



Inclusion of students with disabilities in tertiary education and employment Pointers for Policy Development

ENSURE QUALITY TRANSITION POLICIES FOR EQUAL OPPORTUNITIES AND TREATMENT

- Strengthen the capacity of education systems to give young adults with disabilities equal opportunities and treatment in terms of their access, success and future
- Recognise key characteristics of quality transition policies for young adults with disabilities that:
 - provide them, to the extent possible, with the same knowledge and skills as other young adults
 - furnish them with qualifications recognised by tertiary education institutions and the labour market on the same basis as other young adults
 - prevent them from being more exposed than other young adults to being neither in employment nor in education or training
 - offer them the same chances of access to the same quality of employment as other young adults
 - give them equal opportunities in terms of the length and quality of transition

OPTIMISE TRANSITION OPPORTUNITIES THROUGH WELL-DESIGNED POLICIES

- Organise policies around an educational approach to disability which focuses on the enabling or disabling effect of policies and practices rather than treating it as an intrinsic personal characteristic
- Promote a legislative framework that:
 - prohibits all forms of discrimination
 - requires institutions to draw up an annual action plan specific to young adults with disabilities which includes the question of transition
- Ensure that the support offered acts as an incentive for tertiary education and access to employment
- Develop bridges between stakeholders involved in the transition process to tertiary education that foster continuity and coherence of the paths between educational levels and sectors
- Provide education systems with financial and methodological incentives to improve transition strategies and strengthen linkages with their environment, particularly with employers and career services
- Link financial resources more closely to the definition of an individual education plan which includes an individual transition plan, the basis of which is the individual's independence and empowerment
- Anchor policies in reliable indicators and statistical data which allow for:
 - comparing the situation of young adults with disabilities to that of the general population
 - determining the enabling effect of the strategies and practices employed and of the support and arrangements provided
 - evaluating the quality of the paths taken by students with disabilities
- Create or improve co-ordination arrangements to facilitate local synergies among stakeholders in the education, employment, social and health sectors
- Improve initial and continuing training for personnel in the education system and provide them with methodological tools and support

LAY FOUNDATIONS FOR SUCCESSFUL TRANSITION IN SECONDARY EDUCATION

- Enhance opportunities for transition to tertiary education and employment through ensuring that secondary education institutions:

- are concerned for every student’s success and include transition in their institutional policy
- define and implement as early as possible an individual transition plan that:
 - encourages students to plan for their future
 - prepares them for the demands of passage to adulthood
 - gives them the skills required for tertiary education and employment
- involve students with disabilities and their families, as well as the different categories of stakeholders concerned, throughout the definition and implementation of the transition process
- are sufficiently integrated into their local environment to mobilise the resources needed to ensure the quality of the transition process during and at the end of schooling
- develop flexible arrangements and support that can be adapted to the individual needs of students with disabilities
- use statistics to track the progress of students with disabilities and identify the impact of their arrangements and support
- ensure that staff members responsible for transition are properly trained and equipped

IMPLEMENT APPROPRIATE ADMISSION AND SUPPORT POLICIES IN TERTIARY INSTITUTIONS

- Encourage tertiary education institutions to enhance opportunities for transition to tertiary education and employment through policies and approaches that:
 - define their admissions and support strategies in co-ordination with:
 - secondary schools
 - non-governmental organisations representing persons with disabilities and parents
 - employers
 - define a specific policy for students with disabilities that covers:
 - training of staff working in admissions services
 - inclusion of representatives of students with disabilities in institutional governance bodies
 - awareness raising among staff and students
 - include employment issues in their admissions and support strategies
 - ensure that disability support services work closely with other student services as well as those that provide support to young adults with disabilities in extracurricular activities
 - include distance education and new technologies
 - establish and formalise links with employers and employment support services to take advantage of existing initiatives to promote employment of young adults with disabilities

FOSTER FUTURE EMPLOYMENT OPPORTUNITIES DURING TERTIARY EDUCATION

- Ensure that tertiary education institutions attach the same importance to the professional future of students with disabilities as they do for other students and make greater efforts to translate the growing presence of students with disabilities in tertiary education into successful entry into the labour market.
- Ensure that admissions and support services for students with disabilities give greater attention to access to employment in their strategies, including:
 - Fostering work experience while studying, which can help boost future labour market success
 - Making full use of active employment policies and initiatives to encourage firms to recruit workers with disabilities and working more closely with job placement agencies

FURTHER READING

These Pointers for Policy Development are drawn from the *Inclusion of Students with Disabilities in Tertiary Education and Employment* which is part of the OECD project on pathways for disabled students to tertiary education and employment. For further information, see www.oecd.org/edu/equity/sen/pathways.