

Pathways for students with disabilities to
tertiary education and to employment :
an example of added value of longitudinal
studies

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Aims of the project

Identify best transition policies and practices

- Country reports : what is the situation of young disabled people compared to general population)
- Longitudinal study :What works
- Case studies :How it works.

Why implementing a longitudinal study?

Looking at transition issues for overcoming challenges young with disabilities face

- Overcoming lack of data on :
 - Situation of SEN students compared to general population
 - impact of inclusive education
- Looking at transition issues to overcome challenges young disabled people face beyond upper secondary education
 - Change in definition of disability
 - Change in requirements made to institutions and to individuals
 - Role of cross sectoral issues
- Identify good practices fostering smooth transition

How implementing the longitudinal study?

- Adopting a life course perspective for students who left upper secondary education and tertiary education in 2007 (2 waves)
- Focusing on the enabling or disabling effect of teaching practices and supports

- overcoming disparities in national definitions of disability through the OECD resource based approach (CNC A and CNC B)
 - **Cross national category A:** educational need arise primarily from a disability or an impairment
 - **Category B:** educational needs primarily from the interaction between the educational context and the student (Students with emotional or behavioural disorders or specific learning difficulties.
 - **Category C:** The educational need is to compensate for the disadvantages attributable to socio-economic, cultural or linguistic factors.

Considering Five dimensions

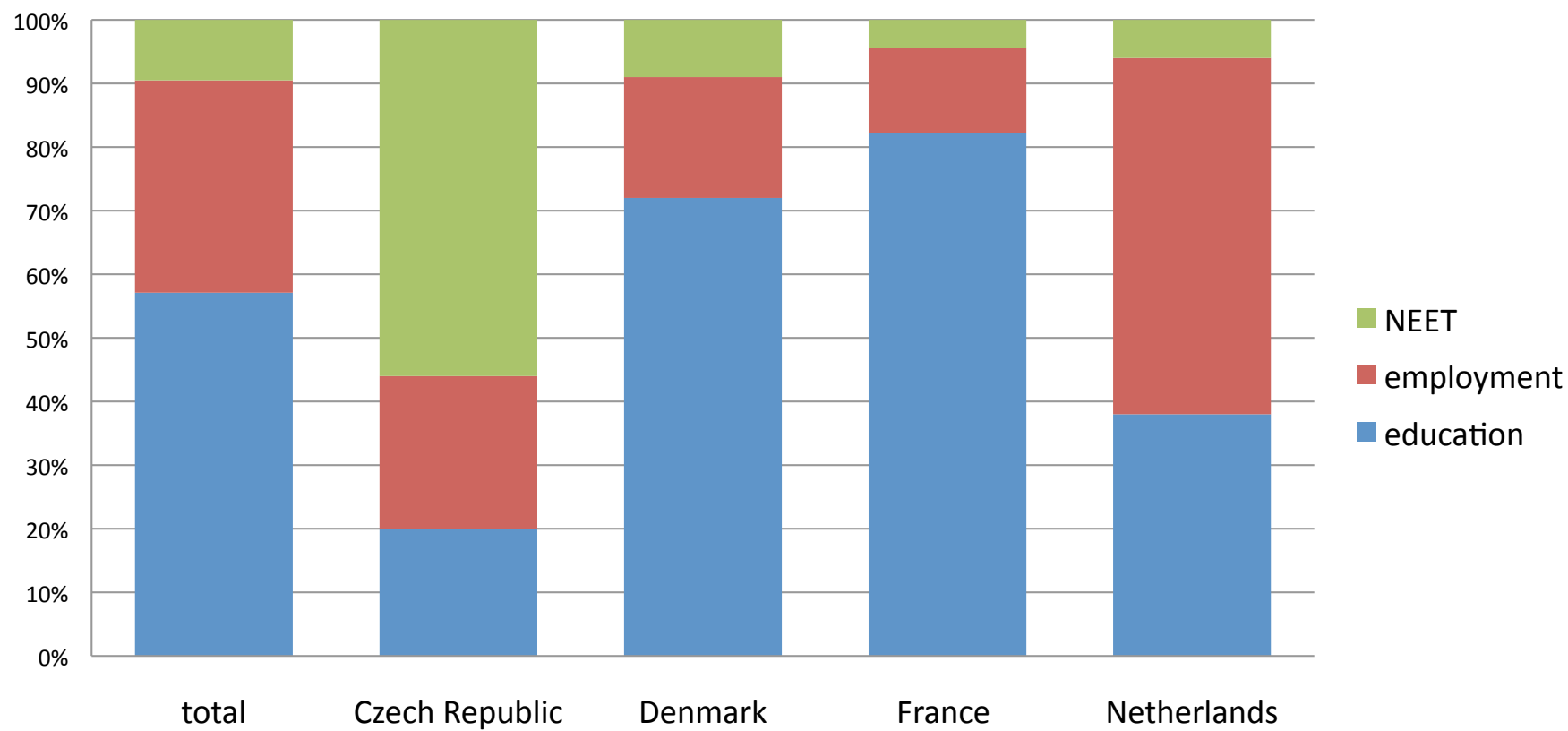
- Participation in employment and education
- Performance of institutions and support services
- Management of Transition issues.
- Affiliation effect of practices.
- Equity issues linked with disability and socio-demographic characteristics.

Descriptors on participation

Quality is referred to participation opportunities individuals acquire

- Descriptor N°1: Participation in employment or education
- Descriptor N°2: Forms of participation
- Descriptor N°3: Conditions of participation
- Descriptor N°4: Suitability of the activity to the individual's circumstances
- Descriptor N°5: Economic and social independence

situation of CNCA and CNCB students who left upper secondary education in 2007 by country



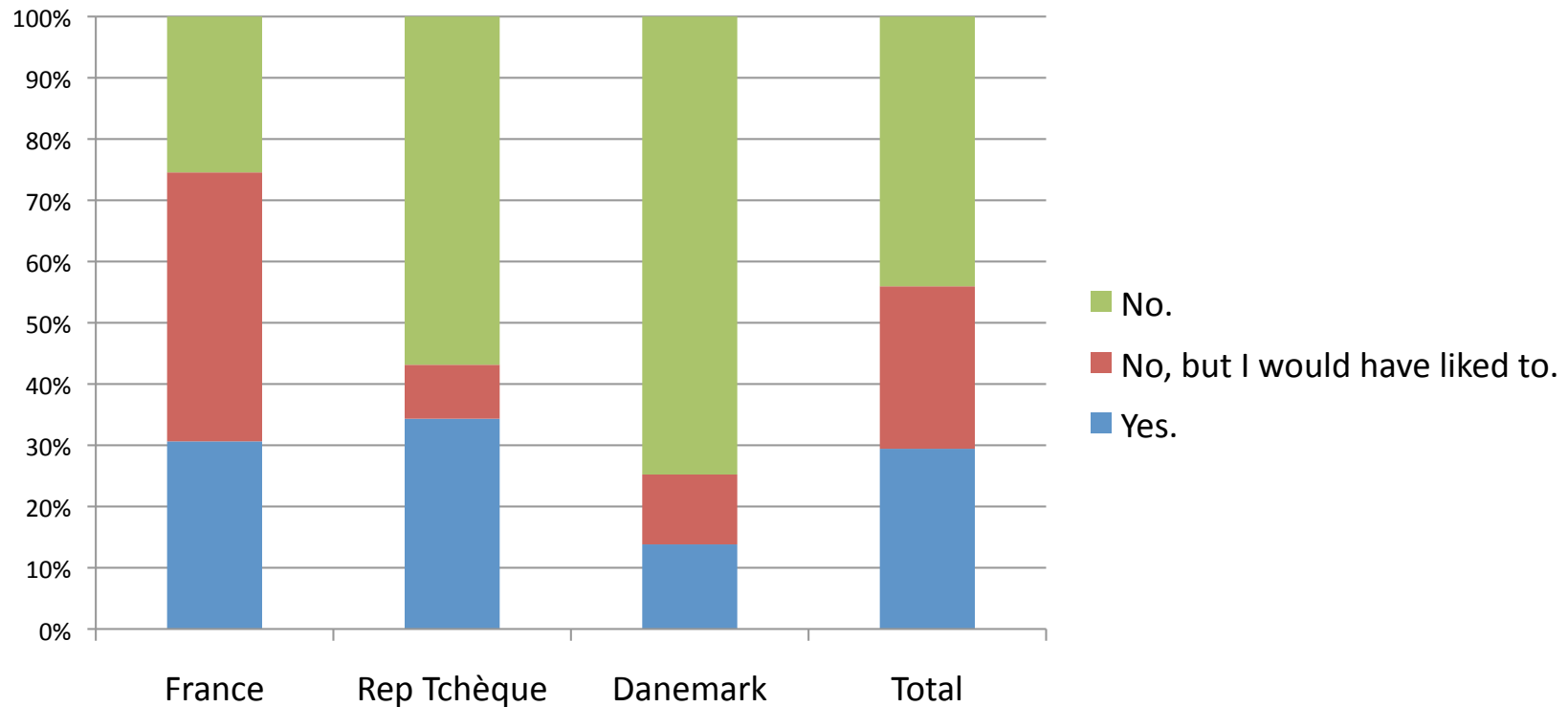
Performance descriptors

Quality is referred to success and path opportunities individuals are given by systems and additional resources

- Descriptor N°6: Academic attainment
- Descriptor N°7: Level of accessibility
- Descriptor N°8: Preparation for employment and pursuance of education
- Descriptor N°9: Level of suitability of the support systems

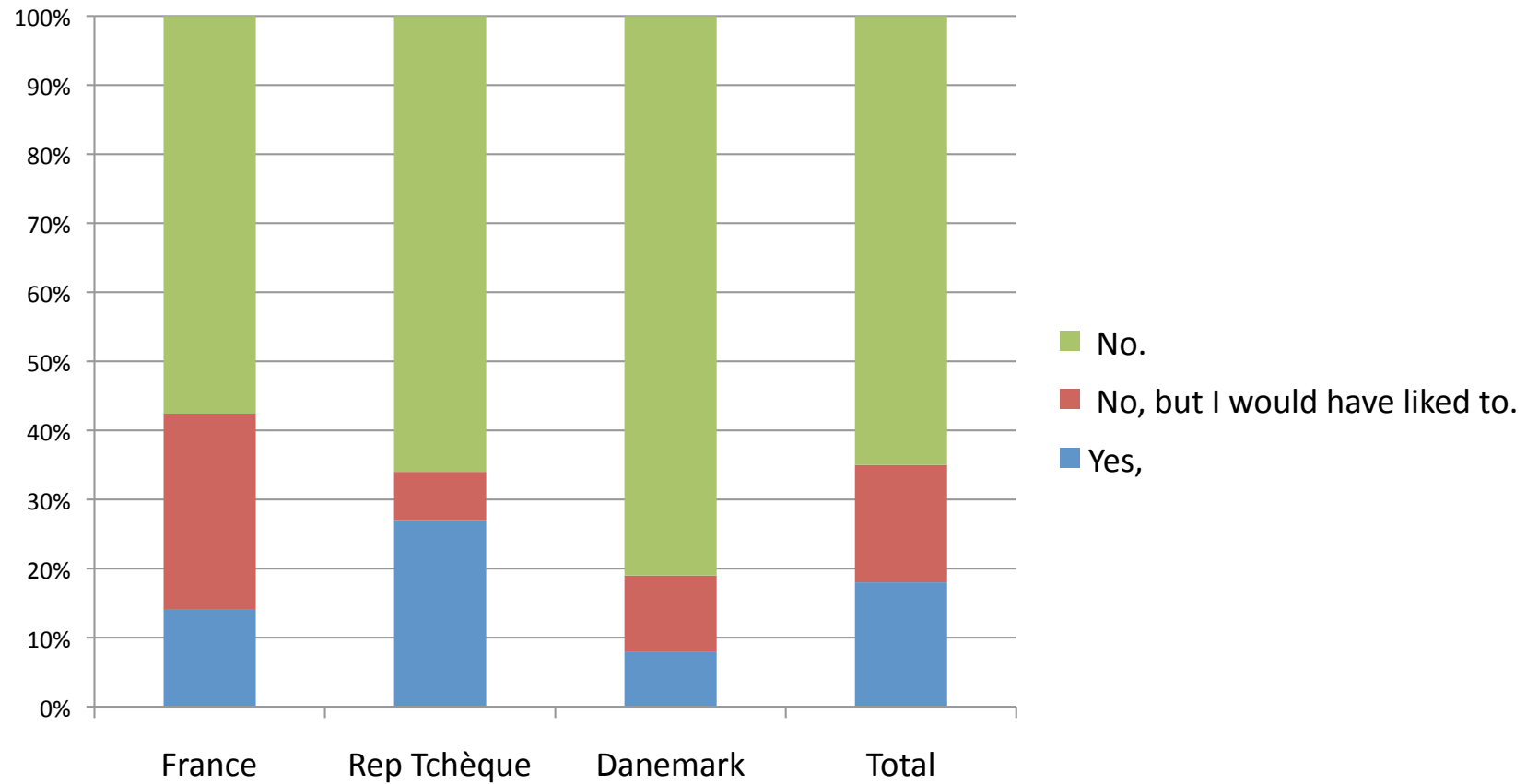
implementation of a needs assessment procedure

participation to a needs assessment procedure in 2006-2007



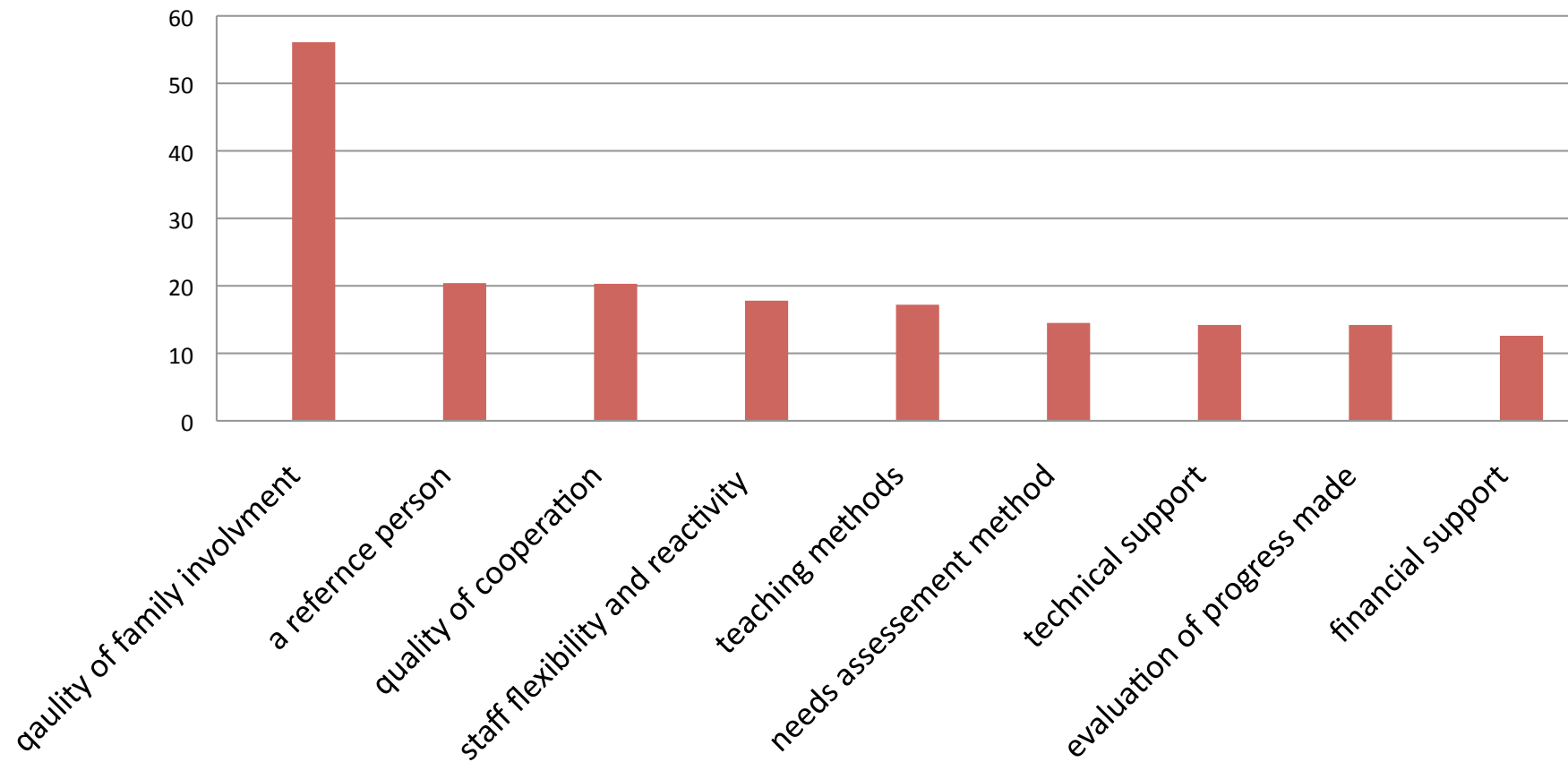
Implementation of an Individual Education Plan

participation to an IEP in school year 2006-2007

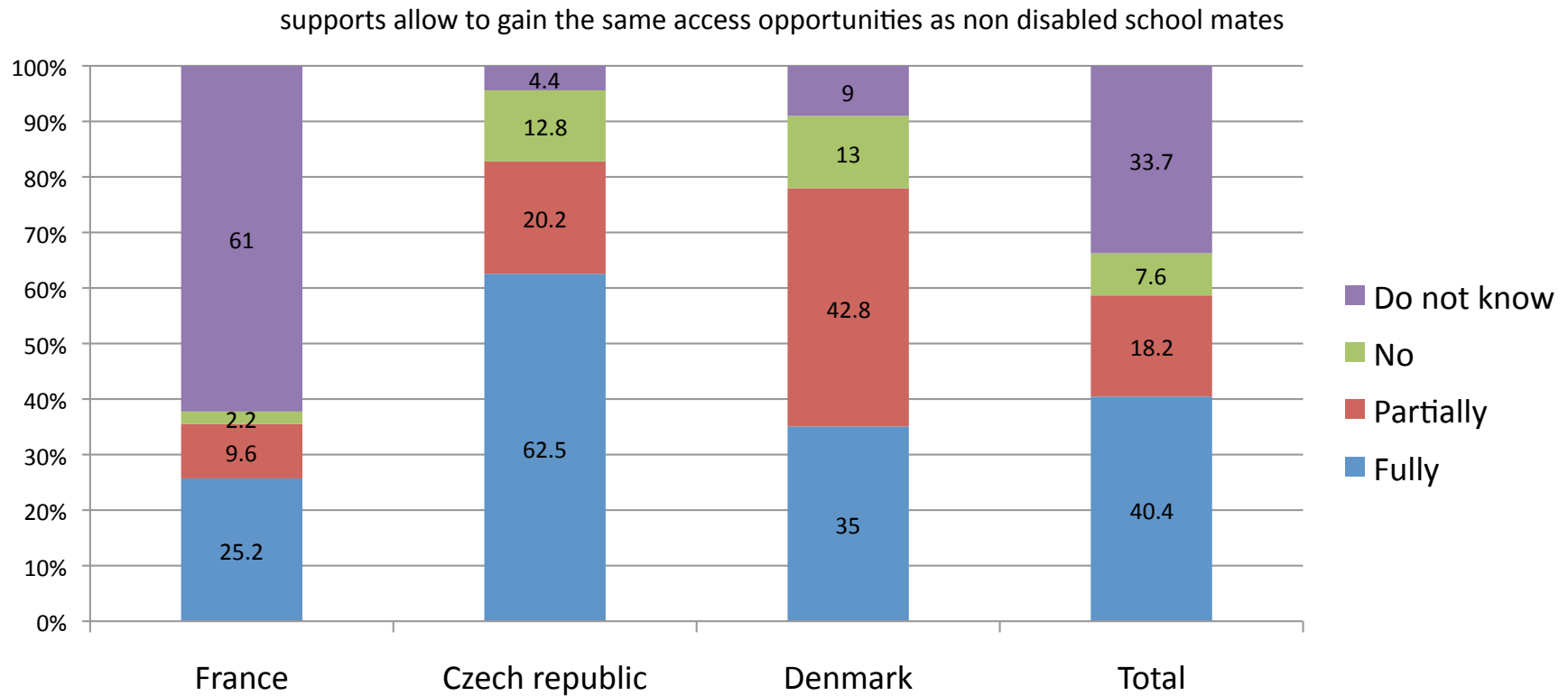


Success factors in upper secondary education

success factors in upper secondary education (CZR, DK, F, NL)



Impact of supports on progress opportunities



skills students feel to be fully prepared to beyond upper secondary education (CR, DK, F)

skills students feel to be fully enabled to (CR, DK, F)



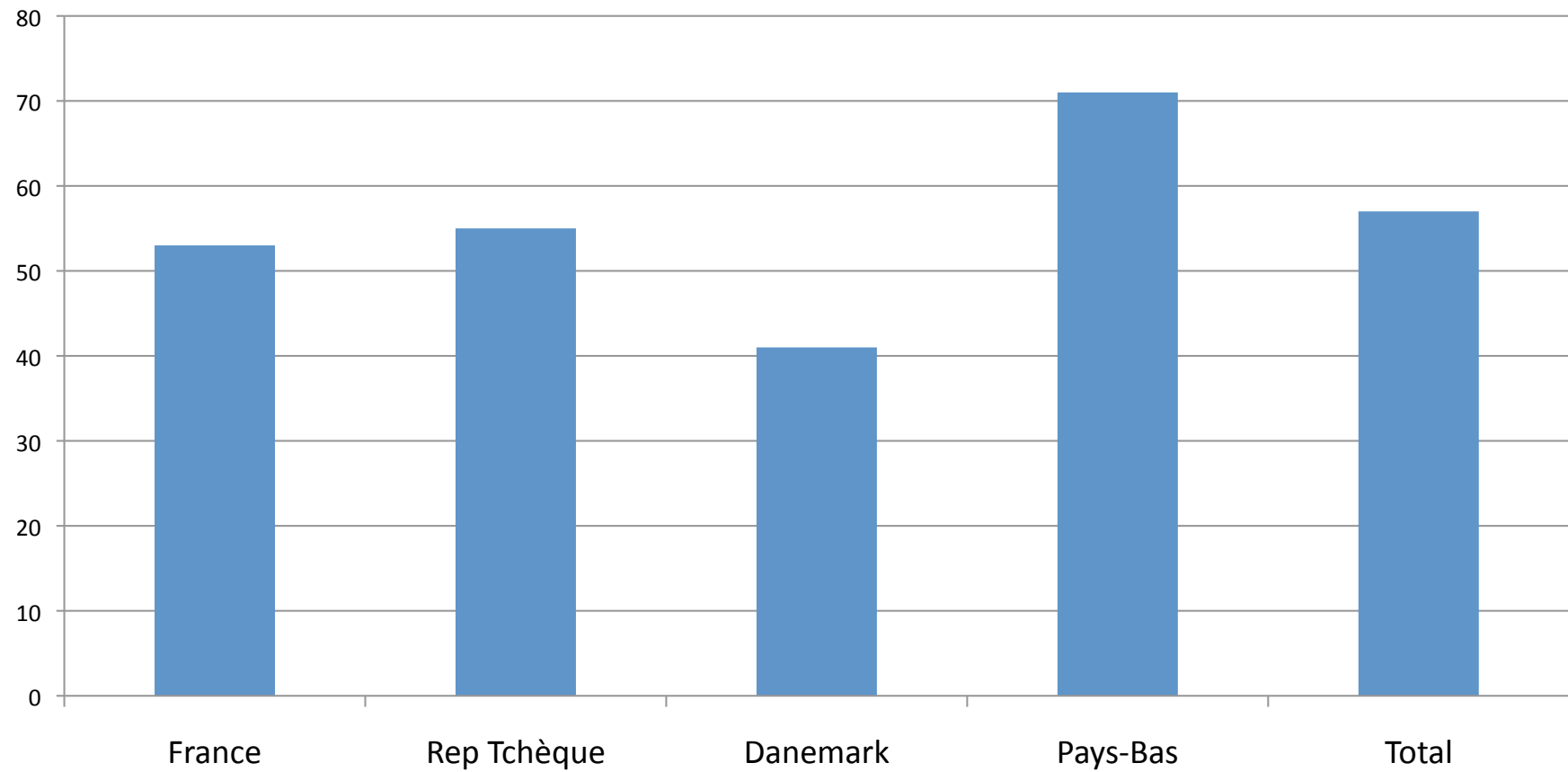
Descriptors of transition

Quality is referred to the continuity and coherence of pathways

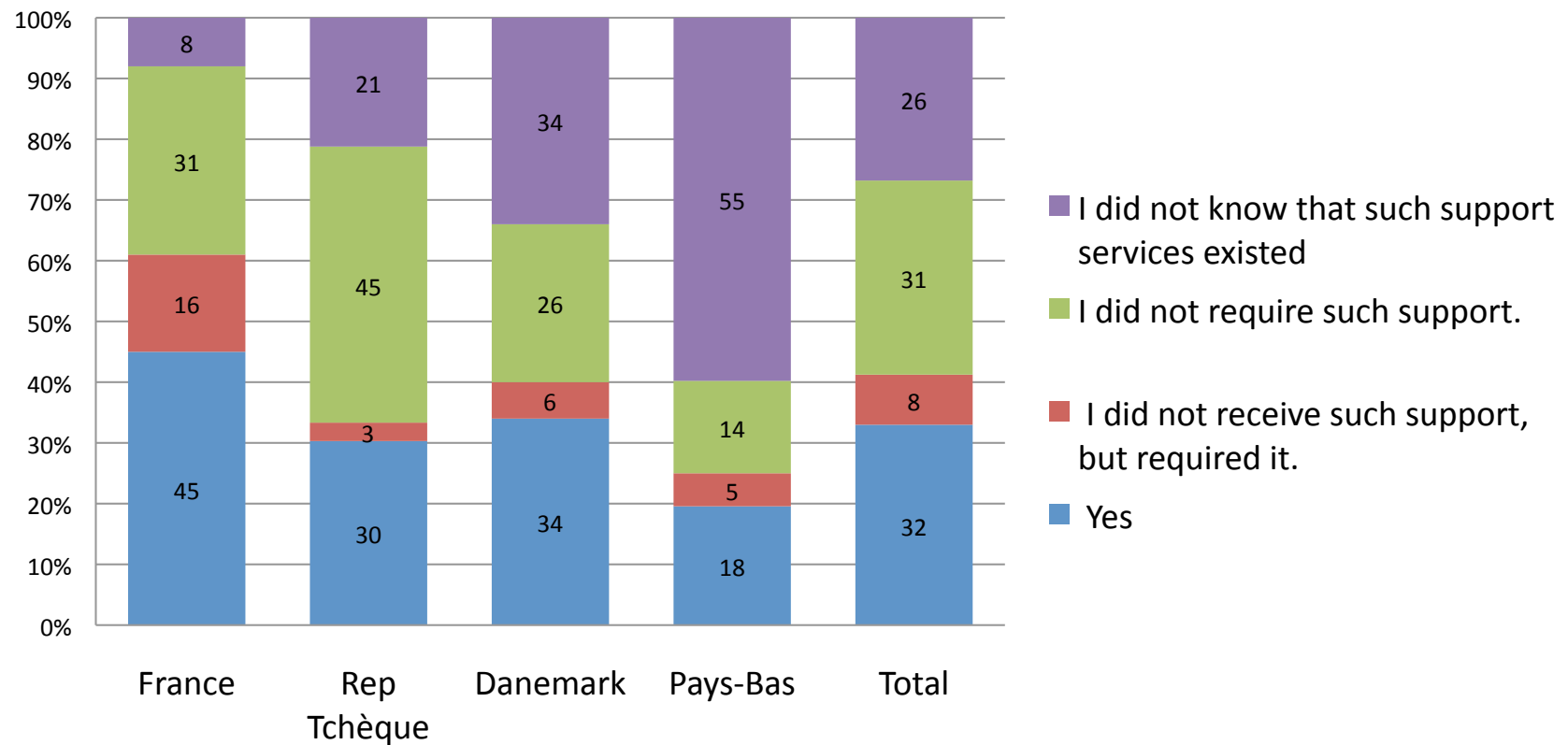
- Descriptor N°10: Ease of transition
- Descriptor N°11: Models of transition
- Descriptor N°12: Continuity of pathways
- Descriptor N°13: Successful transfer assistance
- Descriptor N°14: Synchronisation of activities

An example

inclusion of transition issues in school year 2006-2007



support for transition purposes

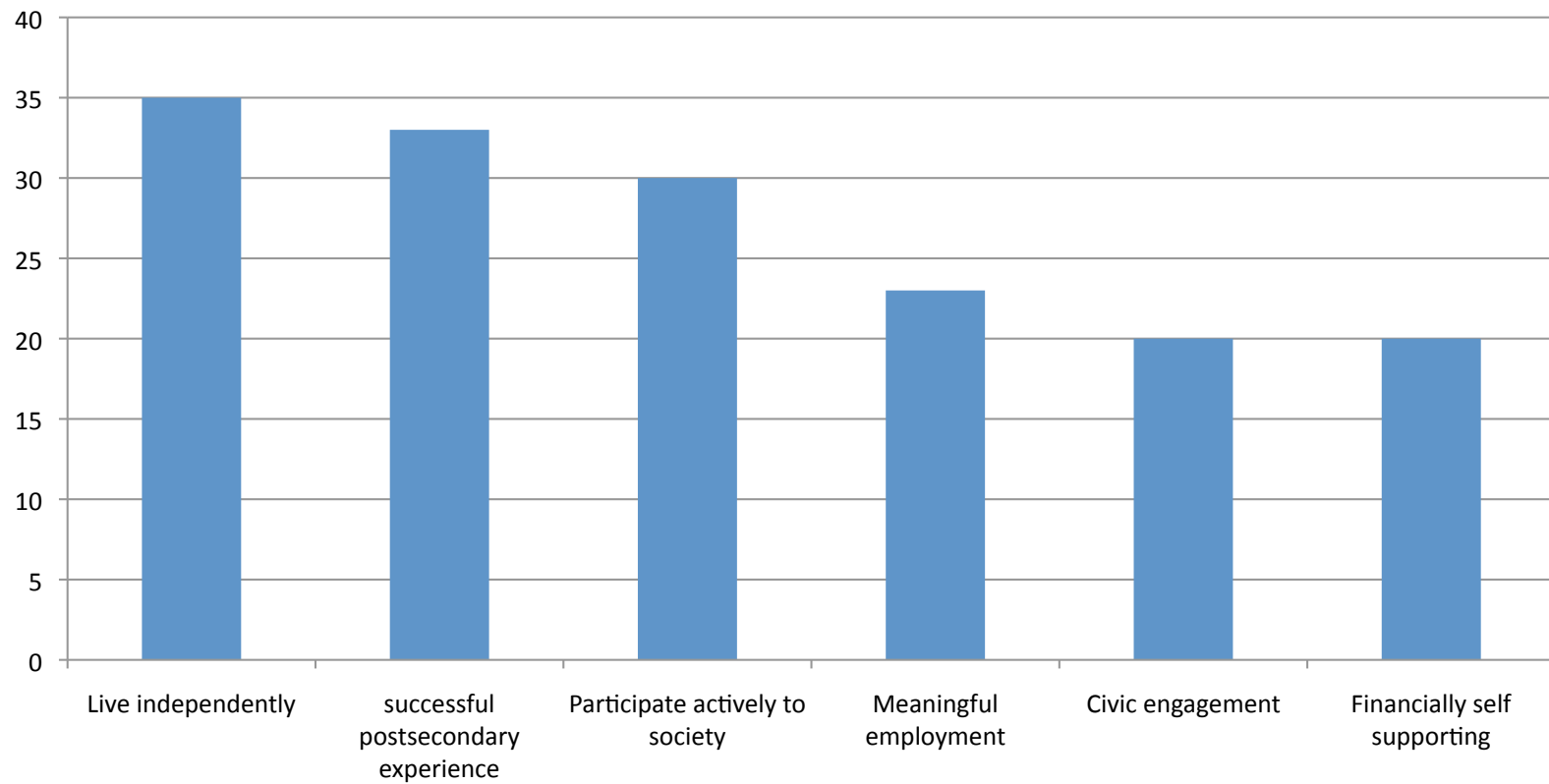


Descriptors of affiliation

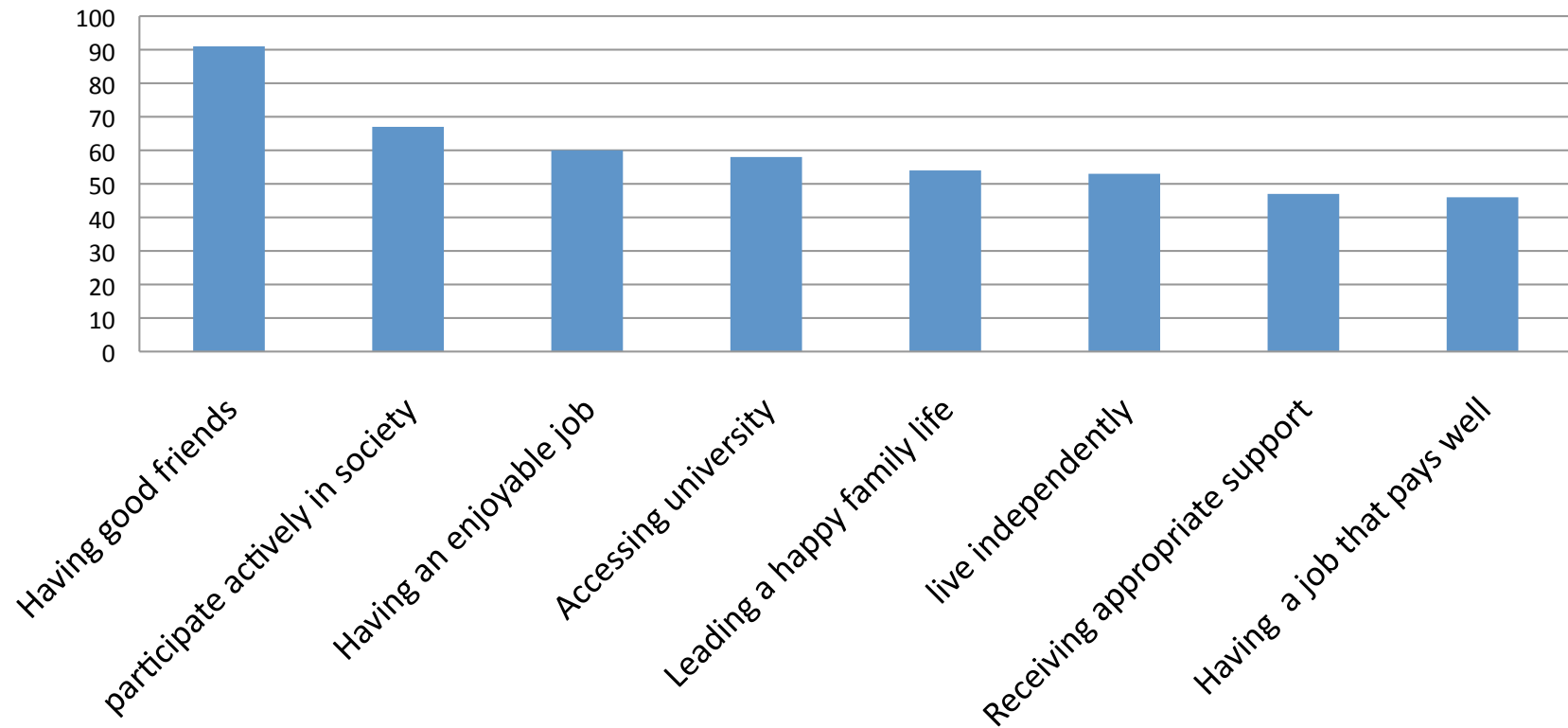
Quality is referred to the skills acquired, to ability to make plans for the future and to the forms of inclusion that result from this

- Descriptor N°15: Plans for the future
- Descriptor N°16: Level of empowerment
- Descriptor N°17: Level of inclusion

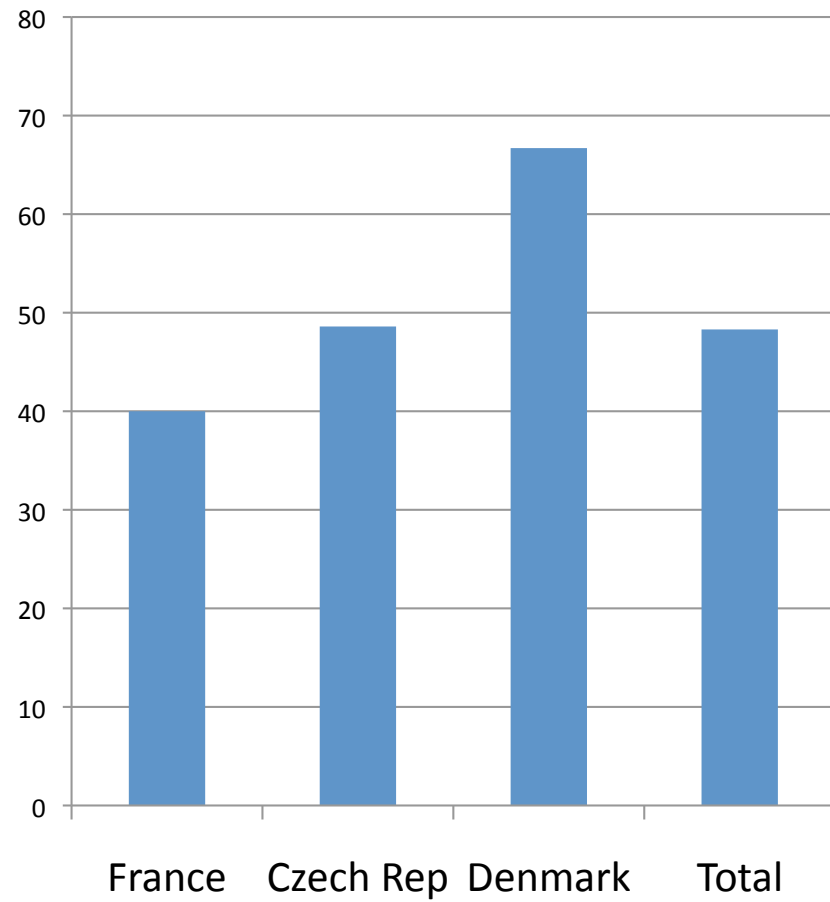
**activities students feel prepared to after upper secondary education
(CR,D,F**



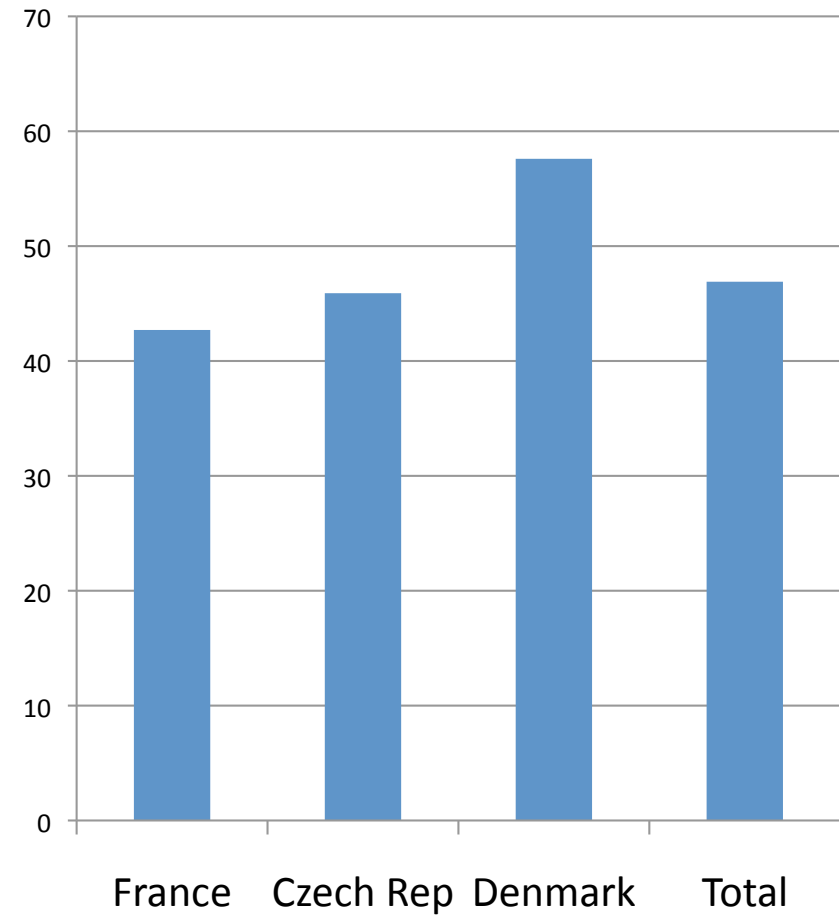
participation opportunities students feel having by leaving upper secondary education in 2006 2007 (CR,D, F, NL)



Have a fully satisfying quality of life



Live fully as independently as you expect



Thank you

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