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

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Prof. Serge Ebersold
Serge.Ebersold@inshea.fr
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

- **Czech Republic**
- **Denmark**
- **France**
- **Netherlands**

Categories: NEET, employment, education.
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

France  Rep Tchèque  Danemark  Total

No.
No, but I would have liked to.
Yes.
Implementation of an Individual Education Plan

participation to an IEP in school year 2006-2007

- No.
- No, but I would have liked to.
- Yes,
Success factors in upper secondary education

success factors in upper secondary education (CZR, DK, F, NL)
Impact of supports on progress opportunities

supports allow to gain the same access opportunities as non disabled school mates

<table>
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<th>Country</th>
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<th>No</th>
<th>Partially</th>
<th>Fully</th>
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<tbody>
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<tr>
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<td>6.1%</td>
<td>33.7%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

Legend:
- Purple: Do not know
- Green: No
- Red: Partially
- Blue: Fully
skills students feel to be fully prepared to beyond upper secondary education (CR, DK, F)

- Have appropriate skills for university and college
- Develop interpersonal skills
- Be aware of your needs
- Speak up for yourself
- Confident in decision making
- Match strengths and goals
- Have appropriate skills for a job
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

France  Rep Tchèque  Danemark  Pays-Bas  Total
I did not know that such support services existed.

I did not require such support.

I did not receive such support, but required it.

Yes.
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

- Live independently
- Successful postsecondary experience
- Participate actively to society
- Meaningful employment
- Civic engagement
- Financially self supporting
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

- France
- Czech Rep
- Denmark
- Total
Thank you
Serge.ebersold@inshea.org