JoTraDi

Job Trainers for People with intellectual disabilities and Autism Spectrum Disorders

Lifelong Learning Programme

CUP CODE: G83D13000560006

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

Facilitator of the job placement for people with intellectual disability and autism spectrum disorders

Research Report

By: Marco Orlando

FOLKES

Malta

CONTENT

1. INTRODUCTION 3

2. EVALUATION OF THE STAKEHOLDER QUESTIONNAIRE 5

2.1. Usefulness of the training 5

2.2. Existance of inclusive programme 7

2.3. Description of the existing system for inclusion 8

2.4. Description of the existing support and training models 9

2.5. Existence of similar training model 10

2.6. Can the model be introduced in the country, what is necessary 11

2.7. Is the content complete and adequate 12

2.8. Biggest differences between actual work situation and training 13

2.9. Necessary changes and adaptations in the training 14

2.10. Necessary changes and adaptations in the local, regional and national frame 15

2.11. Be careful of risks 16

2.12. Expectations 17

3. EVALUATION OF THE USER QUESTIONNAIRE 18

3.1. System of vocational integration 18

3.2. Are the existing trainings and offers satisfying 21

3.3. Usefulness of the training 24

3.4 Expectations of the training 22

3.5 Additional skills 27

3.6. What is missing 35

3.7. Size and composition of the training 36

3.8. Integration possible 38

3.9 Overlaps 33

3.10. Additional resources and framework 40

3.11. Necessary changes in local, regional and national regulations 41

4. EVALUATION OF THE EXPECTATIONS 42

4.1. Experience 42

4.2. Is the training satisfying 43

4.3. Kind of support 44

4.4. Useful addendum 45

4.5. Additional skills and expectations 46

4.6. Usefulness of size and composition 51

4.7. Necessary changes in the regulations 53

5. CONCLUSIONS 54

5.1. Stakeholders providing support to people affected by autism and intellectual disabilities 47

5.2. Existing trainings and offers for all involved parties 47

5.3. Job Inclusion of people affected by autism and intellectual disabilities 47

5.4. Evaluation of Jo Tra Di training model 48

5.5. Expectations, missing elements and additional resources 48

5.6. Size of the training programme 49

5.7. Possible integration with existing trainings and overlaps 49

5.8. Changes in the local, regional and national frame and regulations 49

6. LIST OF CONTACTED STAKEHOLDERS 50

INTRODUCTION

The Jo Tra Di Project - *Job Trainers for People with intellectual disabilities and Autism Spectrum Disorders* - is funded under the EU 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 categories and enable them to become Job Trainers.

Such course will be based on classroom theory and a practical traineeship: each trainee will be responsible for a person affected by ASD/intellectual disabilities who is willing to experience a job placement in the open labour market. Therefore, the project will also offer the disabled person a concrete opportunity to experience employment and to be included in a company.
The training course to be transferred is the "Job trainer" programme, already implemented by the Italian project partner Centro Servizi PMI in 2012, following an initiative of AUT AUT, an association of families of people with autism.

The programme will be transferred to Austria, Malta, Turkey and Spain. The partners involved in the project are: Autism Europe, CSPMI Reggio Emilia (coordinator), Die Querdenker, Intras, Etod, Folkes.

An analysis of the context of reuse has been conducted via the administration of a survey to relevant stakeholders in Malta. To this purpose, three different questionnaires were developed by Austrian partner Die Querdenker. The survey revealed information on:

- How education, vocational development and job placement of people affected by autism or learning difficulties are realized in Malta.
- Stakeholders' expectations and opinions regarding the training programme that will be transferred.

Since it was impossible to reach an agreement with relevant stakeholders (VET/training centres, schools, governmental bodies, foundations, NGO's, recruitment agencies, etc.) to organize a project info session, first contact was made by phone and face to face meetings were then held with subjects who showed interest in contributing to the survey. The whole list of contacted stakeholders is attached at the end of the report.

The following report displays all the information collected via tables[1] and charts; a summary of the key findings is offered in the conclusion.

[1] When no answer or no clear answer was given by interviewee, cells in tables were left empty.

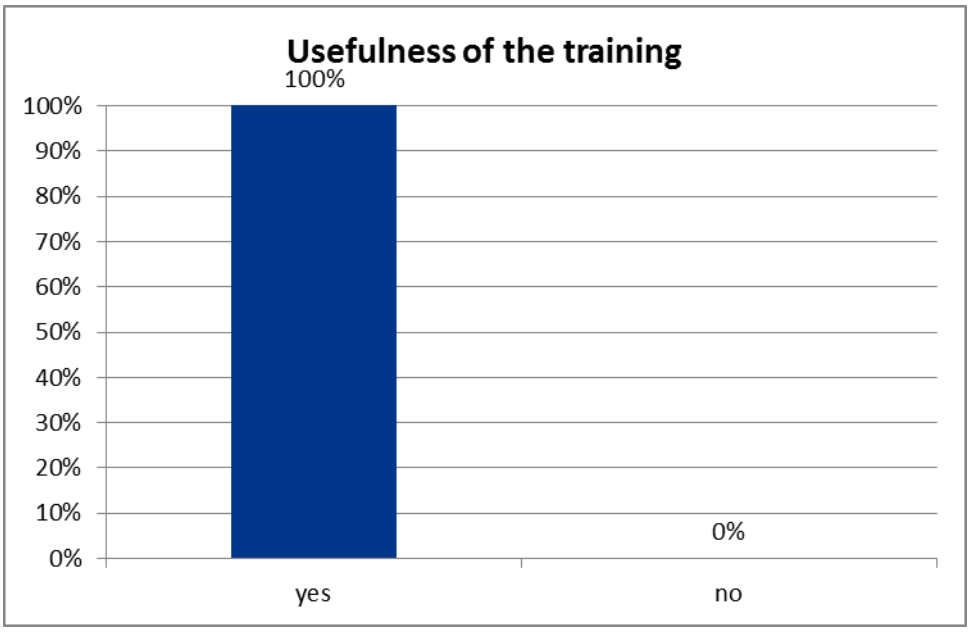
1. EVALUATION OF THE STAKEHOLDER QUESTIONNAIRE

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	reason
N. A.[2]	1		Yes, the training will be very useful because it connects theory to practice.
sum	1	0	
%	100%	0%	



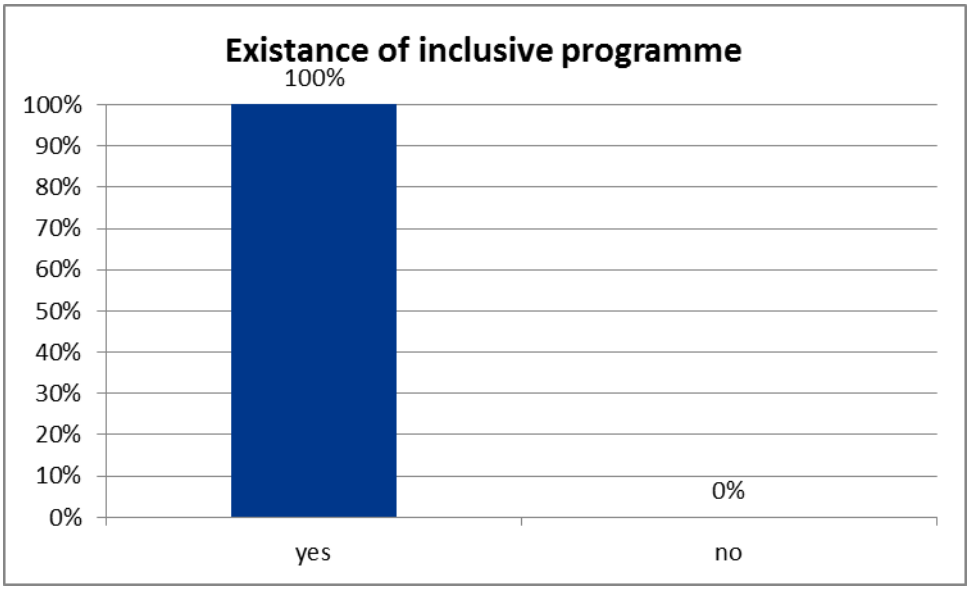
[2] Throughout all the report, initials of interviewees' names have been reported

1.2. 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?

2) Existence of inclusive programme

	yes	no
N. A.	1	
sum	1	0
%	100%	0%



1.3. Description of the existing system for inclusion

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

- N. A.: As from last year our Resource Centre has been including youngsters with disability on work placements.

1.4. Description of the existing support and training models

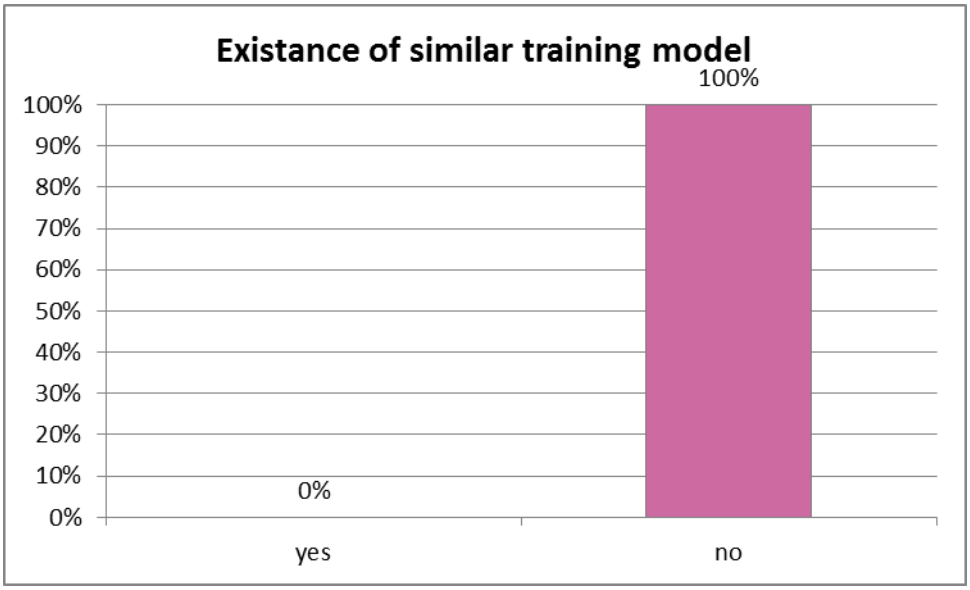
Please describe the existing support and training models for trainers and teachers, users and employers in your local, regional and national frame.

- N. A.: Presently there is no training. We and other local partners are devising a course for Job Coaches at a local level.

1.5. Existence of similar training model

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

5) Existence of similar training model			
	yes	no	description
N. A.		1	-
sum	0	1	
%	0%	100%	

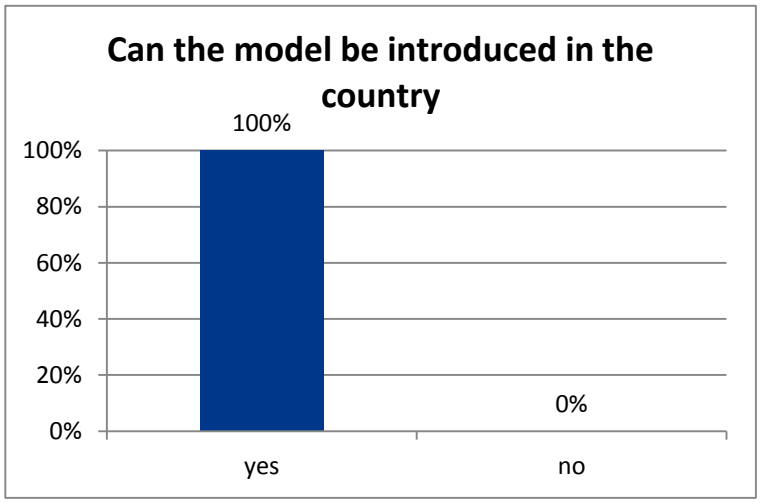


1.6. Can the model be introduced in the country, what is necessary

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.

6) Can the model be introduced in the country, what is necessary

	yes	no	necessary for implementation
N.A.	1		Yes, because there is need for such a role.
sum	1	0	
%	100%	0%	

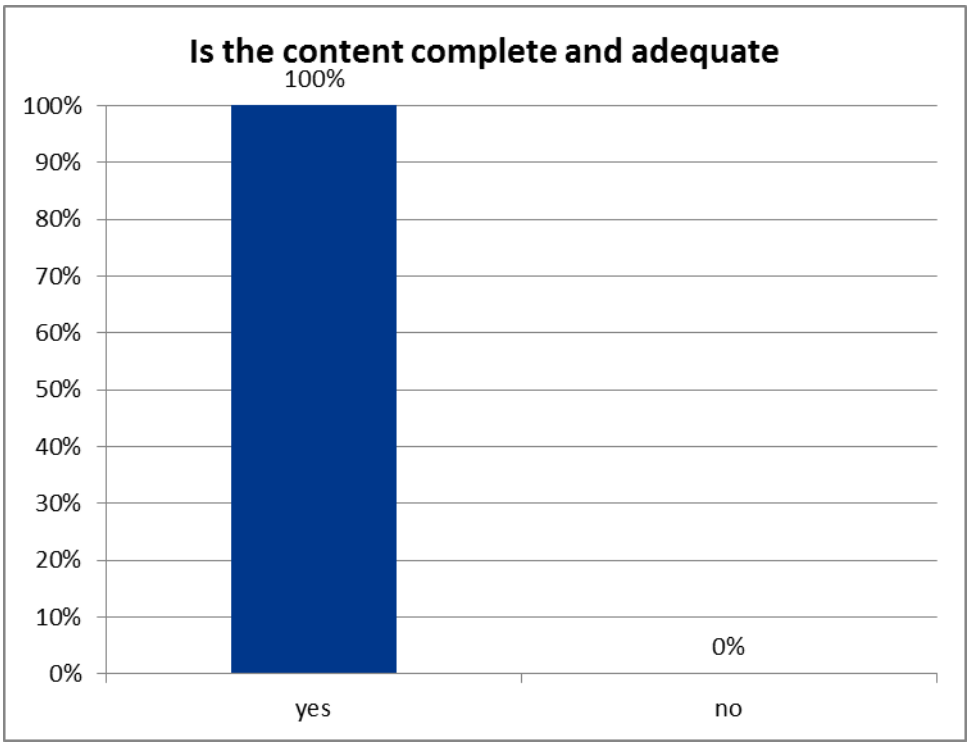


1.7. Is the content complete and adequate

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

7) Is the content complete and adequate

	yes	no	missing
N. A.	1		I think that the course is too much loaded. You cannot expect teachers or learning support assistants to follow such a long course. The course should be recognized at a National Level.
sum	1	0	
%	100%	0%	



1.8. Biggest differences between actual work situation and training

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

- N.A.: Transport should be catered by the student/apprentice.

1.9. 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?

- N.A.: Course should be recognized. The certification should be valid. I think the number of hours covering the course is too much.

1.10. 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?

- N.A.: Certification of course. Reconsidering the number of hours per course.

1.11. Be careful of risks

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

- N.A.: I would not limit the course to Autism only. The impact and dissemination can be greater if the course meets the needs of special needs in general. A specific module would be catered for persons with Autism.

1.12. Expectations

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

- N.A.: I think it is very positive. The practice can give a very good feedback though the theory is important. The practice should be the forte of such a training course.

3. EVALUATION OF THE USER QUESTIONNAIRE

3.1. 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• Are there any opportunities in the regular school system or is it outsourced • Is there a special vocational training for teachers / trainers on how to support teenagers with autism or learning difficulties?

G. M. S.	In mainstream schools, students with ASD and learning disabilities are supported by Learning Support Assistants on an individual or shared basis, according to the statement issued by the Statementing and Moderating Panel[3]. This board functions under the auspices of the Ministry of Education. Trainers are involved mainly in the Employment and Training Corporation (ETC) or at the Malta College of Arts, Science and Technology (MCAST). These institutions intervene in the post-secondary years (16+).
L. F.	Teenagers with disabilities are integrated in schools and also in resource centres when older than 18 – they will be trained for jobs too. I do not think that there is a specific course training for vocational training

[3] Functions of the Panel are specified in this Policy Document issued by the Ministry of Education.

P. D.	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

S. B.	Vocational training is mainly provided by the Employment and Training Corporation, a state-funded agency and Inspire Foundation, a non-governmental organisation. Details about the support offered should be obtained from them. There is training for learning support assistants in supported children with disabilities and learning difficulties in mainstream schools, but none that specialises in autism.

R. B.	There are a number of agencies/organizations/NGOS which provide support to people with disability; including Agency Sapport, Employment Training Corporation (ETC), National Commission Persons with Disability (KNPD), Special Schools and Resource Centres (which forms part of the Educational System), Malta College of Arts Science and Technology (MCAST) and Inspire Foundation Malta. People with Mild Autistic Spectrum or Learning Difficulties may have the opportunity to be integrated in mainstream schools, yet the educational system in mainstream schools focuses on a structured curriculum. As mentioned above, there are also special schools and resource centres where persons with disability may attend in order to work on their skills, including independent living and employability skills. MCAST's pathway programme also offers such a service. In Malta, Sheltered Employment Initiatives have been introduced by ETC and Inspire Foundation Malta. These initiatives cater for the person with disability. KNPD does offer training, yet teachers in mainstream schools still lack the knowledge to support teenagers with autism or learning difficulties. Most of the services in Malta provide support/care workers who can assist persons with disability in enhancing their employability skills. The majority of the support/care workers attend a generic course on care before graduating, thus not all the persons working in the disability field may have the knowledge on how to analyse the person's skills and on how to support the person with disability in developing their employability skills. Apart from support/care workers, one may also find Learning Support Assistants within mainstream schools; special schools and resource centres, who would have followed a university degree whereby certain aspects of inclusion and employability would have been tackled.

opportunities in school		vocational training	
regular school	outsourced	yes[4]	no
1		1	
1			1
1			1
		1	
1		1	
		3	2
		60%	40%

[4] As stated by respondents existing vocational training is not specifically designed on fostering the employability of people affected by ASD/intellectual disabilities

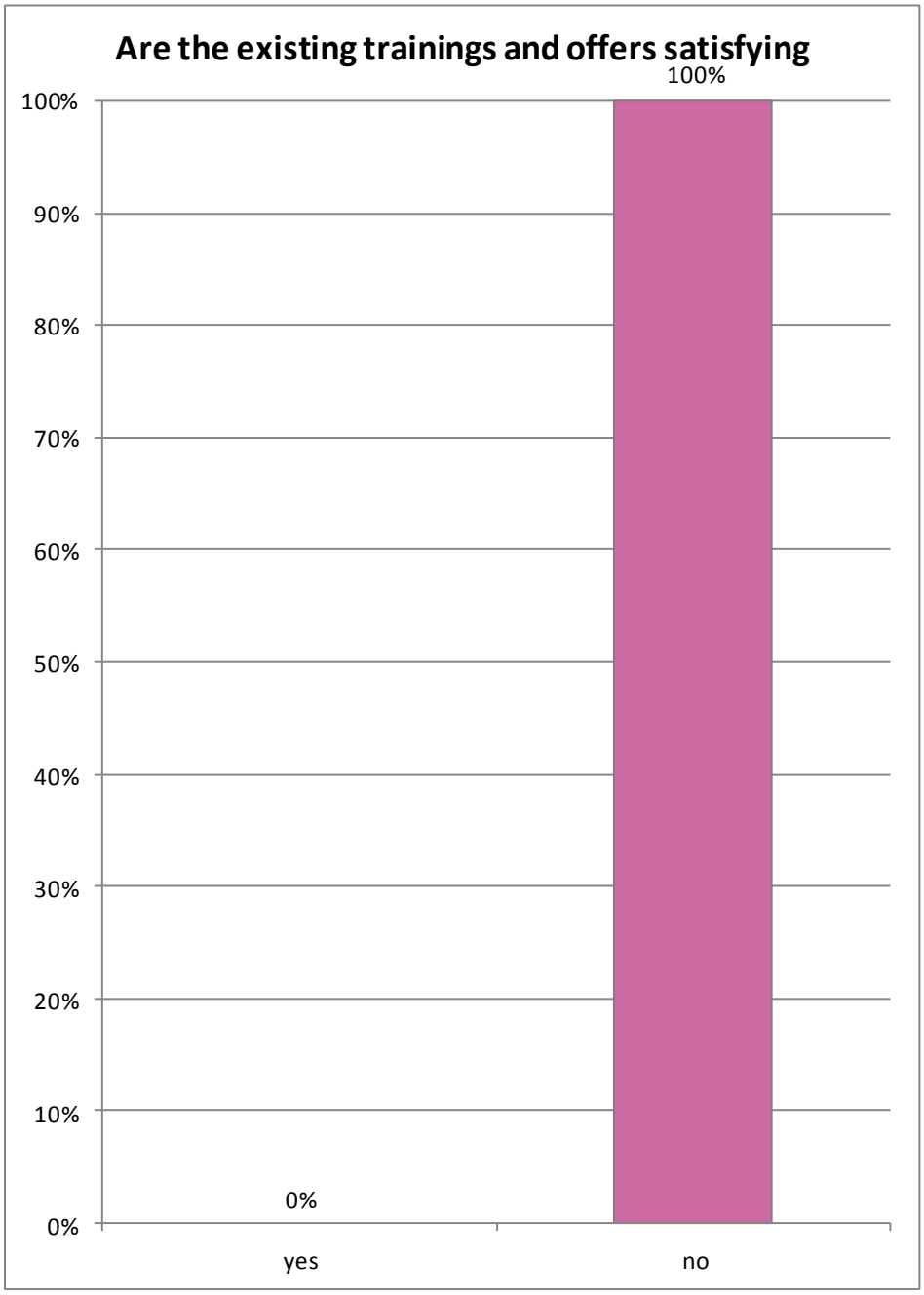
3.2. Are the existing trainings and offers satisfying

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

2) Are the existing trainings and offers satisfying

	yes	no	reason
G. M. S.		1	Not enough is being done in schools in terms of vocational integration. Resources are rather limited and no plan of action appears to be functioning. This counts not only for students with a disability but also for students in general.
L. F.		1	I always believe that more training is definitely required – much more intense training and practice with monitoring by professionals
P. D.		1	There is much more that needs to be done in order for the existing training to be enough support to all individuals. As mentioned above, one of the limiting factors currently existing is the link between training and employment. There is a focus on training though not enough focus on the support needed to actually get the individuals out of training and into gainful employment. I feel there is also a lack of specialisation and choice. In that many individuals are not given the choice to specialise in areas they would like to specialise in - either because such training courses are not offered or because there aren't enough employment opportunities. Thus, most individuals having intellectual disability - irrespective of age, support required, needs, desires tend to have limited options and tend to follow suit into most of the same lines. Another problem faced is that although there exist a number of employability skills training programmes, there is very little in the way of training HR departments/employers on how to support individuals with an intellectual disability in the workplace, how to prepare the workforce to enhance integration. Employers are weary of employing persons with intellectual disabilities, & thus avoid doing so – this may be partly resolved with their being properly trained.
S. B.		1	There is not enough on-the-job support for disabled people who need it. There need to be more supported employment services.

R. B.		1	As noted above, not all the involved parties in the disability field may have the knowledge on how persons with disability can be integrated within the labour market. More training should be provided to all parties involved, including employers and human resource managers, so as to maximise the chance for persons with disability to find employment once the skills training programme is complete.
sum	0	5	
%	0%	100%	

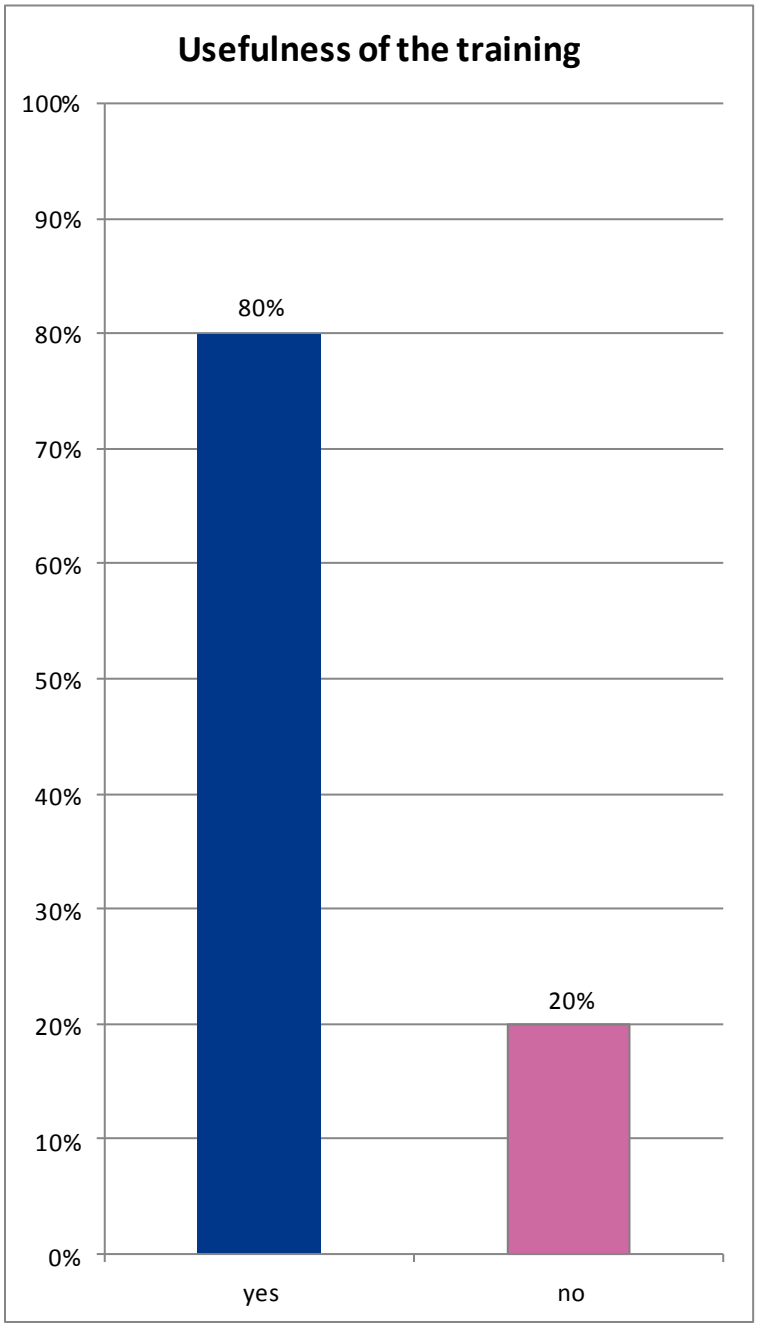

Are the existing trainings and offers satisfying
100%
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0%
yes
no

3.3. 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	reason
G. M. S.		1	Vocational integration needs to be holistic, not piecemeal, especially during the secondary school years. Although the person is to be at the centre of such a policy, the exigencies and resources (or lack thereof) of each school need to be taken into consideration.
L. F.	1		Because it goes into detail about specific difficulties and offers practical traineeship together with theory which is important too. I am a believer that youngsters with autism and other difficulties can and should work as they can offer many different skills and talents in different work areas – given that they are offered the right support and assistance and given the opportunity
P. D.	1		Yes I do think it could be useful particularly due to the reasons mentioned in that we need to have specialised trainers in the field of disability and employment to be able to guide and support individuals from transitioning to employment as well as maintaining it. There are also some new projects taking place in Malta with the aim of supporting individuals with disabilities into employment with the support of Employment Trainers. With no formal training set up as yet, Malta would certainly benefit from having this training and to ensure and maximise its efficiency.
S. B.	1		It is useful but what is really needed is ongoing support in the workplace. There are already a number of schemes that provide training and placements but once the programme is over the employment stops. This is the gap that needs to be filled in.
R. B.	1		The presented training and model includes a number of important issues involved in the integration of persons with disability within the labour market. It would be very beneficial for the persons involved in finding a job placement for persons with disability, to have the knowledge on how to analyse skills and sensorial characteristics. The identification of a suitable job and work environment for a person with disability will be beneficial, for both the concerned person and also for the employer. Knowledge of the Cognitive-Apprenticeship model is very important as it gives light on how a person with disability can be integrated within the labour market. The training methods mentioned will help the person following this course to link theory to practice.
sum	4	1	
%	80%	20%	


Usefulness of the training
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
80%
20%
yes
no

3.4 Expectations of the training

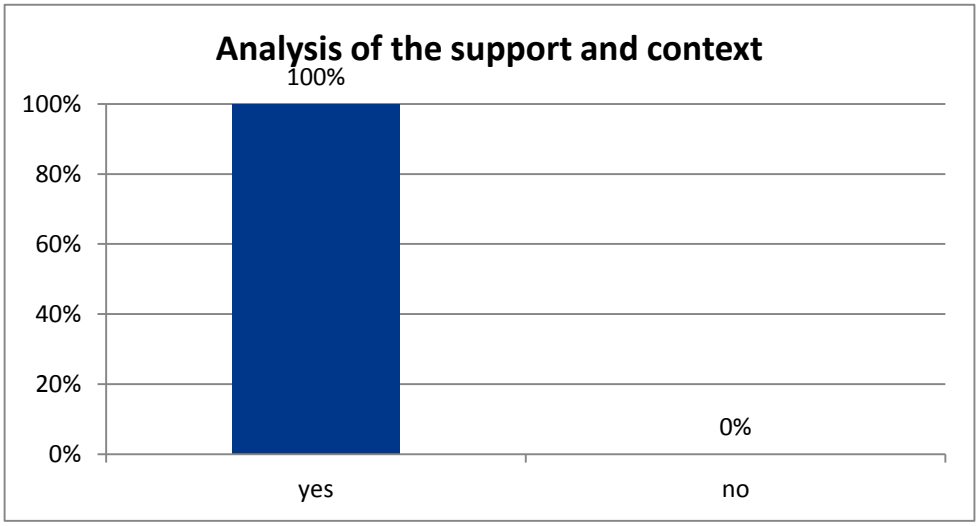
What do you especially expect of a training course for teachers and trainers who would be in charge of supporting the inclusion at work of young people with autism or learning difficulties?

G. M. S.	A solid grounding in developmental psychopathology, occupational psychology, employment issues and visits to various work environments. This kind of course should ideally be addressed to psychology graduates.
L. F.	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 – I also believe that such interested 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.
P. D.	It is important for such a training course to consist of a balance between an understanding of the workforce as well as that of disability. 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. It is also important that such a training course would include an overview of the disability issues and inclusion criteria, to be able to understand the strengths and limitations of the individual they are working with and to be able to plan structured strategies in order to support the individual to overcome or work around their limitations. The above is simply the overarching umbrella and the specific training components should emerge from a mix of the two. However, the training course for trainers should have a balance of theory and more importantly practice - since their role would be working with individuals who have different needs, different situations, different personalities - thus a base level of practice/experience during their training would be essential.
S. B.	-
R. B.	This training course could help to increase the knowledge of the support workers and professionals working within the disability field, whereby they could focus more on increasing the individual's employability skills. This course could also target employers and human resource managers by changing their mentality and the stereotypes that are very often given to persons with disability. In doing so, it could help to encourage more companies to employ persons with disability.

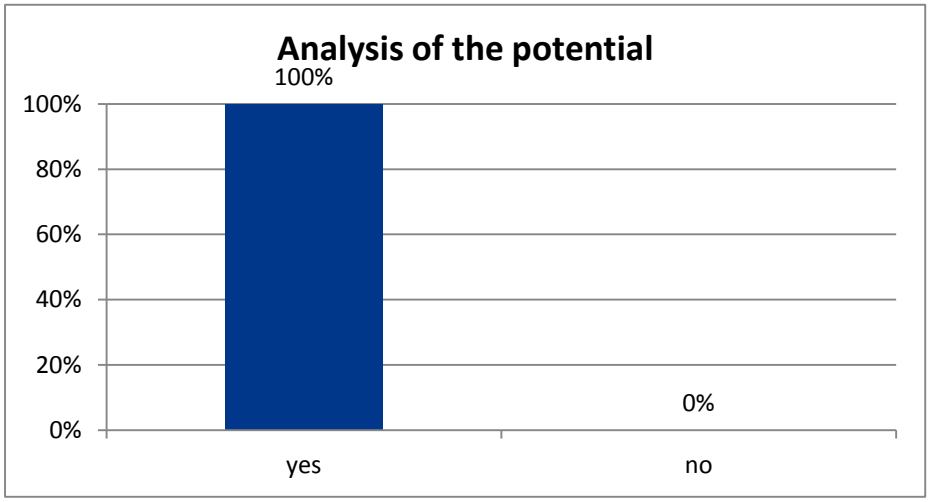
3.5 Additional skills

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

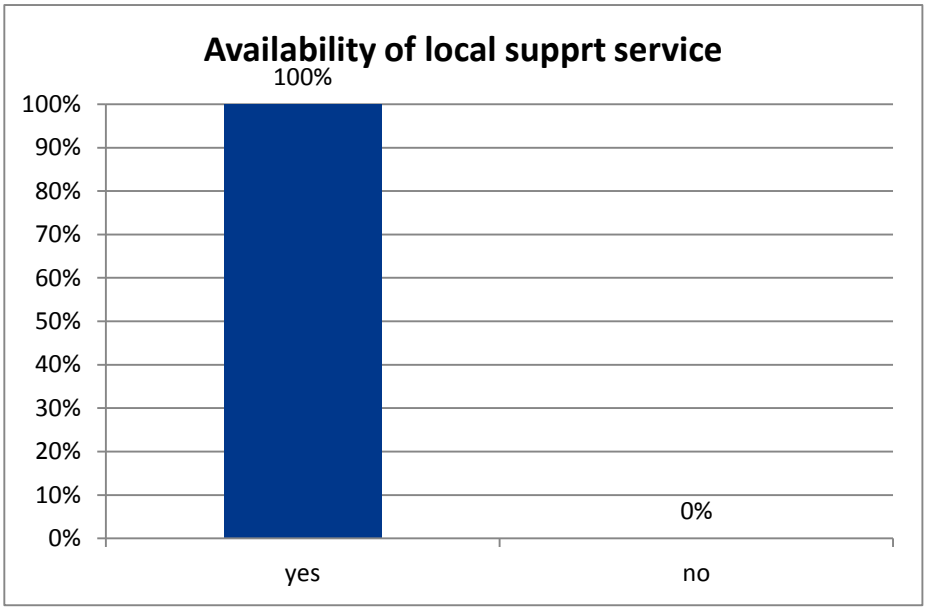
5) Analysis of the support and context			
	yes	no	reason
G. M. S.	1		N/A
L. F.	1		N/A
P. D.	1		This element of the training is important as trainers need to be able to properly understand and assess the contexts they are working in. Thus it is important for trainers to be trained in job finding skills, networking and creating partnerships, communication skills, presentational skills, ethics and principles, assessment and planning, etc.
S. B.	1		N/A
R. B.	1		This would help the trainer/teachers in getting a general picture of the social networks that the person with disability has.
sum	5	0	
%	100%	0%	



5) Analysis of the potential			
	yes	no	reason
G. M. S.	1		-
L. F.	1		Yes this is very important so support is tailor made and unique to each youngster
P. D.			It is important that trainers acquire knowledge on different support strategies that are available to the individuals they work with and to make use of the natural support systems available at the work place and he importance of colleague support. Training should also understand methods of job modification, reinforcement techniques and job evaluation techniques. Trainers also need to develop the necessary communication skills with the individuals they work with to be able to constantly empower and motivate them.
S. B.	1		-
R. B.	1		It would give the concerned person and the teachers/trainers a clearer picture of what the former is expecting.This is necessary both for the concerned person with disability and for the employers. The job identified for the concerned person needs to match the person's capability. By doing so, the person will be empowered and the employer will be satisfied.
sum	4	0	
%	100%	0%	

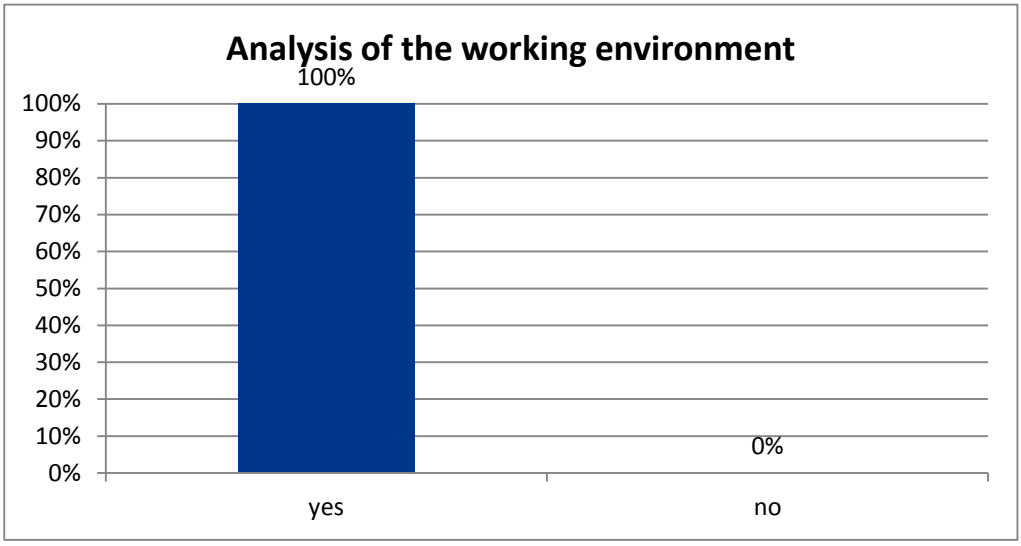


5) Availability of local support service			
	yes	no	reason
G. M. S.	1		E.T.C. and MCAST
L. F.			-
P. D.	1		Inspire Foundation is one of the local organisations that offers and provides the above range of services. Inspire's tutors, train individuals in employability skills, assist them in job searching, provide job placements and on the job training, support them through the transition from training to employment, support them intensely in the first few weeks of employment, and slowly phase out and continue offering support as necessary throughout employment.
S. B.	1		-
R. B.			By addressing this issue, all the parties involved would know who to contact in cases of difficulties. It's important to be aware of these support services as this would provide more support to both the person with disability and those around them.
sum	3	0	
%	100%	0%	



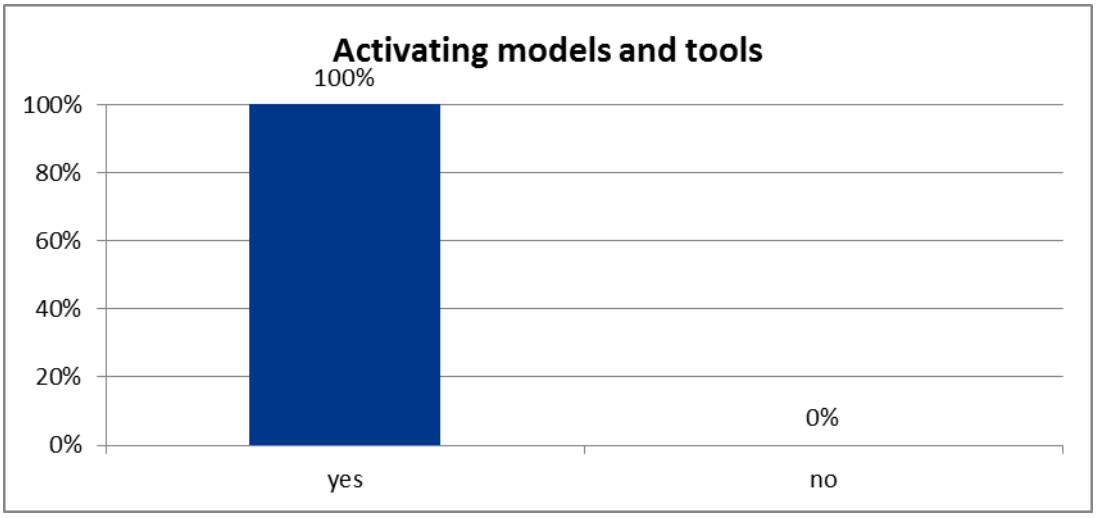
5) Analysis of the working environment			
	yes	no	reason
G. M. S.	1		-
L. F.	1		-
P. D.	1		It is important for trainers to understand the different stages towards employment and become familiar with the various strategies that exist in supporting employees to acquire job related skills through job carving, job stripping, job enrichment etc. The trainer would also be required to have the necessary skills to demonstrate on-the-job social skills training and off-the-job social skills support as well as help the employees to become accustomed to work-culture norms.
S. B.	1		-
R. B.	1		This is very crucial, especially for the concerned person and for the employer. All the resources available would be used in the best possible way. It would also lead to job satisfaction and commitment.
sum	5	0	

%	100%	0%



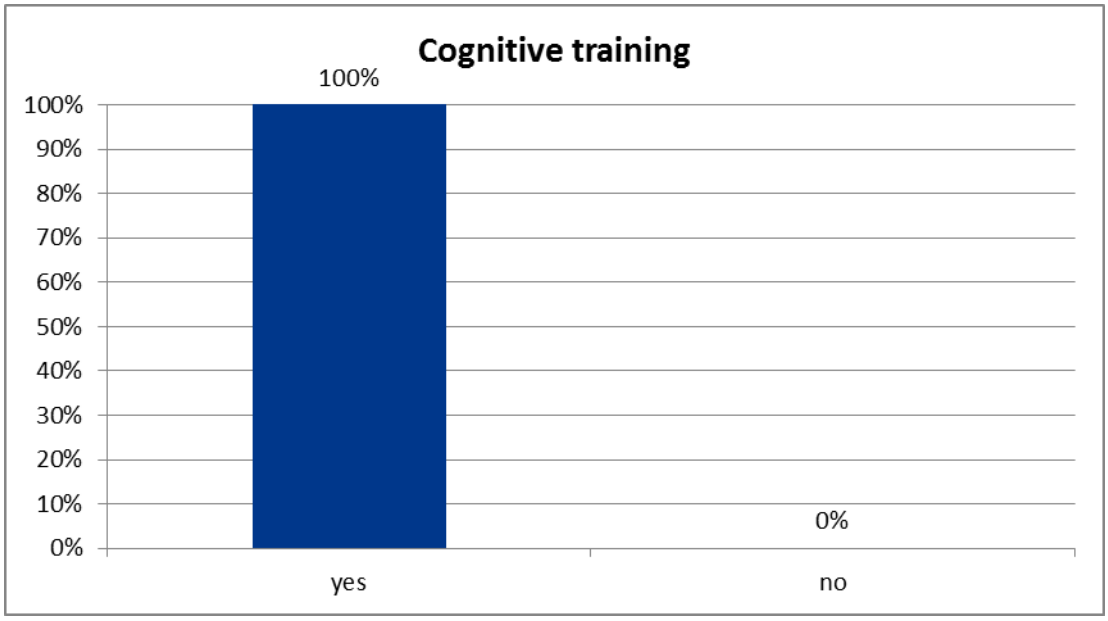
5) Activating models and tools			
	yes	no	reason
G. M. S.	1		-
L. F.	1		-
P. D.			As mentioned above, it is important for the trainer to understand the appropriate job modification required by each particular employee for them to be able to successfully accomplish the tasks required by them in their employment. Other than specific on-the-job skills the trainer would also need to be aware of their social behaviours, the way they are integrating with their colleagues, their understanding of employability skills on the job and so on.
S. B.	1		-

R. B.	1		This will be beneficial to all parties involved. The person with disability will be empowered to improve his/her skills which will eventually be of benefit to the organisation in which he/she will be employed.
sum	4	0	
%	100%	0%	



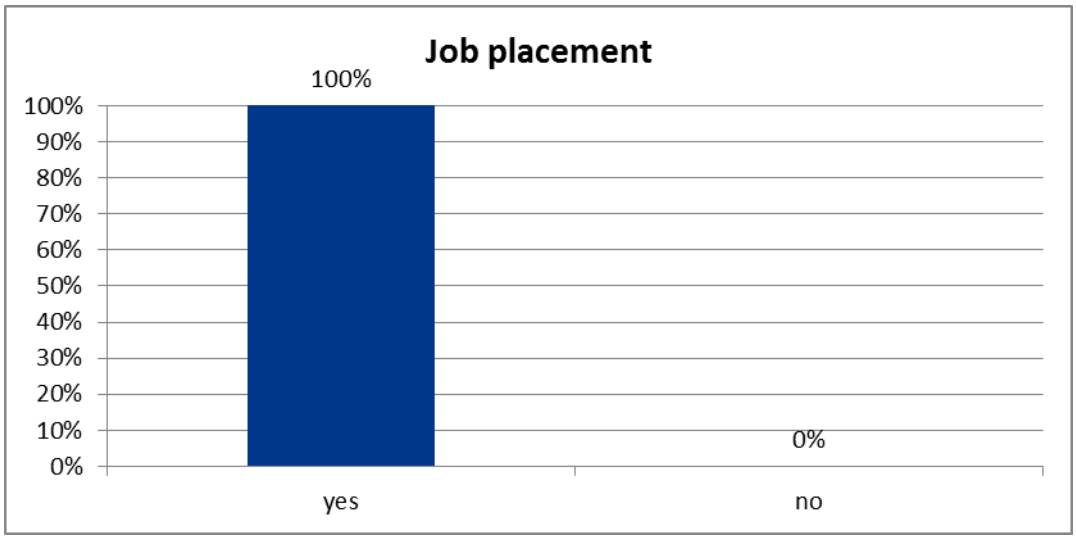
5) Cognitive training			
	yes	no	reason
G. M. S.	1		-
L. F.	1		-

P. D.			There are a number of strategies that can be specifically addressed to the learning style of teens with autism and/or learning difficulties. The trainers need to be trained in such learning approaches and be supported to make use of them as on-the-job strategies. The trainers will also need to extend their knowledge to the employers so that they too can support their employees in situations when the trainer isn't present.
S. B.	1		-
R. B.	1		This model seems to include the most important stages of including a person with disability within the labour market. It's important for the teachers/trainers to be aware of this model as it can serve as a guideline to reach the aimed goal. Job coach to control the performance and behaviour is very important for all the parties involved.
sum	4	0	
%	100%	0%	



5) Job placement

	yes	no	reason
G. M. S.	1		-
L. F.	1		-
P. D.			As mentioned earlier, the support provided to the employer is essential to ensure that employment is fruitful and successful. Trainers need to have the necessary skills to be able to support and direct the employers and even more so, the colleagues of the individual working on the floor with him/her. They will be the ones dealing with the employee on a day to day basis and thus the trainer would be required to pass on the necessary skills and guidance to the employers
S. B.	1		-
R. B.	1		Finding a job placement for the concerned person is the desired goal. Thus it's of crucial importance to tackle this module.
sum	4	0	
%	100%	0%	



5) What is missing	
G. M. S.	A kind of liaison officer might be involved, representing ETC.
L. F.	-
P. D.	In schools, there needs to be more 'job preparation' to minimise the gap between education and employment as mentioned before - so that the training offered is simply the link between, thus enabling the training to be more successful.
S. B.	Identifying appropriate and welcoming work places and working with the staff to ensure that they welcome the disabled person, accept them and make their job a success.
R. B.	It's important to include different approaches on how to train the individuals with disability.

3.6. What is missing

What else is missing from your point of view?

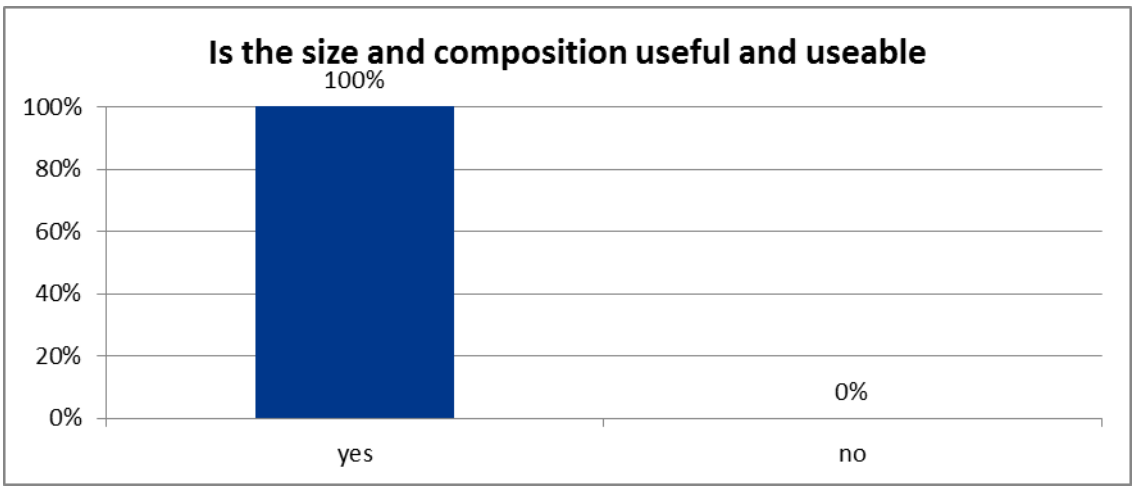
- G. M. S.: N/A
- L. F.: All work placements should be enriched with workers who are prepared for working with youngsters /people with various needs and difficulties and understand that everyone has strengths and that we can all work together
- P. D.: Most has already been discussed in the above sections.
- S. B.: As pointed out above, it is useful but what is really needed is ongoing support in the workplace. There are already a number of schemes that provide training and placements but once the programme is over the employment stops. This is the gap that needs to be filled in.
- R. B.: I think it would be beneficial if the person with disability is also guided in how the money earned is used, that is, if budgeting skills are included as well.

3.7. 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.

7) Is the size and composition useful and useable

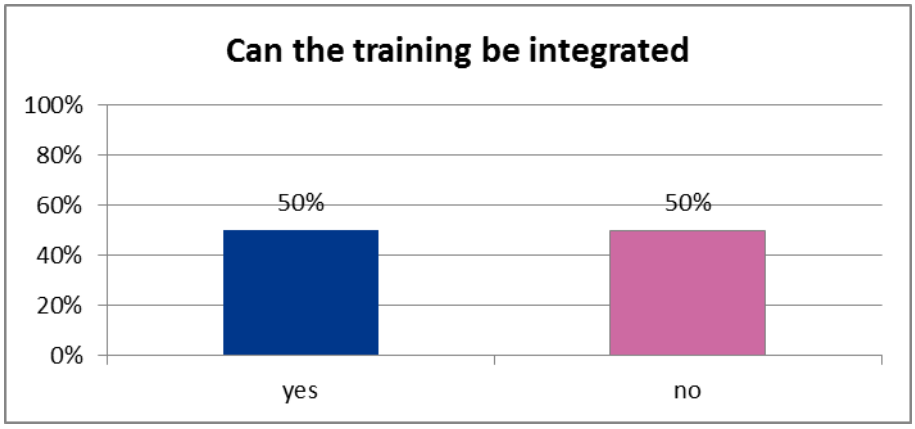
	yes	no	reason
G. M. S.	1		Well-balanced in terms of theory and practice. Perhaps follow-ups can be considered.
L. F.	1		Yes I do think so and it is a great initiative
P. D.			It is believed that the duration being suggested would only be effective if the individuals being trained already had a significant background in disability. Therefore, it would be interesting to establish what the admission criteria would be. Furthermore, it would be important for any course to be level rated so that the trainee would be awarded a qualification at the end of the training period – with follow up training to ensure that there is continuous professional development – essential for quality, evidence based intervention.
S. B.	1		Yes the training should be useful
R. B.	1		The volume of hours and how it is divided will give enough time for the persons following this course to get in touch with what they have learned and eventually apply theory to practice.
sum	4	0	
%	100%	0%	


Is the size and composition useful and useable
100%
100%
80%
60%
40%
20%
0%
0%
yes
no

3.8. Integration possible

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

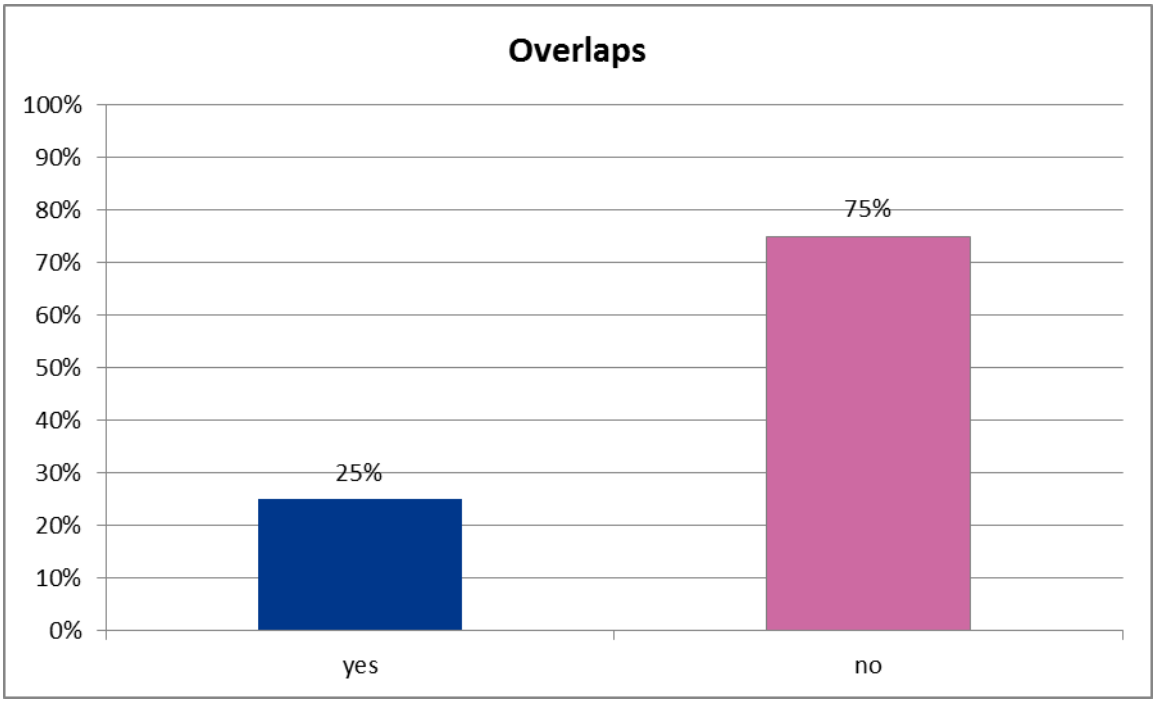
8) Can the training be integrated			
	yes	no	if yes - how
G. M. S.		1	No, since no training is currently done.
L. F.	1		I believe so yes. With the right professional people who train teachers who are interested
P. D.		1	Not as it currently stands.
S. B.			This question should be addressed to ETC and Inspire, the main service providers in the area.
R. B.	1		Presently the Agency Sapport does not offer such specific training, yet the support/care workers do work on maximising the persons with disability's skills, including employability skills. This training could be amalgamated in the present training and the Agency could even reach out to employers so as to minimise the negative stereotypes that they might presently have.
sum	2	2	
%	50%	50%	



3.9 Overlaps

Are there some overlaps with the training currently offered?

9) Are there some overlaps			
	yes	no	Reasons
G. M. S.		1	-
L. F.		1	-
P. D.	1		Yes, however, the programme we have developed is far more intensive and offers a broader spectrum of training components to be tackled. The intensity of the programme is essential in order to cover the varying elements that need addressing in employment.
S. B.			This question should be addressed to ETC and Inspire, the main service providers in the area.
R. B.		1	We do work on emotion managements, social skills, and on other skills. Yet, this training seems to focus more in depth on the skills needed for employment.
sum	1	3	
%	25%	75%	



3.10. Additional resources and framework

Which additional resources and frameworks are necessary?

- G. M. S.: Adaptation of the National Curriculum Framework to incorporate such initiatives
- L. F.: N/A
- P. D.: This will depend on the admission criteria for trainees.
- S. B.: Again, ongoing support for the disabled employee and proper preparation for their colleagues.
- R. B.: It's important to have enough human resources who can implement such a programme. It's also important to have the space where such training can be provided.

3.11. Necessary changes in local, regional and national regulations

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

- G. M. S.: N/A
- L. F.: Training needs to be more specific here so that the youngsters with autism and learning disabilities get the right support and encouragement together with a 'ticket' to more independence and security and to finding a job and job satisfaction
- P. D.: No changes in our regulations as such would need to be done - however it would be important for such a training, as mentioned above, to be more intense and to have level rating - thus ensuring that properly trained individuals are being brought in to deal with the varying elements mentioned above involved in working with individuals having autism/learning difficulties in employment.
- S. B.: Not aware of any necessary changes
- R. B.: The implementation of the adult protection act & guardianship act.

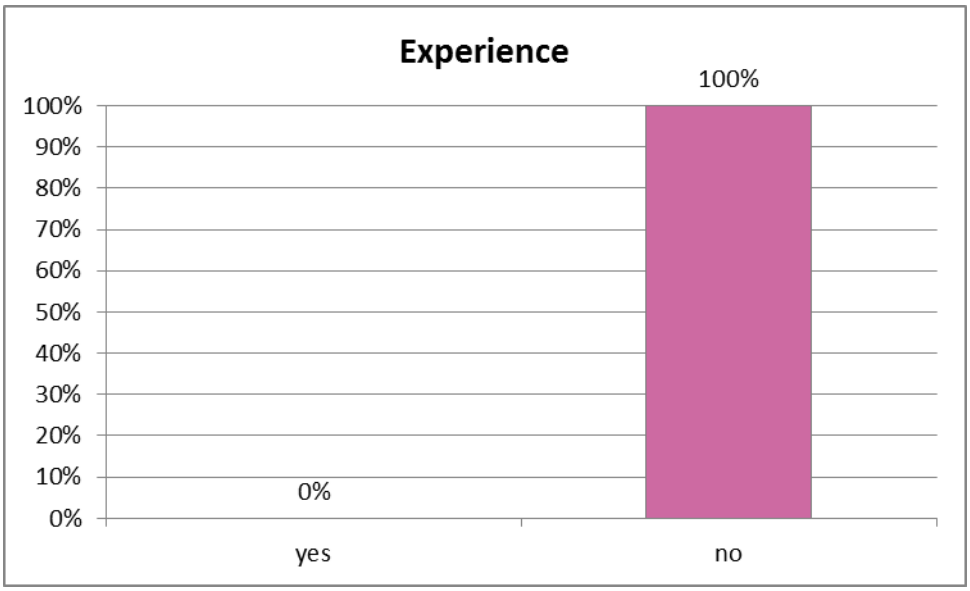
4. EVALUATION OF THE EXPECTATIONS

4.1. 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?

1) Experience

	yes	no	explanations
M. D.		1	-
sum	0	1	
%	0%	100%	

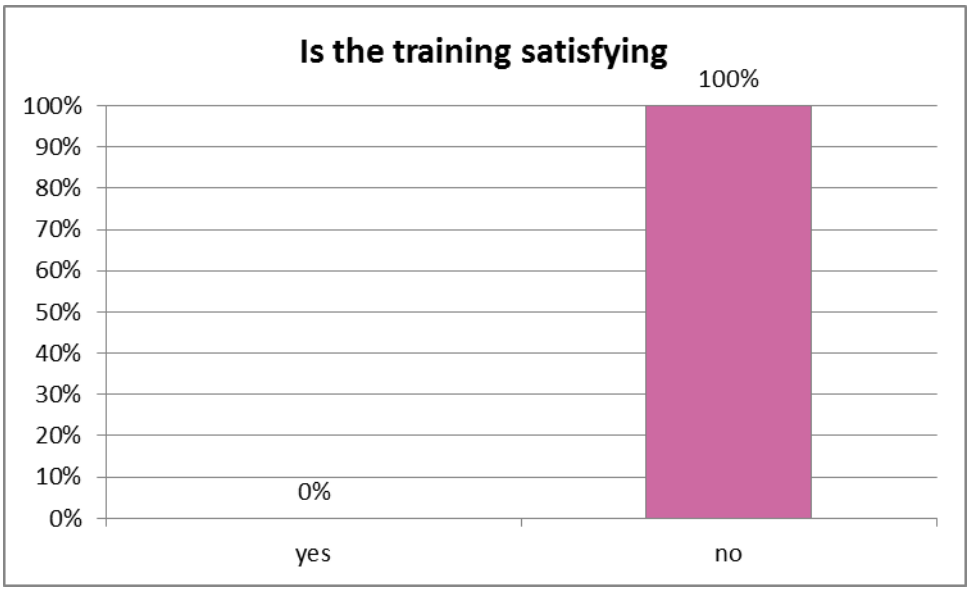


4.2. Is the training satisfying

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

2) Is the training satisfying

	yes	no	explanations
M. D.		1	I am not aware of any existing training in Malta.
sum	0	1	
%	0%	100%	



4.3. Kind of support

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

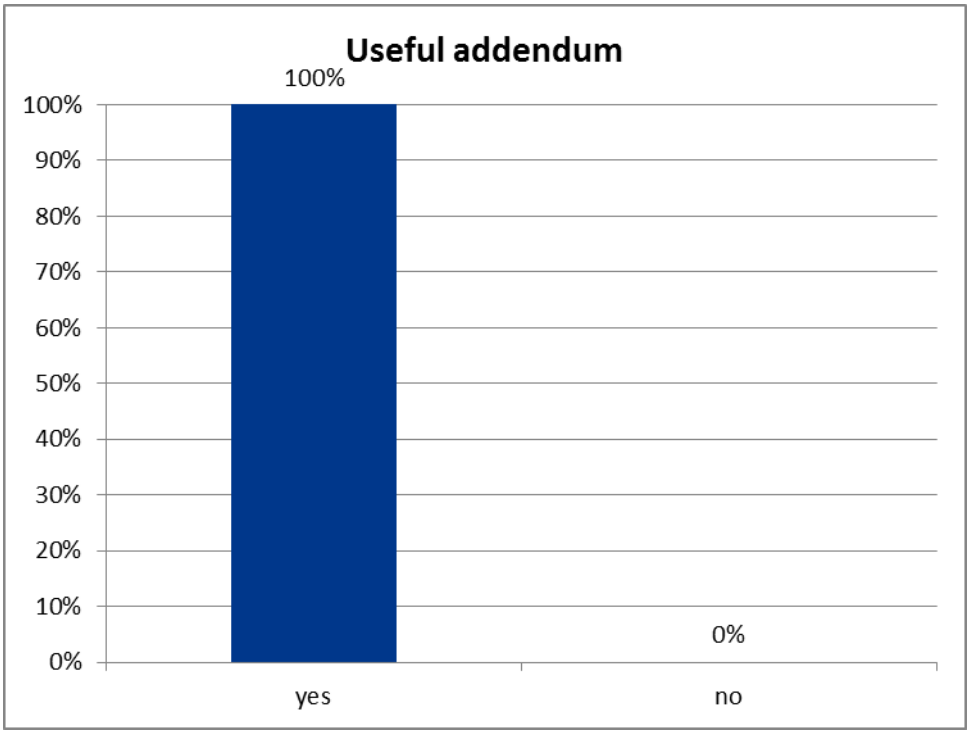
- M. D. "I personally think the focus should be on creating awareness about the realities of disability. This is the only way that stereotypes about disabled people can be removed or changed to support successful Integration. Caution should be taken when using the term Integration...this term suggests that there is something “wrong” with an individual that must be fixed in order to fit into the workplace. The support and adaptations that occur are put in place to force the “disabled individual” into an existing workplace setting, thus the individual must adjust to these adaptations or fail. In my opinion what would make more sense is to use the term “inclusion”, this term suggests that the individual does not need to be fixed in order to fit into the system. The workplace as a whole should adapt to meet the requirements of ALL employees, thus individuals are an active part of the workforce."

4.4. Useful addendum

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

4) Useful addendum

	yes	no	explanations
M. D.	1		Yes I believe the Centro Servizi PMI Training programmes offer a lot of support to all involved parties. What stood out in particular was the emphasis put on creating awareness about particular disabilities.
sum	1	0	
%	100%	0%	

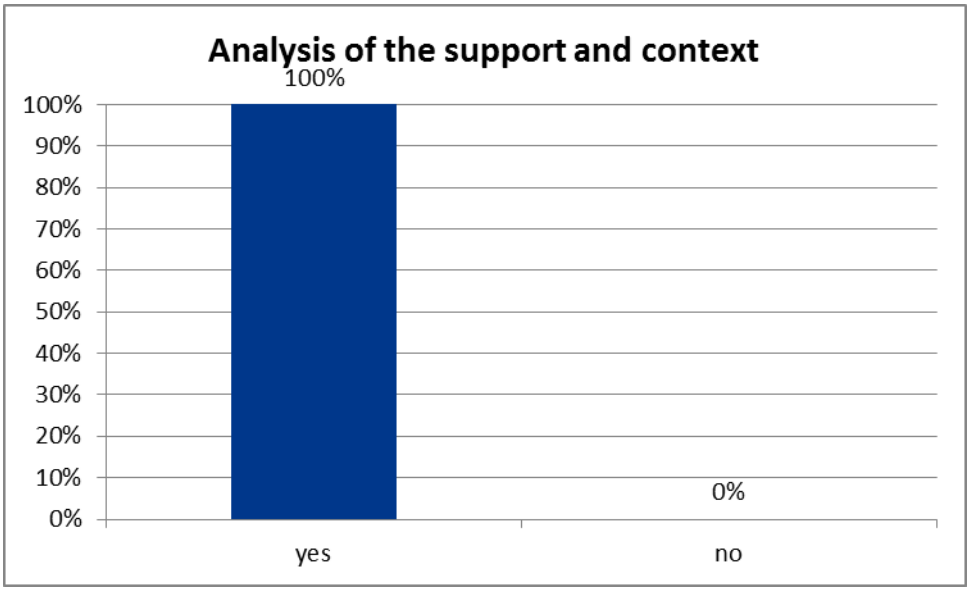


4.5. Additional skills and expectations

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

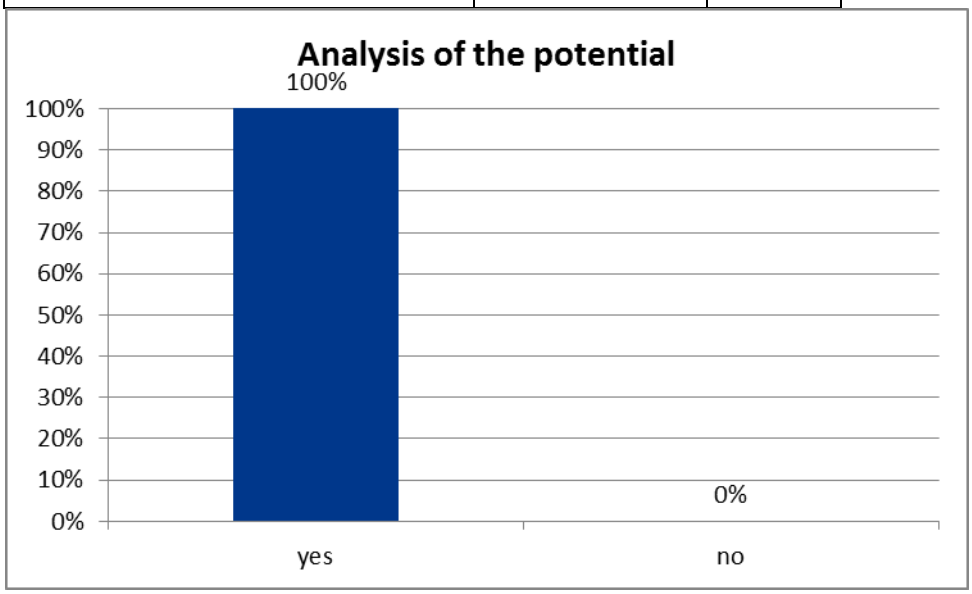
	yes	no	reason
M. D.	1		-
sum	1	0	
%	100%	0%	



5) Analysis of the potential

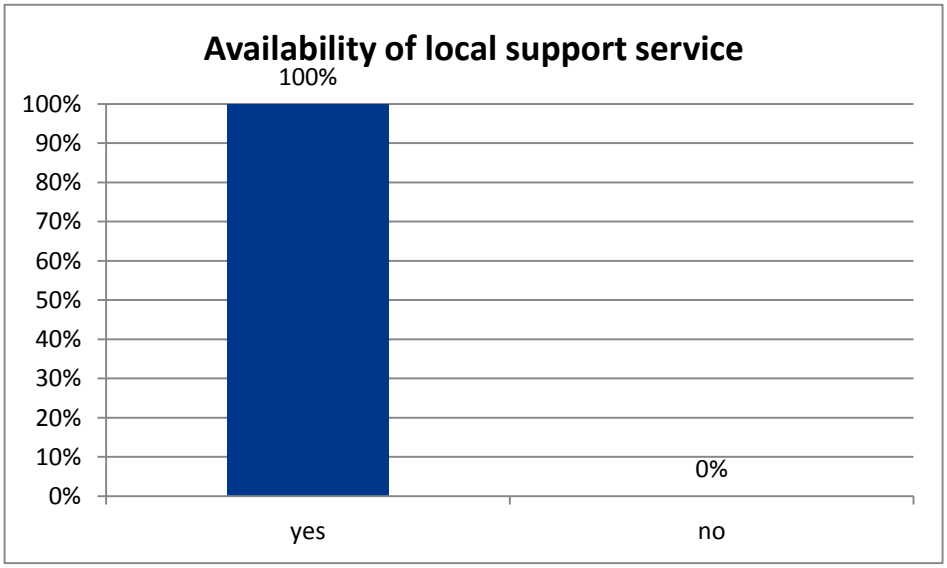
	yes	no	reason

M. D.	1		-
sum	1	0	
%	100%	0%	



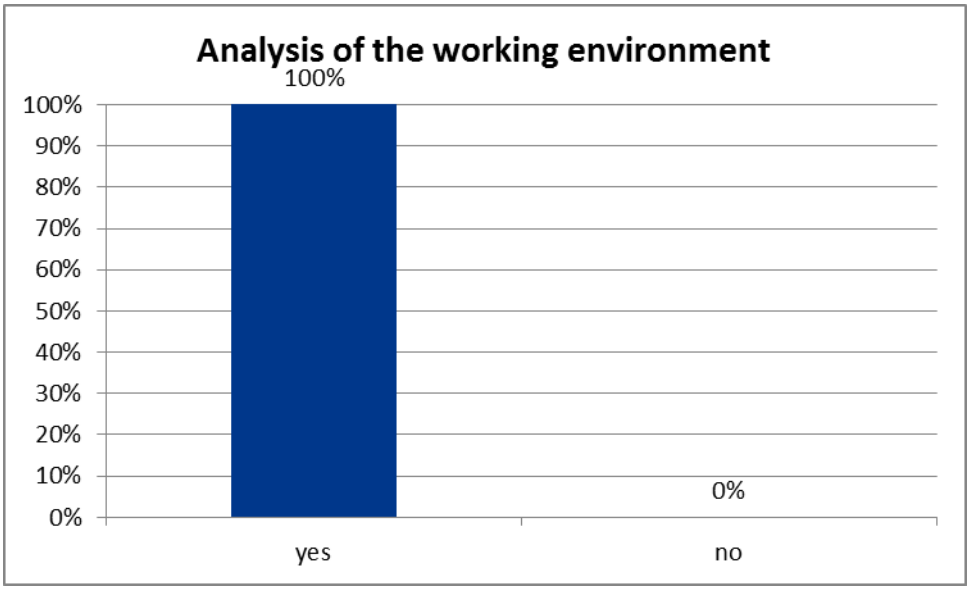
5) Availability of local service

	yes	no	reason
M. D.	1		-
sum	1	0	
%	100%	0%	



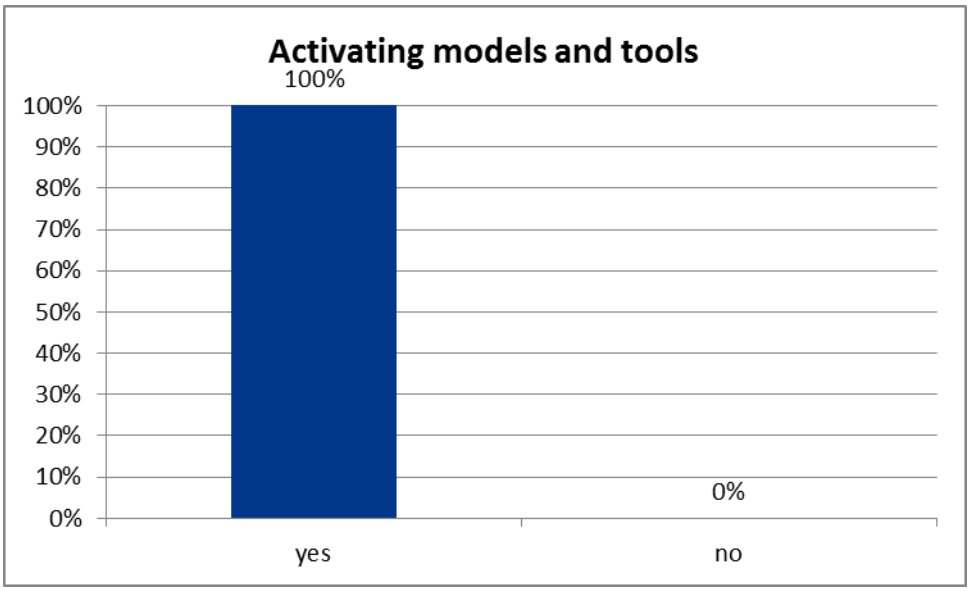
5) Analysis of the working environment

	yes	no	reason
M. D.	1		-
sum	1	0	
%	100%	0%	



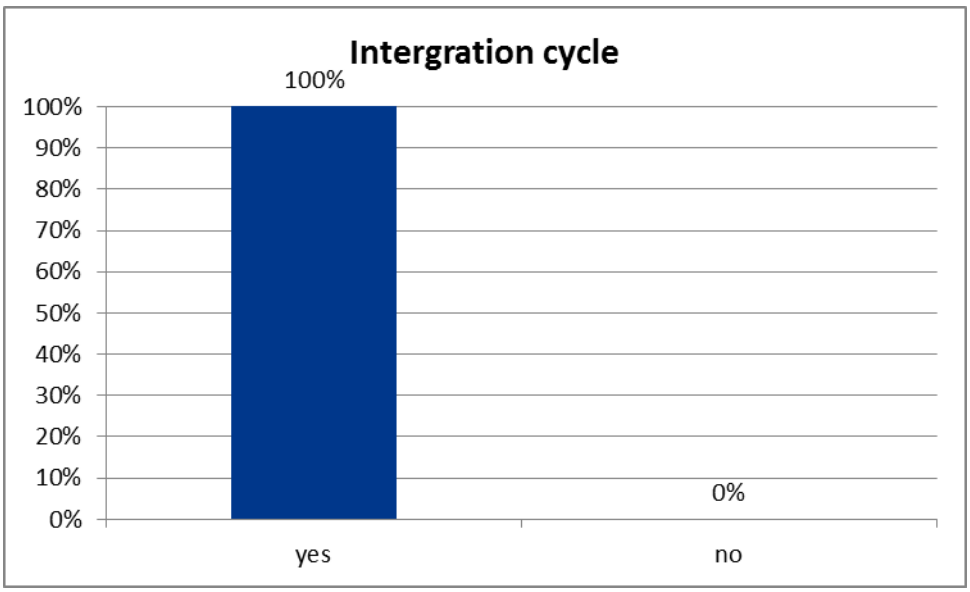
5) Activating models and tools

	yes	no	reason
M. D.	1		-
sum	1	0	
%	100%	0%	



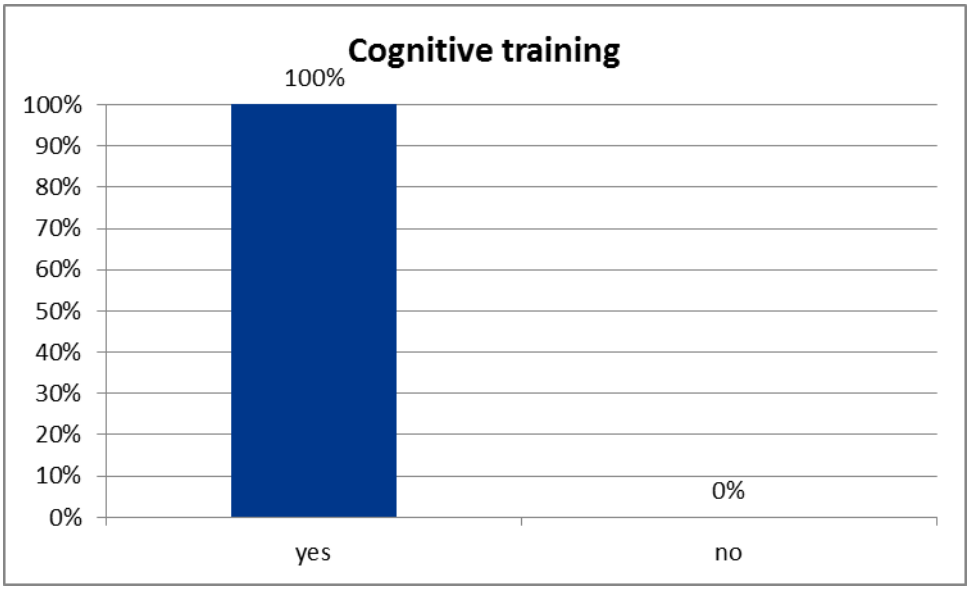
5) Integration cycle

	yes	no	reason
M. D.	1		-
sum	1	0	
%	100%	0%	



5) Cognitive training

	yes	no	reason
M. D.	1		-
sum	1	0	
%	100%	0%	

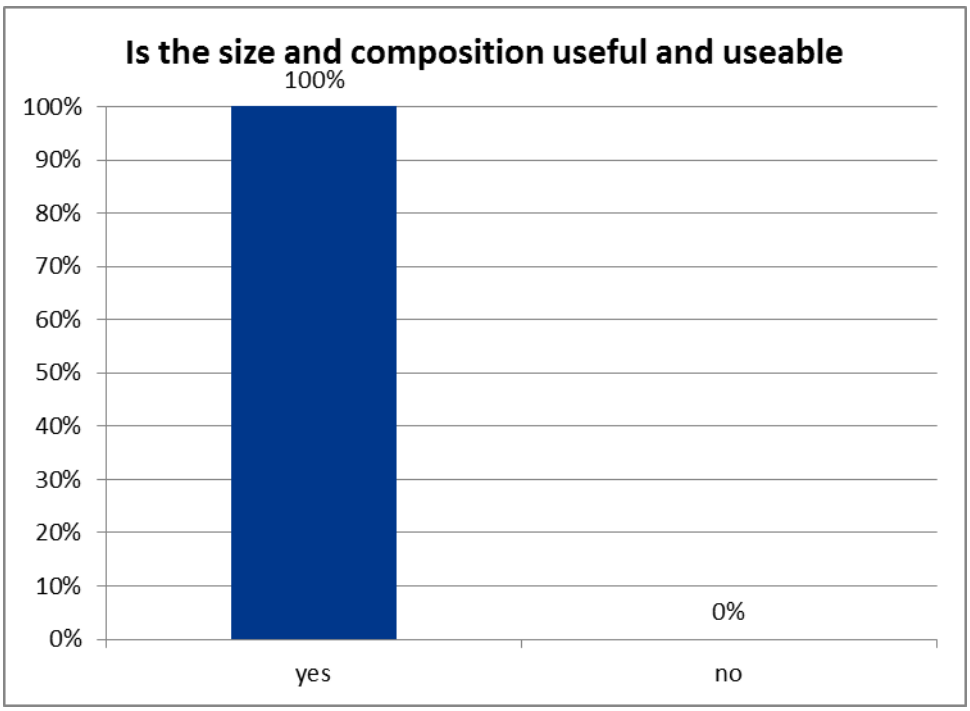


5) Other competencies	
M. D.	Emotional intelligence, mentoring

4.6. 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

6) Is the size and composition useful and useable			
	yes	no	reason
M. D.	1		Yes. I think the on the job training is essential and should be given a lot of importance. Time should also be allowed for Critical Reflection
sum	1	0	
%	100%	0%	


Is the size and composition useful and useable
100%
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0%
yes
no

4.7. Necessary changes in the regulations

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

- M. D.: A lot of work has been done in Malta in this respect, however I would add that the training programmes for educators and employers, and inclusion of such persons should become obligatory.

5. CONCLUSIONS

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

5.1. Stakeholders providing support to people affected by autism and intellectual disabilities

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. Therefore, all stakeholders indicated that not enough is being done in Malta to fully support such disadvantaged categories.

5.2. Existing trainings and offers for all involved parties

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.

5.3. Job Inclusion of people affected by autism and intellectual disabilities

Work placements of youngsters with disability are being realised by one Resource Centre that we interviewed. Other programmes aiming at supporting individuals with disabilities into employment are being implemented by Employment and Training Corporation. We contacted the agency but we didn't receive the filled questionnaire, therefore in-depth information about such programmes is not available. 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.

5.4. Evaluation of Jo Tra Di training model

Summarizing all the replies that we collected from the different stakeholders, it can be said that the introduction of the "Jo Tra Di Training Programme for Job Coaches" in Malta has been welcomed as useful initiative and the training model has been judged as:

- Very useful because balanced in terms of theory and practice, the latter being a key element, since on the job training is essential.
- Comprehensive in terms of support offered to all involved parties and well-focused on raising awareness on specific disabilities.
- Including a number of important issues involved in the integration of persons with disability within the labour market.

5.5. Expectations, missing elements and additional resources

According to respondents' expectations, the training programme for Job Coaches should:

- Feature elements of developmental psychopathology, occupational psychology, employment issues and visits to various work environments.
- Feature detailed information about autism and other learning difficulties, by incorporating studies and hands on practical assignments, and monitoring from professionals. Teachers interested in training should be selected according to appropriate background and attitude.
- Provide trainers with an understanding of labour market issues and legislation, as well as awareness about disability issues and inclusion criteria.
- Be balanced between theory and practice, base level of practice/experience during training would be essential.
- Focus on increasing the individual's employability skills.
- Defeat stereotypes that are associated to persons with disability.

All of the listed "additional skills" were generally listed as necessary by the interviewees (when no feedback was given, cell in the table has been left empty), which suggested also:

- Involvement in the programme of a liaison officer representing ETC (governmental body).

- More 'job preparation' in schools to minimise the gap between education and employment, so that the training offered becomes the link between.
- Identifying appropriate work places/staff to ensure that disabled find the right environment.
- Include different approaches on how to train the individuals with disability.
- Ongoing support in the workplace.
- Improvement of disable person's budgeting skills via training on how to use the money earned.
- Recognition of course through a national certification and follow up training ensured to guarantee continuous professional development.
- Training on emotional intelligence and time should be allowed for Critical Reflection.
- Transport catered by the student/apprentice.
- National Curriculum Framework adaptation to incorporate the initiative.

5.6. Size of the training programme

The size of the training programme has been judged positively by five interviewees out of seven: the remaining two respondents respectively pointed out that the number of hours covering the course is too much and that, apart from the duration, effectiveness of the course will depend on participants' preliminary knowledge of disability issues.

5.7. Possible integration with existing trainings and overlaps

Respondent from Agenzija Sapport answered that the Jo Tra Di training could be amalgamated in the training offered by the agency, which is not so specifically focused on employability skills (more on emotion managements, social skills and other skills). Respondent from Inspire Foundation replied that training can't be integrated as it currently stands and that there are overlaps with the programme the foundation has developed, the latter being more intensive than the Jo Tra Di training.

Other stakeholders are not currently offering a specific training course, so they could not answer this question.

5.8. Changes the your local, regional and national frame and regulations

One stakeholder suggested that the Adult Protection Act & Guardianship Act should be implemented, but didn't add any further information about such pieces of legislation. Another one expressed the idea that the training programmes for educators and employers/inclusion of disable persons should become obligatory.

6. LIST OF CONTACTED STAKEHOLDERS

- **VET and Education**

1. Dun Manwel Attard Young Adult Education - Resource Centre
2. Helen Keller - Resource Centre
3. San Miguel Primary Education - Resource Centre
4. Gozo College Sannat & Primary Special Unit - Resource Centre
5. Guardian Angel School - Resource Centre
6. San Andrea School
7. Furtu selvatico School
8. St. Margaret College Boys' Secondary School
9. St Clare College Boys' Secondary School
10. St. Edward's College
11. Malta College Of Arts, Science & Technology (MCAST)
12. Foundation For Human Resources Development (FHRD)

- **Networks, Associations, NGO's, No Profit, Services for disabled**

1. Grupp Flimkien Naslu
2. Inspire Foundation
3. Autism Parents Association (APA)
4. Fondazzjoni Wens
5. Foundation for the Development of Maltese Sign Language
6. Id-Dar tal-Providenza
7. Arka Foundation

8. Grupp Solidarjetà Persuni bi Bżonnijiet Speċjali
9. Association of Speech-Language Pathologists (ASLP)
10. ADHD Family Support Group Malta
11. Malta Federation of Organisations of Persons with Disability (MFOPD)
12. Down Syndrome Association Malta
13. The St. Jeanne Antide Foundation (SJAF)
14. Equal Partners Foundation
15. Richmond Foundation
16. Nazareth Foundation
17. Dar il-Kaptan
18. Phisically Handicapped Reabilitation Fund (PHRD)
19. Għaqda Maltija ta' Persuni Neqsin mid-Dawl
20. Kunsill Malti tal-Persuni b'Diżabilità
21. Living Ability And No Disability
22. Support Group għal Persuni b'Diżabilità
23. Grupp Djalogu Familji b'Persuni b'Diżabilità
24. Hand in Hand Malta
25. Mount Carmel Hospital
26. Maltese Association of Social Workers (MASW)
27. Malta Psychological Association (MPA)
28. Malta Union of Professional Psychologists (MUPP)

- **Governmental**

1. National Commission for Persons with Disability (KNPD)
2. Employment and Training Corporation (ETC)
3. Foundation for Social Welfare Services - Training Department (Agenzija Appogg, Agenzija Sedqa, Agenzija Sapport)
4. Malta Council For The Voluntary Sector - Ministry for Social Dialogue
5. National Commission for the Promotion of Equality (NCPE) - Ministry for Social Dialogue
6. Malta Council for the Economic and Social Development (MCESD) - Ministry for Social Dialogue
7. Commissioner for the Rights of Persons with Mental Disorders - Ministry of Health
8. Speech Language Department - Ministry of Health
9. Occupational Therapy Department - Ministry for Health
10. Directorate for Quality and Standards in Education (DQSE) - Ministry of Education and Employment

11. Foundation for Educational Services (FES) - Ministry for Education and Employment
12. Council for the Teaching Profession (CTP) - Ministry of Education and Employment
13. Autism Spectrum Support Team - Directorate for Educational Services (DES) - Ministry of Education and Employment
14. Social Work Profession Board - Ministry for the Family and Social Solidarity
15. DIER - Department of Industrial & Employment Relations
16. Maltese Council of Disabled Persons
17. Children and Young Persons Advisory Board
18. Council for the Professions Complementary to Medicine
19. National Family Commission
20. Foundation for IT Accessibility (FITA)
21. National Commission for Further and Higher Education (NCFHE)

- **Trade Unions and Chambers of Commerce**

1. Malta Chamber of Commerce Enterprise and Industries
2. General Workers Union (GWU)
3. Union Haddiema Maghqudin (UHM)

- **Companies**

1. Playmobil
2. IMA Engineering Services Ltd
3. Grima Furniture Ltd
4. Antonio Piscopo Co Ltd
5. Megabyte
6. MSC (Malta) Ltd
7. Signal 8 Security Services (Malta) Ltd.
8. Skat Ltd
9. Print It
10. Cyka Ltd
11. Health Services Group Limited
12. KPMG
13. Brown's Pharma Ltd
14. Cherubino Ltd
15. Kasco
16. Dentrade

17. One Production
18. AAT Research Ltd
19. Technoline

- **Recruitment agencies**

1. Personell Resources Limited
2. Core Recruitment and Consultancy
3. Secretarial Services Ltd
4. Konnect Search and Selection
5. Misco
6. Cross Road Consultancy Ltd
7. P5+
8. Muovo