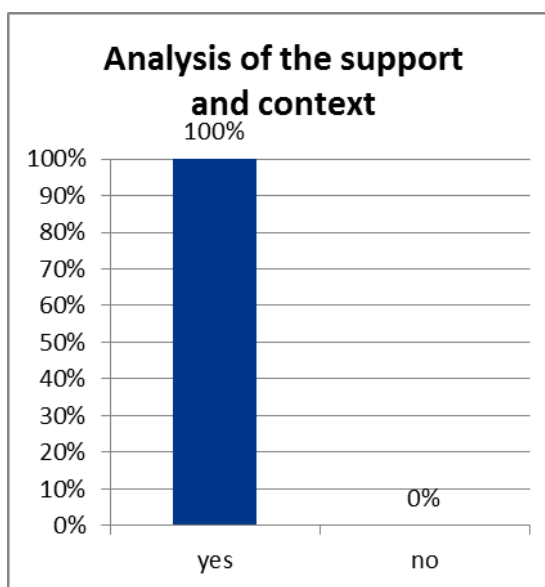
Employers emphasized profitability, being in agreement that the more important reason to hire a person with or without disabilities are the benefits for the Organization: *"It is true that such courses are necessary and helpful, but the most important thing to hire a disabled person is the economic benefits for our Organizations"*.

Additional skills and expectations

What would you expect from a training of teachers / trainers / instructors for the occupational integration of young people with mild autistic disorder or mental retardation? What skills should be taught to teachers / educators / trainers so that these young people can be prepared well for the demands of the workplace?

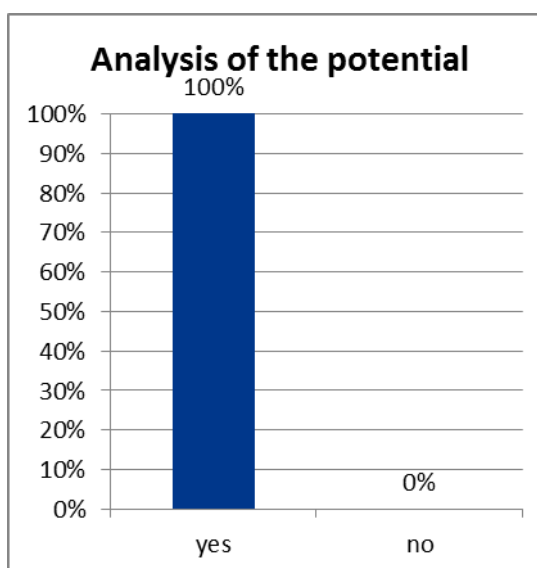
5) Analysis of the support and context

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 12		
person 13		
person 14		
person 15		
sum	7	0
%	100%	0%



5) Analysis of the potential

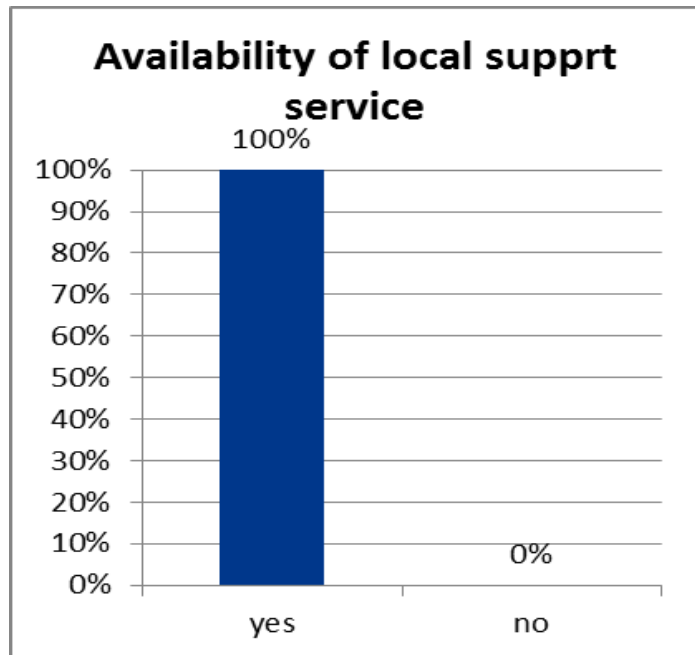
	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 12		



person 13		
person 14		
person 15		
sum	7	0
%	100%	0%

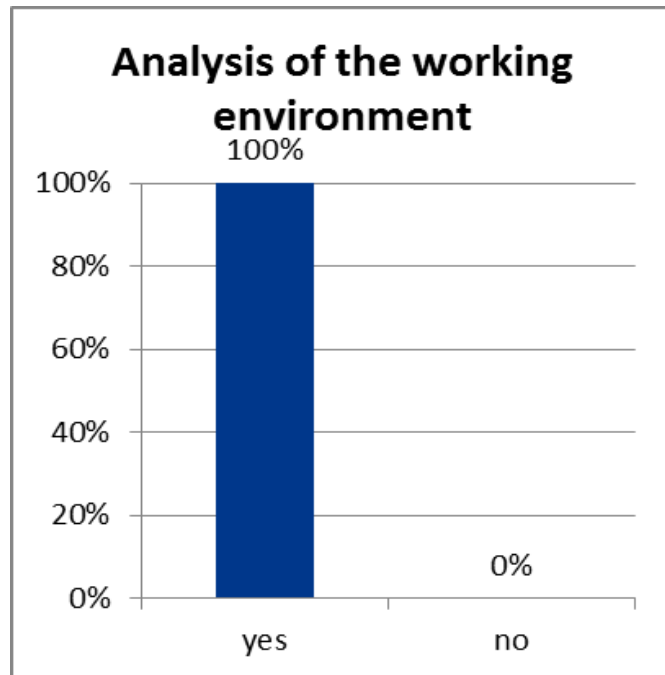
5) Availability of local service

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 12		
person 13		
person 14		
person 15		
sum	7	0
%	100%	0%



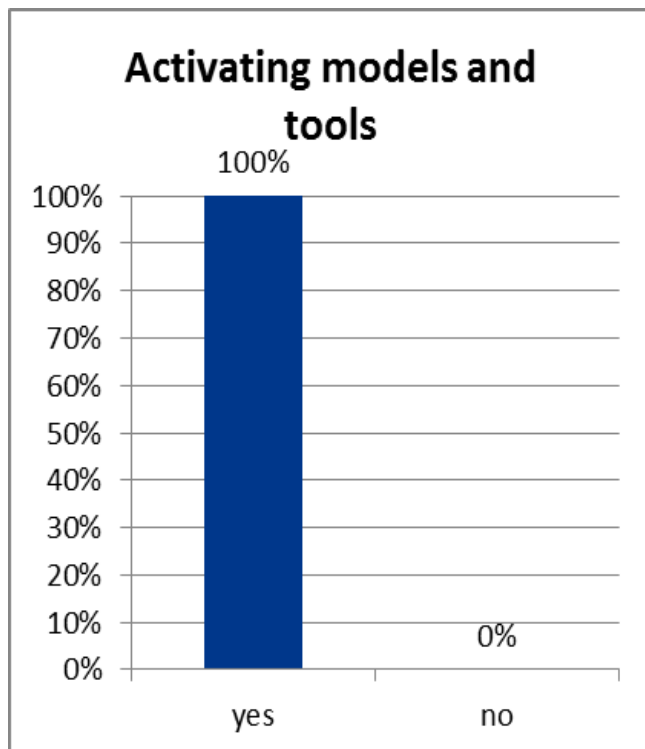
5) Analysis of the working environment

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 12		
person 13		
person 14		
person 15		
sum	7	0
%	100%	0%



5) Activating models and tools

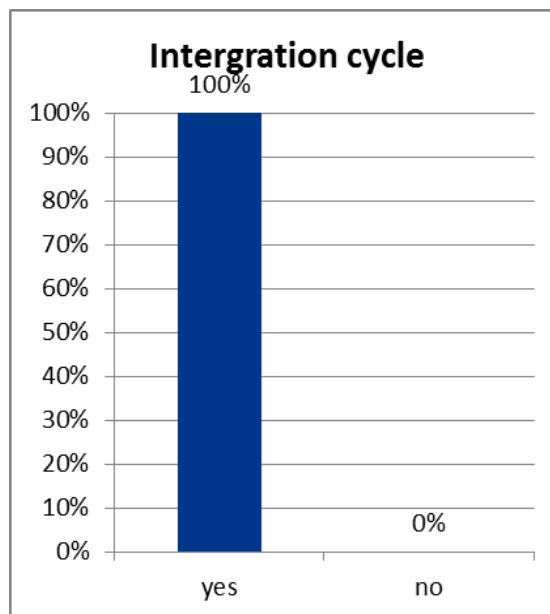
	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 12		
person 13		
person 14		
person 15		
sum	7	0



%	100%	0%
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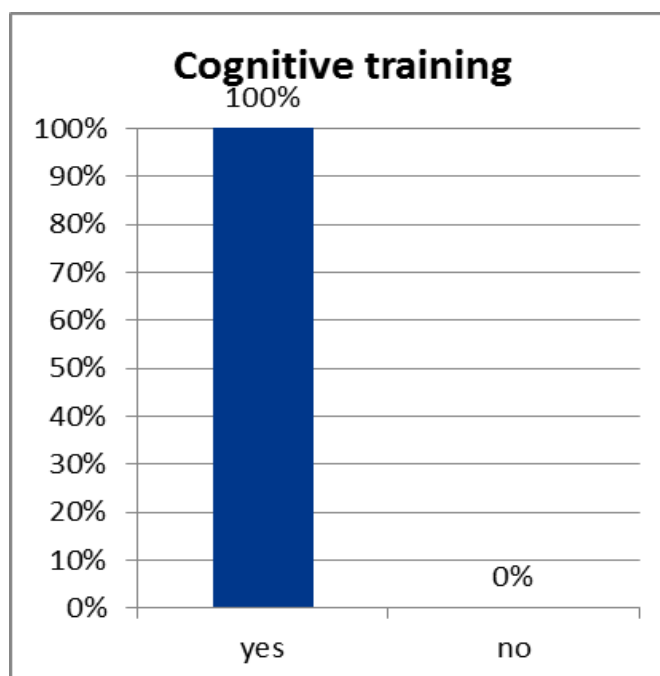
5) Integration cycle

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 15		
sum	7	0
%	100%	0%



5) Cognitive training

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 12		
person 13		
person 14		
person 15		
sum	7	0
%	100%	0%



Other competencies

ASSESSMENT OF INDIVIDUAL SKILLS: *"This course has to develop the skills needed by the labor facilitators so that they can perform their roles. In the opinion of employers, these skills should include assessment of the ability of each candidate and the adjustments that might be required in the workplace"*

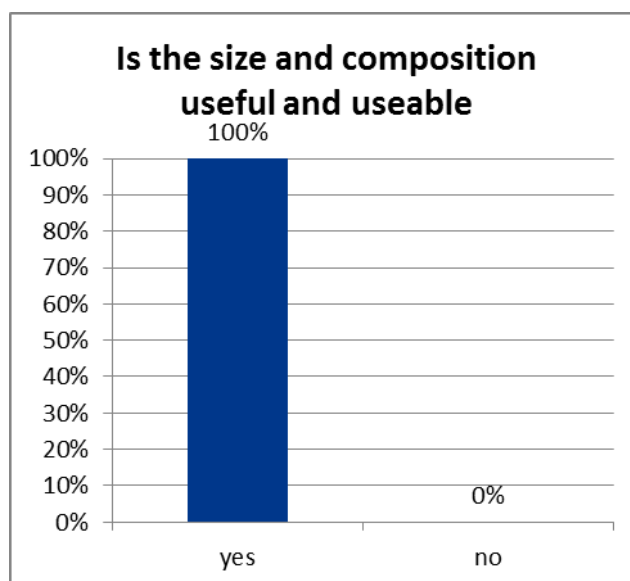
KNOW THE LAW AND SPEAK IN TERMS OF BENEFITS: *"In many cases, without the push that involves the legal obligation or the economic and fiscal benefits, the possibility of incorporating people with disabilities into the workforce of companies not arise as an alternative"*

COMMERCIAL WORK: Employers commented that in some cases companies are not hiring people with disabilities because they aren't aware of this chance. *"There is the need to do a commercial work by visiting local businesses and to make them aware of it". "Companies should expand their vision and think about what kind jobs could be targeted to people with disabilities", "In our case, we offered a vacancy and a person with a disability applied for it, then we start thinking about this chance and its benefits"* said another attendee.

Usefulness of size and composition

The volume of the training consists of 260 hours. It is divided into 160 hours of theory, 20 hours of project work and 80 hours of on - the-job training. The following methods are used: lectures, exercises, simulations, internships with service facilities and different services for people with disabilities. Do you think the size and the composition is useful and useable

	yes	no
person 1	1	
person 2	1	
person 3	1	
person 4	1	
person 5	1	
person 6	1	
person 7	1	
person 8		
person 9		
person 10		
person 11		
person 12		
person 13		
person 14		
person 15		
sum	7	0
%	100%	0%



Participants commented that the structure and timing of the course seems appropriate.

Necessary changes in the regulations

Which changes in your local, regional and national regulations are necessary?

STANDARDIZATION OF THE RECRUITMENT OF PEOPLE WITH DISABILITIES:
For employers, the process of integration of people with intellectual disabilities is now taking its first steps in Spain (employers take for granted the integration of people with physical disabilities, but not intellectual). This integration should be supported by the appropriate measures. *"Hiring people with intellectual disabilities is a very recent social need, in many cases employers don't even think about it, or when they do, they do not find candidates with disabilities that fit the required profile"*

BUREAUCRACY: employers commented that the administration should also facilitate the integration process by making this process easier in terms of paper work.

4. CONCLUSIONS

PROFESSIONALS:

- VET professionals believe that there is a lack of resources from the general government to provide professionals with the training needed to continue developing the new role of the “job-facilitator” and the approach of Individual Placement and Support. This reason makes JOTRADI training course useful and appropriate.
- In addition to provide a general knowledge about the role, tasks and approach for the potential “job facilitator”, it should be clear that the approach must be always individualized, focused on each person’s preferences and potential.
- The main measure taken by the government for the inclusion of people with mental health issues was the Law LISMI, which is not being respected here in Spain. The other problem identified by professionals is “the never-ending training” instead of getting a job and get training related the tasks they develop.
- There is not enough support for young people with mental health problems to get into employment: firstly in the vocational training center and then when they are looking for job opportunities. The lack of opportunities is not because a lack of training and preparation, attendees believe it is due to a lack of support to help them to get into employment, as young people with mental health problems are ready to work.
- Concerning the presented training, participants commented that it will be more suitable for professionals to organize it in 1 or 2 months and to add a module about how to present candidates with special needs to employers in a positive and appropriate way. Some of the attendees commented to add a module about the role of the “job-facilitator” as it is a new role in Spain.

SERVICE USERS:

- Service users identified as providers of support their relatives, peers and professionals, they discussed about the lack of support in schools and their feelings of isolation and discrimination, during those days.
- Attendees feel that there are not enough training and support; they have fewer opportunities than other young people to get into employment, to be autonomous and are more vulnerable to social stigma.
- It is important for participants, that professionals believe in them and support them without interfering too much and make them feel unable. Besides, participants identified flexibility and understanding, support to build good relationships with co-workers, support to prepare interviews and to work with employers to convince them that people with mental illness could be good candidates for certain vacancies.

EMPLOYERS:

- Economic advantage is the key to introduce a candidate with special needs to employers.
- Employers with some experience in hiring people with special needs are, in general satisfied with his/him performance.
- Attendees commented not being totally satisfied with the support received to hire people with special needs. They identified two main barriers which prevent them to hire people with disabilities: job adaptations when needed, the fear of people with disabilities to loss their allowance, the bureaucracy of hiring people with disabilities and the context of crisis.
- It is really important for employers to count with the job-facilitator, at least for the first months, and support available when needed. The internship at the end of the training was appreciated by employers.
- Employers identified three competences which the job facilitator must have: the job facilitator must be able to assess individual skills of potential candidates, know the Law and the benefits for hiring people with special needs and commercial skills to let employers know about the chance to hire people with special needs.