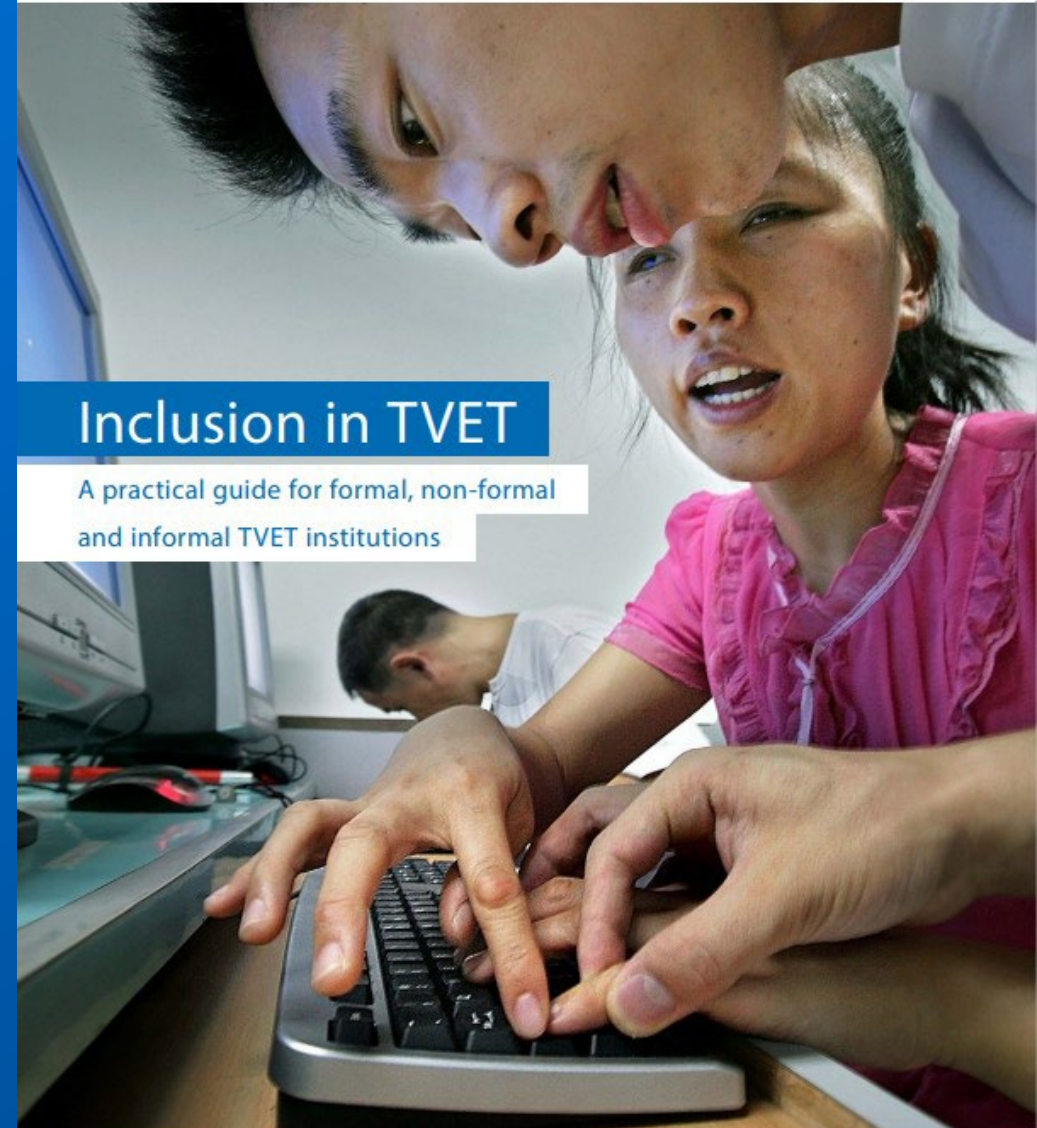


# Institutional Roadmap for Promoting Inclusiveness of Autistic Youth through TVET Programmes and Employment Initiatives

Mauritius Institute of Training and Development,  
Mauritius



## Inclusion in TVET

A practical guide for formal, non-formal  
and informal TVET institutions

# Institutional Roadmap for Promoting Inclusiveness of Autistic Youth through TVET Programmes and Employment Initiatives

## Objectives

- Get the commitment of external stakeholders on the project
- Produce a roadmap on how to develop and implement training programmes that would meet both the specific needs of autistic youth and also of employers. This will ensure a solid foundation in place in terms of planning and consultations prior to the implementation phase of the project.
- The MITD and the partners, through such initiative, aim at helping autistic youths gain full time employment/ develop a career and live meaningful lives in the long term.

## Project Deliverables

- Understand the specificities of autistic youths with respect to training
- What are the fields that are more suited to autistic youths
- What are the best practice worldwide in regards to training and employment of autistic youths
- What external institutions with experience in such field might assist us in the implementation down the line
- Understand what is already being done by the different local institutions with respect to training of autistic youths
- Gauge the response of industries with respect to potential employment of trained autistic youths.
- Create an awareness about inclusivity among MITD staff.

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## Relevance to UNESCO UNEVOC practical guide

- **Technique for engaging with industry and community organisations** – Held meetings individually with the NGO`s and then got all of them together.
- **Raising awareness of TVET trainers about inclusive TVET**–Staff across various levels were engaged in the project and this helped in disseminating the awareness throughout the organization.
- **Sensitise TVET teachers and managers on youths disadvantage** –The NGO`s provided an insight on the problems that autistic youth faced in terms of integrating society and this helped create awareness on disadvantaged youths.
- **Reduce barriers to participation in TVET** –Instead of the autistic youths looking to enter the TVET stream, the MITD will be moving towards them and adopting a holistic approach in terms of reducing or eliminating the barriers.
- **Engage stakeholders in planning and delivery of inclusive TVET** – The NGO`s will support the MITD in designing the pre-vocational studies and industry in the fine tuning of the curriculum.
- **Address employment and social well being focus in the programme** –A life coach will accompany the autistic youths during the training and initial stages of employment.

# Inclusive TVET for Autistic Youths: Tailored Approach

In line with the project's objective of making TVET institutions more inclusive, the MITD has identified youngsters having mild to moderate Autism Spectrum Disorder(ASD) as the primary target group for this pilot initiative.

Through consultation with stakeholders MITD has earmarked training into the IT sector

Recognizing the unique characteristics and needs of autistic individuals, the approach to vocational training must be carefully adapted to ensure their successful inclusion and to minimize the risk of exclusion from the mainstream TVET pathway.



## Key considerations include:

### Strength-Based Job Matching

Vocational training should go beyond teaching generic skills. It must focus on identifying the specific strengths and abilities of autistic youths and aligning them with jobs that are both suitable and meaningful. The training programs should then be structured to help them develop the competencies needed to perform in these roles successfully.

### Pre-Vocational Training

Many autistic youths may require preparatory support before entering formal vocational programs. This includes foundational training in communication, social interaction, self-regulation, and daily living skills. These are essential to help them integrate into the world of work confidently and sustainably.

### Supported Transition

The introduction of life skills coaches or mentors during the initial stages can provide critical support. These professionals can guide the youths as they transition into vocational settings, helping them navigate challenges and build workplace readiness.

## Training of Trainers deal with Autism Spectrum Disorder (ASD) youths

As part of the Inclusive TVET Initiative, the MITD has taken concrete Steps to build institutional capacity by ensuring that selected trainers are equipped with the knowledge And skills to effectively support learners with Autism Spectrum Disorder (ASD).

July 2024

Train The Trainer For  
Autistic Learners Completed

Conducted By  
Special Education Needs  
Authority(SENA)



## Our Industry Collaborators

| Contact person         | Organisation                                       | Designation                            |
|------------------------|----------------------------------------------------|----------------------------------------|
| Ashwini Gunpath Surnam | <u>Dayforce</u> (Ceridian) Mauritius Ltd           | Senior Manager Talent Acquisition      |
| Lolen Appasamy         | <u>SDWorx</u> Ltd                                  | Development and Capability Coordinator |
| Praveena Bissessur     | Accenture Mauritius                                | IT Specialist                          |
| Arianne Casse          | Business at Work Ltd                               | HR Manager                             |
| NGOs                   |                                                    |                                        |
|                        | SENA                                               | <u>Autisme</u> Maurice                 |
|                        | <u>NSIF</u> (National Social Inclusion Foundation) |                                        |

# Programme Structure

## 6.PROGRAMME STRUCTURE

| SN             | COURSE                       | TOPICS                          | DURATION                |
|----------------|------------------------------|---------------------------------|-------------------------|
| 1              | Information Technology       | Orientation to IT               | 700 hrs                 |
|                |                              | Basic Computer Skills           |                         |
|                |                              | Internet and emailing           |                         |
|                |                              | Digital Literacy                |                         |
|                |                              | Introduction to web design      |                         |
|                |                              | Multimedia applications         |                         |
|                |                              | IT Support and trouble shooting |                         |
|                |                              | Resume building and job search  |                         |
|                |                              | Workplace soft skills           |                         |
| 2              | Literacy and Numeracy Skills | Initiation                      | 300 hrs                 |
|                |                              | Basic literacy                  |                         |
|                |                              | Basic Numeracy                  |                         |
|                |                              |                                 |                         |
| 3              | Associated studies           | Singing with confidence         | 5 X 80 hrs =<br>400 hrs |
|                |                              | Dance                           |                         |
|                |                              | Gardening                       |                         |
|                |                              | Physical Education              |                         |
|                |                              | Art and Craft                   |                         |
| TOTAL DURATION |                              |                                 | 1450 hrs                |

**SITEC-IT**  
**MITD**  
**Ebene**  
**Mauritius**

## **Ex-Resource Center Building will be converted for Training Autistic**

- **1 Computer Room**
- **1 Dancing Space**
- **1 Painting room**
- **A space for agriculture**
- **1 Psychiatrist room**
- **A space to receive parents**
- **1 room for Carers**
- **1 Sensory Room**



# Roadmap

2023 - UNESCO/UNEVOC  
Autistic idea with MITD

Direction

Oct 2024 - Adapted  
IT programme  
structure

Planning

Aug 2025 –  
Program starts

Launch

Connection

July 2024 - MITD  
Trainer's training by  
SENA on Autism

Setup

Dec 2024 – July 2025  
Infrastructure for  
Autistic Training

# Outcome Goals

- Empower autistic youths to achieve economic independence .
- To secure employment as they gain relevant skills for a growing digital workforce.
- Foster social inclusion and economic participation.
- Support lifelong learning and personal development.

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## Challenges and progress

- Minimum number of participants to start autistic course has not been met.
- Applicants do not meet the literacy and numeracy level.
- **Specialized Infrastructure & Resources**
  - ✓ Autism-friendly learning environments require **sensory-friendly classrooms**, specialized equipment and this demands significant investment.
  - ✓ **Sensory-Friendly Classrooms:** Spaces need to be designed with **low noise, calming colors, and structured layouts** to minimize sensory overload.
- **Funding & Budget Constraints** – Establishing a dedicated center requires **financial support**, and securing consistent funding is a challenge.
- Trainers require additional skills in neurodiverse education.

Few days per week at an autism school to understand these students' nature and adaptation.

**Thanking you for your attention**